

Empowering voices: EFL e-Text to foster students' English Literacy and visualize women's roles in Colombian peacebuilding.

Karen Marcela Arias Hernández

Trabajo de Grado para optar al título de Licenciada en Lenguas Extranjeras con Énfasis en inglés

Director

Jessica Marcela Velandia Santamaria
Magíster en Didáctica de la Lengua
Universidad Industrial de Santander

Universidad Industrial de Santander

Facultad de Ciencias Humanas

Escuela de Idiomas

Licenciatura en Lenguas Extranjeras

con Énfasis en inglés

Bucaramanga

2025

Acknowledgement

First, I want to thank my family for all the support, love and understanding throughout my academic process. Their constant motivation encourages me to continue learning and never give up in the face of adversity. Second, I am deeply grateful to my director, Jessica Velandia, for her dedication, time, advice and supervision during this process. Her experience and knowledge were significant for the development of this project. I am honored to have had the opportunity to work under her direction. Finally, I would like to thank Professor Carolina Montes. Her passion for transversal projects and material adaption focused on Colombian conflict history inspires me in the creation of this work.

Content List

Introduction.....	10
Research Problem	10
Justification.....	13
Research Question	14
1. Objectives	15
1.1. General objectives	15
1.2. Specific objectives.....	15
2.1. Critical pedagogy and Critical literacy in the learning process	15
2.2 Women impact in Colombia armed conflict and peace process efforts	16
3. Literature Review.....	18
3.1 Peace education in the EFL classroom to teach about the Colombian conflict	18
3.2 Community-Based Pedagogy	20
3.3 Gender in language education.....	22
4. Methodology	24
4.1 Research Design.....	24
4.2 Participants and sample.....	25
4.3 Data collection instruments.....	25
5.3.1 Survey.....	25
4.3.2 Ethical considerations	26
5. Data analysis	27
6. Findings.....	28
6.1 Students attitudes toward skills development and social issues awareness in English textbook.....	28
6.1.1 Exploring students' experience using the <i>Cutting-edge</i> textbook in the EFL classroom	28
6.1.2 Textbook activities as learning support.....	29
6.1.3 Local and global issues coverage and Critical thinking development	31
6.2 Women as peacebuilder in the Colombian armed conflict: perspectives from the EFL classroom.....	32

6.2.1 Women social relevance and representation and students' motivation toward the topic.	34
7. Methodological design of the English e-Text.....	35
7.1 e-Text stages.....	36
7.1.1 Stage 1: Selecting the topics and analysis of the information.....	36
7.1.2 Stage 2: e-Text design.....	38
7.1.2.1 Cover.....	39
7.1.2.2 Scope and sequence.....	40
7.1.2.3 Visuals.....	41
7.2 Critical literacy practices.....	42
7.2.1 Unit 1: Daily lives.....	42
7.2.1.1 Lesson 1: A typical day.....	43
7.2.1.2 Lesson 2: reflecting on daily lives.....	48
7.2.2 Unit 2: Reflecting on past experiences.....	51
7.2.2.1 Lesson 1: Inside out: voices of resilience.....	51
7.2.2.2 Lesson 2: Women who made a difference.....	53
7.3.1 Echoes of resilience: a community project.....	55
7.3.2 Inspiring stories.....	55
7.3.3 Exploring.....	56
7.3.4 Planning.....	57
7.3.5 Producing.....	58
Conclusion.....	59
Limitations and Recommendations.....	60
References.....	62

Figures List

Figure 1 Participant's perception of textbooks activities	29
Figure 2 Student's enrollment in courses addressing armed conflict in Colombia	33
Figure 3 Students' knowledge of Afro-descendant women's role in the Colombian armed conflict	33
Figure 4 e-Text's cover	39
Figure 5 Content table.....	40
Figure 6 and 7 Pictures created with Canva AI generator.....	41
Figure 7 Maria's routine	43
Figure 8 Vocabulary activities and reflection	44
Figure 9 Video with subtitles and English audio	45
Figure 10 Reading tip.....	46
Figure 11 writing tip	47
Figure 12 Wordsearch.....	49
Figure 13 Boardgame reading.....	50
Figure 14 Reflective activity regarding feelings.....	51
Figure 15 Fill in the chart and matching activity	52
Figure 16 Andrea's narrative	53
Figure 17 Women who made a difference	54
Figure 18 Project task 1	55
Figure 19 Project task 2	56
Figure 20 Project task 3	57
Figure 21 Project task 4.....	58
Figure 22 Project task stages.....	59

Table List

Table 1 Categories and subcategories	27
Table 2 Unit contents and lessons	37
Table 3 Websites and stories adapted	37
Table 4 Activities	42

Annexes List

Annex A Survey	67
Annex B Consent form included in the survey	72
Annex C Inductive coding.....	75
Annex D Memo sample.....	76
Annex E e-Text.....	76

Resumen

Título: Empoderando voces: EFL e-Text para fomentar las competencias lingüísticas de los estudiantes y visualizar el papel de las mujeres en la construcción de paz en Colombia*

Autor: Karen Marcela Arias Hernández**

Descripción: Este estudio se basa en el desarrollo de un material didáctico EFL orientado a potenciar las competencias lingüísticas y la alfabetización crítica en estudiantes de inglés de nivel A2 a través de la integración de temas que resaltan el papel de la mujer en el conflicto armado. Este documento consta de dos partes: primero, una exploración de la percepción de los estudiantes sobre los libros de texto de inglés *Cutting Edge* como fuente educativa y promotor de la conciencia social, y sus actitudes frente a la implementación del tema “rol de la mujer en el conflicto armado colombiano como constructora de paz” dentro del aula de EFL. En segundo lugar, la creación de un de inglés que fomente la alfabetización crítica, y la integración de actividades y proyectos basados en la comunidad enfocados en aumentar la conciencia social en estudiantes. Los resultados revelaron que, aunque los estudiantes consideran que los libros de texto *Cutting Edge* son un recurso valioso para mejorar el vocabulario, la gramática y la lectura, no abordan cuestiones sociales locales, lo cual desconecta el contenido con la realidad de los estudiantes. Además, la mayoría de los estudiantes coinciden en la necesidad de implementar una visión del rol de la mujer en el conflicto colombiano dentro del aula EFL para promover el empoderamiento femenino y fomentar conciencia social. Por lo tanto, el presente documento proporciona material que aborda cuestiones sociales locales y promueve proyectos basados en la comunidad.

Palabras clave: Alfabetización crítica, Aula EFL, Concienciación en temas sociales, Educación para la Paz (EP), Mujeres en el conflicto armado

* Degree work

** Human science Faculty. School of Languages. Director Jessica Marcela Velandia

Abstract

Title: Empowering voices: EFL e-Text to foster students' English Literacy and visualize women's roles in Colombian peacebuilding*

Author: Karen Marcela Arias Hernández**

Description: This study develops EFL educational material aimed at enhancing language skills and critical literacy among A2 level English students through the integration of topics that highlights women's role in the armed conflict. The paper consists of two parts: first, an exploration of students' perception of the English textbooks *Cutting Edge* as an educational source and social awareness promoter, and their attitudes towards the implementation of the women's role in the Colombian armed conflict topic within the EFL classroom. Second, the creation of an English e-Text which takes into consideration the enhancement of Critical literacy practices and the integration of activities and community-based projects focused on enhancing students' social awareness. Findings revealed that although students consider the course textbook a valuable resource to improve vocabulary, grammar and reading it does not address local social issues which disconnect content with students' realities. Besides, most of the students agree on the necessity to implement a view of the women's role within the EFL classroom to promote empowerment and foster social awareness. Therefore, the present document provides material that addresses local social issues such as armed conflict and promotes community-based projects.

Keywords: Critical literacy and pedagogy, EFL classroom, Peace Education (PE), Social issues awareness, Women in the armed conflict

* Degree work

** Human science Faculty. School of Languages. Director Jessica Marcela Velandia

Introduction

Research Problem

From my experience as an English pre-service teacher at the Universidad Industrial de Santander (UIS), I faced significant challenges in learning English as a Foreign Language (EFL), particularly in writing. Similarly, other UIS students from the same program, as described by Fuentes (2023) and Pabón (2019), have encountered difficulties in developing academic writing skills. For instance, Pabón (2019) argues that assessment methodologies like rubrics demonstrate that students attempt difficulties with academic writing approaches such as thesis statement, topic and supporting sentences within their writing which are crucial elements for structuring coherent and persuasive arguments in scholarly discourse. Building on this, Fuentes (2023) claims that English classes prioritize grammar and vocabulary exercises over the creation of purposeful texts. Thus, writing is reduced to a mere tool for assessing language mechanics, rather than a means of meaningful expression. These difficulties may stem from the traditional methods used in textbooks to address different skills and from the absence of activities focused on developing critical thinking through discussions of current social issues within the community (Velandia, 2024).

According to Núñez-Pardo (2019) the implementation of Colombia's bilingual education that aims to improve English proficiency at all student levels has led to a continued reliance on textbooks characterized by their instrumental, normative, homogenizing, and commercial aspects. As Gómez and Gutierrez (2019) argue, this reliance has hindered learners' enhancement of critical-thinking, self-awareness and social agency while using the target language, as students are taught to communicate in L2 without being encouraged to inquire the power ideologies present in the desired language. Nonetheless, the absence of exercises

that foster critical thinking and problem-solving skills in English textbooks creates a gap between rote learning and real-world application. Students may become experts at memorizing vocabulary and grammar rules but cannot analyze, evaluate, and apply their knowledge in practical contexts. As a result, they may have difficulty navigating complex situations or engaging critically with the world around them.

In light of the above, considering writing as an isolated skill overlooks it as a powerful tool for students to critically address and engage with the social realities they face. This perspective aligns with the understanding of literacy practices which, in accordance with Street (1993) and Barton, Hamilton, and Ivanič (2000), refer to the ways in which activities and events are connected to cultural and social contexts. This concept provides a meaningful understanding of how reading and writing are both influenced and shaped by the structures of society.

The above discussion led me to reflect on how the EFL textbook provides space in the EFL classroom for navigating students' context and realities. In this regard, most of the activities in the English courses I took at UIS were largely based on textbooks centered on American and European cultures. In fact, Caro and Caro (2019) state that the lessons presented as "world culture lessons" in the pre-intermediate level of the Cutting-edge textbook, which is commonly used as a resource within the academic curricula in higher education, try to make it seem like all cultures are the same, but they only focus on British culture. Consequently, this shows cultural dominance because they ignore other cultures. In the same way, Yassine (2012) affirms that linguistic and visual preference is given to British and American cultures, establishing them as the preferred contexts for teaching English, thus legitimizing their dominance, although the existence of an international or global culture is acknowledged, it is

primarily aligned with Western or European cultures rather than with the student's own national or local culture, or even with the cultures of other English-speaking countries (as cited in Niño-Pardo, 2018). The above might generate in students a loss of interest in the subject matter being taught. For instance, in a study conducted by Nanwani (2011) it was found that being focused solely on North American culture did not enhance the academic writing learning experience. Besides, the author implemented a questionnaire to understand students' interests and needs and it revealed a widespread disinterest in writing about aspects of North American culture.

The above led me to wonder how can I as a future English teacher raise social awareness and promote critical literacy among students? Giving this, during my practicum process in a public high school in Bucaramanga, I contributed to the development of didactic material and a Community-Based Project that broaden eight-grade students' understanding of the armed conflict, and local conflict resolutions. As a result, this experience made me realize the significant gap in the inclusion of content that addresses the social issues impacting student's context. Nevertheless, this gap was evidenced not only in the high school setting but also at university levels. For instance, before starting the process of integrating this project into the curriculum, my classmates and I had little knowledge about the Colombian conflict and problem resolution processes and how this impact the community. Recognizing this absence sparked a reflection of the importance of including social issues within the EFL classroom, not only with the purpose of informing students about their country's history but also to increase awareness about their realities. Regarding this reflection, I conducted a questionnaire to investigate the knowledge of students about the armed conflict, especially the role of women as peacebuilders and whether the material [textbook] used in English courses addresses this

issue in order to raise awareness among students, the results are developed in the Findings section of this document.

Bearing this in mind, I foresee the development of an English e-Text that incorporates interactive and thought-provoking activities that encourage learners to develop their critical literacy practices and solving-problems skills, as well as to raise awareness of the social problems prevalent in our society as it is the Colombian armed conflict and the role women play as peace leaders. Under those circumstances, this material should inspire learners, promote critical thinking, and encourage problem-solving.

Justification

The rationale for conducting this study comes on the one hand, from the high impact that Critical literacy practices have on various aspects of individuals' lives, particularly in the context of Colombian universities. As highlighted by Yoon-Hee and Sun-Joo (2003), English as a foreign language serves as a vehicle for economic, social, and personal advancement, providing individuals with valuable skills necessary for success in the globalized and digitalized world. Whether communicated orally or in written form, literacy practices facilitate communication across cultural and linguistic barriers, thereby fostering greater interaction and understanding among diverse populations. Bearing this in mind, it is indispensable that students master literacy practice to equip them with global communication skills.

On the other hand, I consider it important to foster empathy and understanding among students through the exploration of social issues contributing to the formation of socially responsible individuals. For instance, Gruber and Boreen (2003) establish that recognizing the context-dependent aspect of literacy activities is crucial for educators who view learning beyond the confines classrooms and who embrace students' diverse backgrounds and life experiences

as integral parts of the learning process.

As a matter of fact, Colombia is a country that has been deeply impacted by the armed conflict. Over the years, this has resulted in families being displaced from their homes, orphaned children, women being victims of abuse, and numerous deaths. All of this has led to the normalization of violence, and it has caused Colombia to become a country without memory. According to Ordóñez (2019), in Colombia for a considerable period, violence has evolved into a means, and it has been seen by citizens as the optimal choice. So, because of the extended duration of conflict, a segment of society grows up in an environment characterized by perpetual violence.

Given these challenges, I consider that English e-Texts, as complementary resources in the EFL classroom, serve as essential tools to expose students to their country's history while fostering crucial Critical literacy practices for active Critical thinking, problem-solving abilities, and the development of social consciousness. Hence, I have chosen to undertake this study to pave the way for exploring the use of instructional materials focused on the role of women in the armed conflict as agents of change, through the presentation of relevant stories, narratives, and integrated activities whose aim is to enable students to visualize the complexity of the situation the country has experienced and to contribute to preventing the patterns of violence repetition.

Research Question

To what extent does the development of educational materials focused on the enhancement of Critical literacy practice on fourth-semester pre-service teachers in the *Licenciatura en Lenguas Extranjeras con Énfasis en Inglés* program at UIS, make visible the role of women in the Colombian armed conflict as peacebuilders?

1. Objectives

1.1. General objectives

This study aims to design a didactic e-Text focused on women 's role in Colombian armed conflict, while enhancing students' Critical literacy.

1.2. Specific objectives

To explore the perceptions of fourth-semester pre-service teachers at Uis regarding the English textbooks *Cutting Edge* as an educational source.

To examine students' attitudes towards the implementation of the women's role in the Colombian armed conflict topic within the EFL classroom.

To integrate a community-based project, within the e-Text, that engages students in exploring and representing women's experiences and contributions in the Colombian armed conflict through tasks present in the e-Text lessons.

2. Theoretical framework

This study is framed by different approaches, namely Critical Pedagogy and Critical literacy and (Mahmoudi et al., 2014; Freire,1980; Norris et al., 2012; Vasquez, 2017; Serpa and Santos, 2020) and women role in the Colombian armed conflict and peace process (Unidad para las víctimas, 2020; The Inter-American commission on Human Rights, 2005; Bouvier, 2016; Balanta, 2014; Rocha, 2022). All in all, these approaches and research are linked to both the improvement of Literacy Practices and the enhancement of Critical thinking and social awareness among students.

2.1. Critical pedagogy and Critical literacy in the learning process

According to Mahmoudi et al., (2014), and Freire (1980) the aim of Critical pedagogy is

to enhance students' entire life perspective and explore the different role powers. Accordingly, this educational approach offers students the opportunity to question others' established hypotheses and navigate the relation between their community and what is taught in the educational settings. In that way, students can understand their role in society as well as actively work to enhance the social issues among the same.

In light of the foregoing, Norris et al., (2012) state that Critical literacy points to the interpretation of texts as a social construction that is focused on exploring the historical, social, and political contexts. In the same path, Vasquez (2017) defines Critical literacy as “a theoretical and practical framework that can readily take on such challenges creating spaces for literacy work that can contribute to creating a more critically informed and just world” (p.1). Finally, Serpa and Santos (2020) agree that Critical literacy extends beyond the technical teaching and learning of reading, writing, and numeracy skills within an individual's everyday context, instead it prompts to foster social justice.

On this basis, implementing Critical literacy and Critical pedagogy in EFL material fits with the aim of this project since it encourages students to analyze and relate texts to their own lives and communities, and to make students aware of the power dynamics and societal norms which enhance their Critical thinking leading to a more meaningful and transformative education.

2.2 Women impact in Colombia armed conflict and peace process efforts

In Colombia the rights of over 4 million of mestizo, afro-descendant and indigenous women have been violated in the context of the armed conflict. Throughout the war, physical, psychological and sexual abuse were used by the perpetrators as ways of control and intimidation against women, as a result they are attached to social stereotypes, and political

and economic disadvantages in the post-conflict era (Unidad para las víctimas, 2020; The Inter-American commission on Human Rights, 2005). According to a report carried out by the Observatorio Distrital de Víctimas del Conflicto Armado (ODVCA) in Colombia, the 5 departments most affected by the conflict and the different types of violence mentioned above are Tolima, Caquetá, Meta, Antioquia, Cundinamarca and Bogotá D.C.

Nevertheless, women are not only victims of the conflict, but also resilient individuals who seek reparation and work for peace in our country. As stated by Bouvier (2016) “women have played multiple, sometimes overlapping, roles related to war and peace in Colombia. Women have been peacemakers and peacebuilders, perpetrators, victims, change agents, and care providers” (p. 6). Likewise, Balanta (2014) highlights the significant efforts women are making toward peacebuilding in Colombia. According to the author, although many organizations are led by men, the major participation comes from women with remarkable skills to mobilize, analyze and implement. So, these women are not just waiting for inclusion, they are actively demanding it. Lastly, Rocha (2022) states that the mobilization efforts of women in Colombia are diverse, women do not speak from a unique perspective, nor do they share or reflect on the same agenda. Instead, they prioritize different strategies to reach their goals related to Colombian conflict history and peacebuilding on different social and political issues.

Considering the objective of this project, addressing the different roles women have played throughout the history of the Colombian conflict in EFL materials involves recognizing their contributions. In Colombia, the narrative of conflict is most often dominated by male figures, with women’s roles overshadowed or discussed only in small proportions. So, understanding that while many women are victims of violence, they are also caretakers,

providers and pillars of the community that foster resilience and advocate for peace and social justice is crucial to avoid marginalization and repetition.

3. Literature Review

Colombia is a country still dealing with the aftermath of an armed conflict that has lasted more than five decades. As a result, Colombian society normalizes different types of violence, varying from domestic to systematic racism. These challenges underscore the need to foster Critical thinking, empathy, and resilience among students. Therefore, this literature review explores the inclusion of Peace Education (PE) which emphasizes the potential of implementing activities that promote in students, spaces for discussion about armed conflict and its implications (Ortega, 2019; Abid, 2016; Gomez, 2012; Hantzopoulos, 2011; Gutiérrez, Guerrero & Bohórquez 2020). Moreover, Community-Based Pedagogy (CBP) is examined as an effective method to improve language skills and Critical literacy while incorporating students' experiences and their knowledge of local issues (Lastra, Acosta & Durán, 2018; Warburton and Martin, 1999; Vargas, 2019; Reyes, 2016). Finally, this literature review also inquiries into the critical debate regarding gender in language education by examining how textbooks and other educational resources reinforce gender biases (Widodo & Elyas, 2020; Shallaita, Nawawi & Amin, 2021; De la Torre Sierra & Guichot-Reina, 2022; Mojica & Castañeda-Peña, 2017). All things considered, these approaches highlighted the importance of educational strategies that addressed Peace Education and social and gender awareness.

3.1 Peace education in the EFL classroom to teach about the Colombian conflict

Undoubtedly, educators play an important role in promoting peace, especially in a country like Colombia that has been hit by violence not only by armed conflicts but also by other types of direct or indirect violence, namely domestic violence, sexual harassment, school

conflicts, and racism. According to Ortega (2019) and Abid (2016), English Foreign Language (EFL) instructors possess the capacity to not just teach proper grammar usage, but also to contribute towards fostering peace and promoting social awareness. In the same path, Peace Education (PE) aims to transform the violent environments surrounding people (Gomez, 2012 as cited in Cardona 2019), and some experts agree that implementing Peace Education (PE) involves focusing on policy making, planning, teaching methods, and practical application, which together form a comprehensive approach (Hantzopoulos, 2011).

To this regard, researchers such as Ortega (2019) and Gutiérrez, Guerrero and Bohórquez (2020) have integrated social issues, like the Colombian armed conflict, into English as a Foreign Language (EFL) classrooms. The objective of these studies focused on the use of these topics to enhance students' Critical thinking, problem-solving skills, and memory, ultimately fostering resilience. By way of illustration, Ortega (2019) conducted collaborative action research in Bosa, Bogotá with 42 ninth-grade students who came from diverse ethnic backgrounds, including Afro-Colombians, farmers, and students of indigenous descent. The study purpose was to observe how EFL students developed essential social and citizenship awareness through the creation of sketches that address violent occurrences within the school environment. As a result, the teacher and students claimed that incorporating social justice and peace-related themes into the lessons effectively involved, and motivated students into learning along with enhancing their abilities to address daily school-related issues.

Likewise, Gutiérrez, Guerrero and Bohórquez (2020) implemented a pedagogical intervention that aimed to explore materials (artifacts) created by student victims of conflict during their involvement in English instructional sequences as means of resilience. The authors concluded that inside the EFL classroom, memory served as a vital tool for the healing of

students who had experienced conflict. Moreover, among this group, memory artifacts focused on the reinterpretation of the experiences of conflict victims due to these artifacts depicted situations such as forced displacement from their hometowns to urban areas and their struggles within the city. In which case, the memory artifacts created by students emerged as valuable aids that facilitated resilience-building processes through educational interventions and teachers' guidance. Nevertheless, in Colombia, there exists scarcity in material focused on the armed conflict adapted to the EFL classroom. For that reason, these studies provide insights on the significance of integrating and creating peacebuilding-focused activities and materials into classroom instruction. Such initiatives not only benefit students but also teachers, enhancing their global perspective and fostering the development of Critical thinking and problem-solving skills.

3.2 Community-Based Pedagogy

According to Lastra, Acosta and Durán (2018) Community-Based Pedagogy (CBP) involves an understanding of the collective knowledge, values, frameworks, and perspectives shared by individuals within a particular community, acquired through daily interactions. Similarly, Sharkey and Clavijo-Olarte (2012), state that CBP are teaching methods that address and value the local communities where educational institutions are placed as well as the students and families that live there. Additionally, as described by Warburton and Martin (1999), CBP involves how individuals within a community perceive and assess their environment, how they address challenges and affirm novel insights, and the methods by which knowledge is created, retained, utilized, and passed on to others (as cited in Lastra, Acosta & Durán 2018).

In relation to this, Reyes (2016), Vargas (2019), and Sharkey, Clavijo-Olarte and Ramírez (2016) investigated how the implementation of community- based pedagogy within

the EFL classrooms influenced not only students but also teachers' awareness of the social issues present in their surroundings. Therefore, in the Colombian university Santo Tomás, Reyes (2016) conducted a study that investigated how Community-Based Pedagogy influenced students' reading and writing projects at Fray Bernardo de Lugo Language Institute. Consequently, the author undertook a pedagogical intervention to integrate students' daily experiences within the community into the language curriculum at school. Findings of this study demonstrated that engaging students in researching and preparing speeches on topics of their interest has led them to become more aware of the social issues within their daily contexts, including their neighbors and community leaders. It was discovered that implementing such activities, alongside community-based pedagogy, not only prompts students to identify issues but also encourages them to propose solutions based on their academic backgrounds.

In addition, Vargas (2019) conducted qualitative research that implemented Basic Standards of Competence in English (BSCE) and Community-Based Pedagogy (CBP) in pre-service teachers' final practicum at a public school in Tunja, Colombia. The author found that when the teacher implements community within the English instruction, students played the main role of the lesson by incorporating aspects of their communities into the classroom. Besides, students were encouraged to connect English topics with their own backgrounds, fostering a sense of identity, this approach also emphasizes the importance of valuing both local and foreign community resources.

Finally, Sharkey, Clavijo-Olarte and Ramírez (2016) implemented a 9-month qualitative case study in a Colombian public school to analyze how four secondary teachers implement and develop CBP inside the classroom. Findings revealed that students were highly motivated to take, share and analyze pictures related to their surroundings. Moreover,

complaints about “boring” homework decreased, and the more isolated students began to participate in discussions by sharing personal stories and experiences related to the content. Another finding was the improvement of students- teachers’ relationships and the family-school involvement through the investigations and interviews carried out by the students.

In short, the studies provide meaningful insights of the benefits that have the integration of CBP in the classroom to potentiate students’ literacy, and Critical thinking as well as the impact that has in the pre-service teacher’s practicum and teachers’ methodologies. Hence, the authors' standpoint provides a framework for the development of educational materials oriented in a community and social justice approach to address the role of women in the complexity of the social conflict in Colombia, and to promote spaces for knowledge, dialogue and learning.

3.3 Gender in language education

Schools and universities are envisioned as institutions that enable environments in which specific gender-related values can be promoted or constructed, and are influenced by social, economic, and political factors. In these environments, educators and students play an active role in creating and consuming texts that reflect gendered identities, debates, and behaviors (Widodo & Elyas, 2020). Shallaita, Nawawi and Amin (2021) and De la Torre Sierra and Guichot-Reina (2022) conducted studies aiming to analyze how English Language Teaching (ELT) textbooks incorporate gender content and discern the presence of any gender bias within them. In the case of Shallaita, Nawawi, and Amin (2021), the authors categorized their analysis into five key aspects: visibility, firstness, feminine/masculine generic construction, activities, and occupations. Authors findings revealed a dominance of male representation in both illustration and textual content, suggesting bias that prevailed masculine gender portrayal.

Furthermore, male characters were frequently depicted as being mentioned first, indicating a potential perception of their superiority. Additionally, there was a notable preference for using male pronouns to describe both sexes, contributing to the perpetuation of gender stereotypes. Finally, occupations and activities were also gendered, with men typically engaged in outdoor activities and professional roles, while women were confined to domestic tasks and hobbies. Moreover, the researchers concluded that male dominance persisted across various dimensions, including visibility, firstness, generic representation, occupations, and activities, thereby highlighting the presence of linguistic bias, stereotyping, imbalance, and selectivity within the textbooks.

Subsequently, De la Torre Sierra and Guichot-Reina (2022) studied the existence of masculine dominance over the feminine in the discourse within elementary school textbooks, and the unequal representation of women. The authors concluded that among the textbook analyzed there exists an imbalance among the men and women characters' representation, being nomination, personal familial relationship and occupations some of them. For instance, in the textbook formal titles are predominantly reserved for men, particularly when referencing prominent historical figures such as Picasso or Einstein. Conversely, women are seldom referred to solely by their last names; instead, they are often addressed with a semi-formal treatment, as seen with examples like Gabriela Mistral or Marie Curie. Besides, the words “mother and “father” underscore differences in the ways male and female characters are named, with women frequently portrayed in stereotypical roles like "wife of, “spouse of” or mother of” linking women directly to their role as householder or their husbands, thereby reinforcing traditional gender norms and family structures. Therefore, researchers emphasized the importance for language teachers to remain aware about gendered discourses in educational materials and

interpersonal interactions, recognizing their potential impact on learning opportunities and students' understanding of gender representations. Nonetheless, inside the Teachers Professional Development (TPD) gender is not included due to the importance placed in Cognitive aspects (Mojica & Castañeda-Peña, 2017).

4. Methodology

4.1 Research Design

The methodology selected for this study was the qualitative research method, which seeks to analyze and look onto real-life issues by understanding individuals' experiences, behaviors, beliefs, motivations and attitudes toward different situations. (Corner et al., 2019 as cited in Orange and Mater, 2023; Tenny et al., 2024). Along the same line, the use of qualitative research in this project attempts to examine students' knowledge and perspectives towards the women's role in the Colombian conflict alongside of their attitudes and motivation towards the use of the English textbook *Cutting Edge* within the classroom.

The nature of this study aligns with the characteristics of action research (AR), as it aims to 'intervene in a deliberate way in the problematic situation in order to bring about changes and, even better, improvements in practice' (Burns, 2010, p. 2). According to Burns (2009), action research enables the teacher-researcher to develop solutions to problems identified within the social environment. With this in mind, AR allows me as a preservice teacher-researcher, to critically observe the educational context, document and collect data on the problem, and develop a plan to positively influence students' Critical literacy practices. This plan involves creating educational material that integrates relevant topics on the Colombian armed conflict and contributes to the construction of peace. By doing so, I intend to provide students with instruments necessities to accurately involve in historical and social features of the Colombian conflict.

4.2 Participants and sample

The technique implemented in this study was purposive sampling, also called judgment sampling, which is considered by Etikan, Musa, and Alkassim (2016) as the deliberate choice of a participant due to the qualities that the participant possesses. In consideration, the present study had the participation of 19 fourth-semester pre-service teachers between the ages of 18 to 23 that belong to the academic program “Licenciatura en Lenguas Extranjeras con énfasis en Inglés” at UIS. This sampling was chosen because, at the time of implementing the questionnaire, the participants were enrolled in Advanced English I, corresponding to CEFR level C1. This level implies prior experience using the *Cutting-Edge* textbooks included in the degree program, enabling participants to provide a more accurate assessment of the skills acquired during the courses and to offer perspectives on the curriculum’s awareness of local and national social issues, so this helped the pre-service- teacher to avoid biases regarding the textbooks content along the whole courses.

4.3 Data collection instruments

For the data collection, the preservice teacher-researcher conducted a survey as a useful tool to gather information regarding students’ viewpoint, knowledge and attitudes towards activities developed in the *Cutting-edge* English textbook and the integration of local social issues to raise awareness within the EFL classroom.

4.3.1 Survey

According to Check and Schutt (2012), “surveys are the collection of information from a sample of individuals through the responses of questions, survey research can use quantitative research strategies (e.g., using questionnaires with numerically rated items), qualitative research strategies (e.g., using open-ended questions), or both strategies (i.e., mixed methods)” (as cited in

Ponto, 2015, p. 168), for such a reason, it was convenient to implement this tool to gather information.

In order to meet the objectives, set for the survey, this was divided into three sections: characterization, perceptions regarding English textbooks activities, and local social issues awareness within the EFL classroom (See Annex A). Through the survey, students were able to answer open-ended questions in which they had to respond with their own words and multiple-choice questions that they answered by choosing only one option. It is important to highlight that to make the study more accurate the survey was implemented in the participants' mother tongue to provide them with possibilities to express their opinions better. Cummins (2000) argues that asking students about socio-cultural and educational topics in their mother tongue enables them to express ideas and emotion in a more complex and complete manner. Additionally, the survey was created in a Google form and shared via WhatsApp so participants could fill it from their devices, this allowed faster access to the information and facilitated the analysis of the same.

4.3.2 Ethical considerations

Regardless of Ethical consideration, before the survey was conducted participants were verbally informed about the purpose of the study and it was made clear that the participation was voluntary. At the same time, participants were aware of all the studies details as they read them at the beginning of the survey that include a written consent form (Annex B). To guarantee confidentiality, all the information collected was treated as anonymous, which meant that any name or personal information was required or attached to a particular opinion. For this purpose, participants are codified as Participant 1, 2, 3, etc. All this is in accordance with Law 1581 of 2012 (also known as the Data Protection Act).

5. Data analysis

In order to analyze the qualitative data, the participants' answers were translated and organized through a word coding process for a more rigorous analysis. As stated by Linneberg and Korsgaard (2019) coding in qualitative research “involves examining a coherent portion of your empirical material – a word, a paragraph, a page – and labeling it with a word or short phrase that summarizes its content.” (P. 3). For this research, the process consisted of using inductive coding (Burns, 2010) to identify different themes and keywords and the relationship between them. For the findings, the preservice teacher-researcher established two main categories that contain different subcategories (Table 1). All of them were highlighted in different colors to make the identification easier (Annex C). Then, with the use of a series of memos, the findings of the participants' opinions were summarized and analyzed (Annex D). In addition, as the survey included some multiple-choice questions, the preservice- researcher analyzed the statistical graphics to determine students' attitudes as well as their level of knowledge and interest regarding the topic “women’s role in the Colombian armed conflict.”

Table 1

Categories and subcategories

Category	Sub-categories
Students’ attitudes toward skills development and social issues awareness in English textbook	<ul style="list-style-type: none"> • Exploring students’ experience using the Cutting-edge textbook in the EFL classroom • Textbook activities as learning support. • Local and global issues coverage and Critical thinking development
Women as Peacebuilders in the Colombian armed conflict: perspectives in the EFL classroom	<ul style="list-style-type: none"> • Women social relevance and representation

-
- Students' motivation toward the topic inclusion in the EFL classroom
-

6. Findings

6.1 Students attitudes toward skills development and social issues awareness in English textbook

Exploring students' perspectives towards educational resources is relevant to improve learning experiences and outcomes. Considering that, the first part of the survey aims to explore students' experiences and perspective of the Cutting-edge textbook to assess its impact, effectiveness and relevance on their learning process.

6.1.1 Exploring students' experience using the *Cutting-edge textbook in the EFL classroom*

The *Cutting Edge 3rd edition* textbook is defined as a course that adopts a communicative task-based approach that enhances grammar and vocabulary by practicing in meaningful contexts, and making the learning process an enriching experience. It incorporates a diverse contemporary topic supported by videos to help learners to understand the modern world while learning English. (Pearson, n.d). Regarding students' experience using the English textbook, the findings revealed a mixture of positive and negative attitudes towards the textbook. In the first place, most of the participants mentioned that the textbook is useful to improve their grammar and vocabulary acquisition. To illustrate, participant 9 expressed that well- structured content helped him to improve vocabulary and English skills. Nevertheless, a common concern among the participants was the outdated topics present in the textbook. This perception undermines the book engagement because of the disconnection between the material and the modern topics. Indeed, participants 3 and 4 expressed feelings of boredom and stress indicating that the topics might not be compelling

for them. The opinions can be observed in the excerpt below belonging to the question 3: *How has been your experience using the English textbook for language learning?*

Quite stressful since I haven't learned anything (Participant 3).

Good, although somewhat boring (participant 4).

It has been quite good overall, some of the activities and proposed content have helped me, although it really needs to be brought into a more contemporary context (participant 6.)

In general, it has been good, although the book is a bit outdated. (Participant 8).

I think it is well organized and has helped me with vocabulary and indirectly understanding English skills, but I don't like that it feels outdated (Participant 9.)

6.1.2 Textbook activities as learning support.

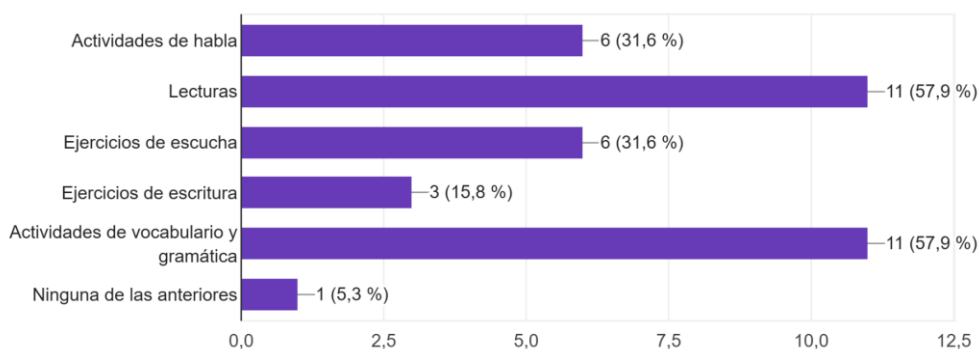
Referring to textbook activities, when students were asked about which were the most interesting and useful for their learning process it was found that 57,9 % of participants agreed on grammar and vocabulary; 57,9 % expressed that reading activities were interesting and useful; 31,6 % answered listening activities. Similarly, 31,6 % of the participants chose speaking; 15,8 said writing activities. Finally, 5,3 % of the participants decided to choose none of the above. It is worth mentioning that in this multiple-choice question, students have the opportunity to select more than one option (Figure 1).

Figure 1

Participant's perception of textbooks activities

¿Qué actividades del libro considera más interesantes y útiles para su aprendizaje?

19 respuestas



Considering the second part of this question, where participants were encouraged to explain their choice, the results pointed to several important aspects of language learning. In this way, the following excerpt from the survey question 7: *taking into consideration your previous answer [What activities in the textbook do you consider most interesting and useful for your learning?] explain your decision.* illustrates that many students highlighted the importance of vocabulary acquisition for their learning process. In terms of grammar, participants agreed on the utility of the exercises although some found them difficult.

The most useful part of the book to me has seemed the vocabulary it teaches (Participant 1).

There are parts in the book where they mention the important vocabulary of the unit in a box. In general, I am interested in studying grammar, so the exercises in the book, especially those found in the last pages, seem very useful to me (Participant 19).

In addition, it was found that students perceive speaking and listening exercises as vital for communication and fluency improvement. For instance, participant 4 alleged that *“speaking activities are his/her favorites because they help to improve English fluency by practicing phonetics, grammar, and knowledge of language in usage in an entertaining way.”* In the same way, participant 6 expressed that *“s/he really likes the speaking and listening parts because I consider them to be his/her strongest skills.”*

Although many of the participants decided to emphasize the positives aspects, not all the answers were favorable. The extract below suggests that in respect to engagement, participants noted that activities, namely writing and listening exercises, are boring which fail to maintain their attention.

I feel that the writing and listening exercises could be improved, most of them become quite boring and this causes me not to pay much attention. (Participant 4)

Besides, some participants consider that the activities are not well organized, and they do not provide key answers, which could make learning more difficult.

I personally consider it somewhat disorganized. It also doesn't have the answers to the activities that are there.

This information was very useful at the moment to design the content for the e-Text because it helped the preservice teacher- researcher to adapt the material to students' needs and interests.

6.1.3 Local and global issues coverage and Critical thinking development

According to the open-ended question results, the English textbook frequently emphasizes global and other general topics over local issues that affect the community. Therefore, this absence of social issues awareness makes the textbook activities less applicable to students' context. Even though topics like environmental issues and socio-economic gaps are included, students argued that there exists a need for meaningful reflection due to the fact that most of these topics are either discussed or outdated, which does not enhance Critical thinking in students. Overall, there is a necessity to implement content that reflects on the challenge faced by the students' community and encourages students to analyze and question upon the different solutions. All this is supported by extracts taken from students' responses to question 8: *Do the reading and writing activities in the*

textbook encourage awareness on social issues present in your community? If your answer is positive, What kind of activities and social issues have been addressed?

The activities in the book tend to deal with relatively general and superficial topics, social issues are not discussed. (Participant 2)

Some readings promote awareness about social issues such as pollution and sustainable development. However, many others are outdated or only cover topics superficially. (Participant 5)

These findings reinforced the decision to continue with the creation of an e-Text that not only integrates current topics of interest but also activities raise local issues awareness and enhances English Literacy practices in students. Indeed, Rodríguez et al. (2023) highlight the importance of students understanding of historical events, particularly Colombian armed conflict. The authors argue that “it is imperative that the students who are the future of the country know the truth of what shaped their history, such as the armed conflict, to obtain explanations and answers to the violence that plagued the nation for so many years.” (p.6). However, even though there exist initiatives to reconstruct the truth about the armed conflict in Colombia such as the creation of the Truth Commission and Historical memory center, as well as the implementation of historical memory in educational settings (Martinez, 2020). It is essential to implement the Colombian armed conflict topic within the classroom due to the scarcity of content regarding such problematic (Rodríguez et al., 2023).

6.2 Women as peacebuilder in the Colombian armed conflict: perspectives from the EFL classroom

Regarding armed conflict and the women’s role as peacebuilders, as can be appreciated in Figure 2, it was found that 57, 9 % of the participants reported never having been enrolled in

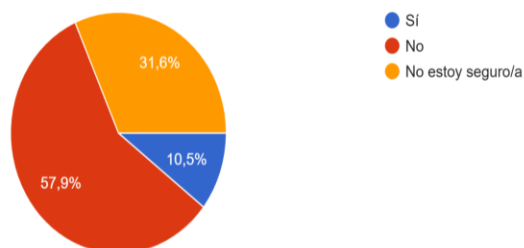
courses that addressed the Colombian armed conflict. In addition, 31,6 % were unsure about their exposure to this topic, while only 10,5 % claimed a positive participation in these discussions.

Figure 2

Student's enrollment in courses addressing armed conflict in Colombia

Durante sus cursos universitarios, ¿ha estudiado temas relacionados con el conflicto armado colombiano?

19 respuestas



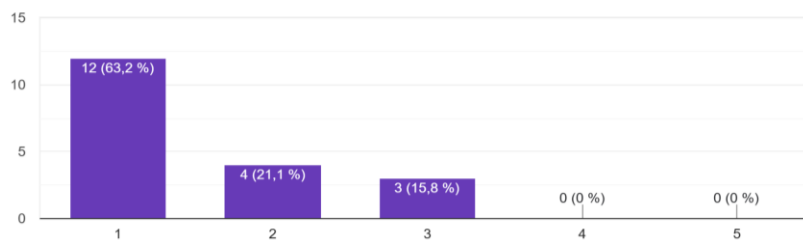
Accordingly, in Figure 3 it is shown that when the participants were inquired about their knowledge of women's role as peacebuilders in Colombia, it was discovered that 63 % rated their understanding at the lowest level [1]. These results point to a significant gap in educational coverage of armed conflict and women's role during the same, despite its relevance as a Critical social issue.

Figure 3

Students' knowledge of Afro-descendant women's role in the Colombian armed conflict

Del 1 al 5, ¿Cómo calificaría su conocimiento sobre el papel de las mujeres afrodescendientes como constructoras de paz en Colombia?

19 respuestas



6.2.1 Women social relevance and representation and students' motivation toward the topic

The participants' responses concerning the inclusion of women's history and role in armed conflict inside academic spaces showed that women's underrepresentation is a central issue. As can be evidenced in the excerpts referring to question 15 *How important is it for you to address the history and role of women in the armed conflict within the classroom?* Participants 5 and 16 agreed that men's experiences and contributions often eclipse those of women's. Besides, they stated that women's roles are generally overlooked in narratives of conflict, privileging male voices.

The point of view of men is always seen, and what women go through is not considered. Many of them must leave their homes to work and support their families, which, if it's already difficult for a woman to find a well-paying job, in places where armed conflict is present, it is much more complicated, and they are forced to leave or depend on what the man can earn, which in these cases is not much either. (Participant 5)

It is important [visualize the women's role in the armed conflict] because it gives us a clear view of women's participation in this conflict, which is often overlooked or minimized. (Participant 16)

In order to close this gap, students, as evidenced in fragments below, recognize the crucial need to raise awareness about women's role in the conflict by addressing it in the classroom since they perceive education not only as a space to acquire knowledge but also as a means to inspire, recognize and promote female empowerment.

More than anything, it is about promoting female empowerment and recognizing the work of these women for the sake of community well-being.

(Participant 13)

Nevertheless, participant 14 perceived the topic as “delicate” and expressed that this sensitivity may contribute to its infrequent discussion in educational settings. Expanding on this, Santos (2024) found in his research that educators are often foresighted to talk about war and violence in the classroom as they do not want to be misunderstood, by students or parents, as proponents from one side of the dispute.

Finally, when students were asked in question 16 about *the inclusion of this topic in an e-Text*, the majority expressed enthusiasm and interest, highlighting the cultural relevance and the importance of connecting the content to their social and historical context. Thereby fostering engagement and local issues awareness.

Yes, because being from our context, it's important to talk about it, and it would be interesting to see it in the English book (Participant 11)

Yes, as I mentioned earlier, I don't know their names or their history, but I would find it very interesting and entertaining to learn English while getting informed about the work of Colombian women in the creation of peace (Participant 19)

I would say yes, I think it's an interesting topic that, as Colombians, we should know about, however, our career doesn't really focus on our country (Participant 10)

7. Methodological design of the English e-Text

As established by Clinton-Lisell et al. (2021), e-Text interactive provides a different experience from conventional text on paper (as cited in Setiowati et al, 2024). Moreover, E-texts with their integrated features such as audio storytelling, games, hyperlink etc, have the potential to enhance literacy practices on students with different needs (Setiowati et al, 2024). In that sense, the activities and resources designed in the e-Text intend to allow students to learn based on social

issues present in their daily lives and generate spaces to enhance Critical literacy practices.

7.1 e-Text stages

This section is focused on the final product of this project: *Empowering voices: making visible the women's role in Colombian peacebuilding a pre-intermediate English e-Text*. It provides an insight of the different e-Text designing stages as well as the activities, Community-Based Project, and skills functions.

7.1.1 Stage 1: Selecting the topics and analysis of the information

The first step in the development of the e-Text was to select the themes for each unit keeping in mind that it was designed for A2 level students. The decision to choose this level was based on the desire to involve and engage students' in these topics at the very beginning of their English courses, so that their critical thinking and literacy are developed to equip them with a useful tool to develop complex ideas as they move forward in their learning process. As it serves as a complementary material for the Pre-intermediate English course, resources such as English textbooks were used as a guide for the main topics. Then, the content and activities were chosen and adapted from existing material to create new resources that aligned with students' interests and needs. After an analysis of the English textbooks, as noticed on table 2, two topics were selected: daily routines and feelings and emotions. The rationale behind this choice was to highlight those aspects of the daily lives of women affected by the conflict and how, in their day-to-day activities, they engage in actions that promote community growth. On the other hand, it was important to recognize the various feelings and emotions present in the stories of women victims of the armed conflict and reintegrated women, as well as the power of sharing these experiences as a tool for healing and peacebuilding. Moreover, focusing on these topics, the e-Text fosters a deeper understanding of the different realities present in our country and

encourages students to be more empathetic and aware of their surroundings.

Table 2

Unit contents and lessons

Unit	Lesson	Page
1 Daily Lives	1. A typical day	8
	2. Reflecting on daily lives	14
2 Reflecting on past experiences	1. Inside out: voices of resilience	22
	2. Women who made a difference	24

Regarding the adaptation of the material, the preservice teacher-researcher made use of websites to explore information related to the role of women in the armed conflict as victims and perpetrator, and their contributions to peace in the country. For this purpose, a range of documentaries from web applications, and websites such as *la comisión de la verdad*, *Naciones Unidas de Colombia* and *el Centro Nacional de Memoria Histórica* (See Table 3)

Table 3

Websites and stories adapted

Websites and web application	Stories taken and adapted
<ul style="list-style-type: none"> • YouTube 	<ul style="list-style-type: none"> ○ Woman Still Can't Return Home National Geographic https://www.youtube.com/watch?v=2PYJWp1QQ-A&t=300s&ab_channel=NationalGeographic ○ Nunca Invisibles, Mujeres Farianas, Adios a la Guerra https://www.youtube.com/watch?v=nNgOo9s5Gu0&t=1432s

<ul style="list-style-type: none"> • Comisión de la verdad 	<ul style="list-style-type: none"> ○ En la casa, en el cultivo, en el sindicato y en la junta comunal: así luchamos las campesinas. https://web.comisiondelaverdad.co/actualidad/noticias/asi-luchamos-las-campesinas-en-casa-cultivo-sindicato-y-junta-comunal ○ Historias que retornan Capítulo 1 – Luz https://www.comisiondelaverdad.co/historias-que-retornan-mini-serie-animada
<ul style="list-style-type: none"> • UNICEF 	<ul style="list-style-type: none"> ○ Jóvenes constructores del cambio y paz https://www.unicef.org/colombia/historias/jovenes-constructores-del-cambio-y-paz
<ul style="list-style-type: none"> • Naciones Unidas Colombia 	<ul style="list-style-type: none"> ○ La paz con mirada de mujer https://colombia.un.org/es/165440-la-paz-con-mirada-de-mujer
<ul style="list-style-type: none"> • Revista 	<ul style="list-style-type: none"> ○ Women leadership in the Valle del Cauca: daily life and tensions between the public and the private spheres https://www.icesi.edu.co/revistas/index.php/revista_cs/article/view/2022/2609

7.1.2 Stage 2: e-Text design

This stage detailed the different components involved in the designing of the e-Text. It begins with the description of the elements selected for the cover, followed by an overview of the scope and sequence and it ends with the description of the intended use of visuals.

7.1.2.1 Cover. The cover was intended to reflect the strength of women victims of the conflict in our context, women who have fought for peacebuilding, forgiveness and collective memory. Therefore, with the help of Canva AI image generator, an image was created that included women of different races and ethnicities, in turn these women were attributed colors such as purple, fuchsia and green in their clothing because from the preservice teacher-researcher 's perspective these colors represent women's fight for freedom, their hope of new beginnings and their empowerment. Besides the clothing, the whole cover contained the previously mentioned color making use of shapes (See figure 4).

Figure 4

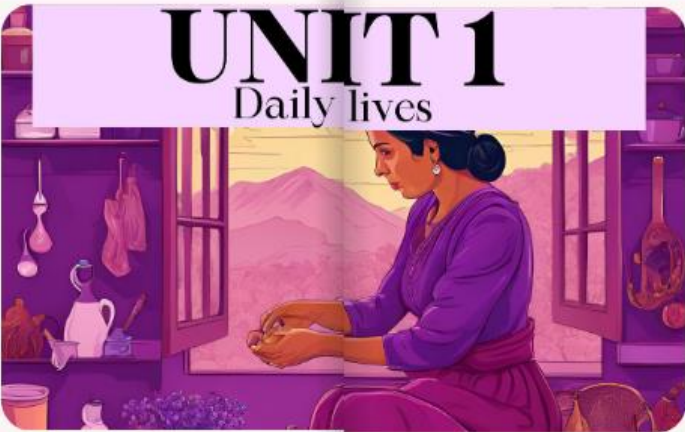
e-Text's cover



7.1.2.2 Scope and sequence. As it can be seen in Figure 5, the two units begin with a table that specifies the content and the activities that will be developed throughout the unit. Regarding the content, daily routine activities, places, feelings, and actions are used and adapted to connect students to their local realities.

Figure 5

Content table



The illustration shows a woman in a purple dress sitting on a windowsill, looking out at a mountain landscape. The text 'UNIT 1 Daily lives' is overlaid on the image.

	Lesson	Vocabulary	Grammar	Speaking	Reading	Writing	listening
#1	A typical day	Feed the animals, sweep the floor, watch T.V, go home, walk long distances, take care of, drink water, light a candle, do the laundry	<ul style="list-style-type: none"> Present simple (affirmative form) Adverbs of frequency 	<ul style="list-style-type: none"> Reflect on different kind of routines and how can contribute on community building 	<ul style="list-style-type: none"> Read a blog entry 	<ul style="list-style-type: none"> Write a paragraph about your heroine. 	<ul style="list-style-type: none"> Listen to different stories and share opinions
#2	Reflecting on daily lives	City, village, field, town, urban area, rural area, countryside, Colombia, territory, place	<ul style="list-style-type: none"> Present simple (negative and interrogative form) Conjunctions 	<ul style="list-style-type: none"> Reflect on different kind of routines and how can contribute on community building 	<ul style="list-style-type: none"> Read an article 	<ul style="list-style-type: none"> Summarize a story 	<ul style="list-style-type: none"> Listen to a podcast about women perspective in the armed conflict.

Note. You can access the e-Text Unit 1 in this link: <https://heyzine.com/flip-book/4f1207fcc1.html>

7.1.2.3 Visuals. In addition to the table of contents, each unit is represented, at the beginning, by an image created to reflect the realities of these Colombian women and their contexts. For instance, going back to figure 5, we can see an image of a woman in the kitchen preparing food, with a view of the mountains and in purple and fuchsia colors, this image was made to capture the daily life of many Colombian women, especially in rural areas, and thus relate it to the content of the unit.

By the same token, as seen in figure 6, most of the pictures, along the units were created with Canva's AI generator to portray lifestyles, perspectives, challenges and achievements of women in Colombia in the context of the conflict and thus sensitize the e-Text user to the realities present in their surroundings.

Figure 6 and 7

Pictures created with Canva AI generator

20

Inside out: voices of resilience 1

Objectives

- I understand the importance to express and share feelings to heal.
- I use the past simple to talk about women's experiences in the Colombian conflict.

Feelings and emotions

Happiness

Pain / Anxiety / Happiness / Sadness / Hope / Desperation / Fear

- Look at the pictures. Match them with the words in the box.
- Work in pairs and discuss the questions.
 - Why do you think people in the pictures express those feelings?
 - Can you think situations that make you feel in those ways? Share with a partner.

FEMINISM

Inspiring

WomeN

Those who cannot remember the past are condemned to repeat it

a path to peace

It's time to recognize their story, not only as victims but also as peace builder.

Note. You can access the e-Text, page 20 and 26 in this link: <https://heyzine.com/flip-book/4f1207fcc1.html>

7.2 Critical literacy practices

In terms of activities, the lessons include a variety of didactic exercises such as interactive reading activities, discussions, fill-in-the-gap exercises, listening tasks, writing assignments, word search, and more (see table 4). All these activities are implemented to work together in the development of Critical literacy practices among students. To further enhance students' learning involvement, the e-Text includes QR codes with audio and videos that students can access through their devices. Hence, students have the opportunity to navigate through the content in a more interactive form.

Table 4

Activities

Matching activity	Writing an-interview
Gap-filling activity	Making a poster
Complete the chart	Storyboarding
Highlight the sentence	Unscramble sentences
True or false	Round table
Word search	Discussion
Investigating activity	Gameboard
Paragraph	Reading comprehension
Drawing /pasting activity	Conducting an-interview

7.2.1 Unit 1: Daily lives

The main purpose of unit 1 is to contextualize the armed conflict from the point of view

of the affected women, reflecting the daily routines of displaced women and women community leaders. This section emphasizes their resilience and in the middle of adversity.

7.2.1.1 Lesson 1: A typical day. The objectives of the lesson one is: 1) describe daily routines in communities using the present simple tense 2) understand how routines contribute to personal growth and community building. Moreover, this lesson is open by the narratives of Maria de los Santos, a woman who left her home in La Bonga, a village in San Basilio de Palenque that was uninhabited on April 5th, 2001, due to threats from armed groups. Maria de los Santos was the first person to return to La Bonga and she is the image of resilience and determination. In order to represent her story, pictures were taken from the documentary “*After Years of War and Violence, This Colombian Woman Still Can't Return Home*” from National Geography. For such purpose, pictures, an audio and a video are used to contextualize students with the different routines carried out by women and how those routines reflect living styles (see figure 8). After contextualizing students, they are encouraged to learn vocabulary related to the context. To this, the preservice teacher-researchers adapted and recorded an audio representing the main activities from Maria’s typical day. Then, through discussion and using their Critical thinking students reflect on the differences and similarities that their and Maria’s routines have (see figure 9).

Figure 7

Maria’s routine

8

A typical day 1

Objectives

- I can describe daily routines in communities using the present simple.
- I understand how routines contribute to personal growth and community building.

FACT
Despite the peace agreement in Colombia, many places are still dangerous. Maria walks three hours to visit her home in La Bonga.

Photos taken from the documental "After Years of War and Violence, This Colombian Woman Still Can't Return Home" National Geographic

1. **Work in pairs. Look at the photos and discuss.**


- What is the people's daily routine?
- How do their routines reflect their living styles?

Figure 8

Vocabulary activities and reflection


9



Aa Vocabulary

2. Complete the phrases with the correct activity. Use the words from the box. Then, match  with the photos in point 1.


feed / watch / go / do / walk / drink / take care / sweep / light

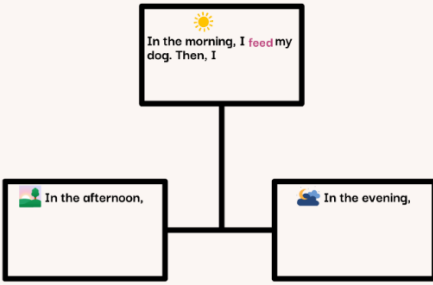
1) Feed the chicken / pig / dog. ✓
 2) _____ the candle / fire / bulb.
 3) _____ water / juice / soda.
 4) _____ of children / old people / family.
 5) _____ the laundry.
 6) _____ the backyard / floor.
 7) _____ home / to bed.
 8) _____ television / videos.

 **SCAN HERE!**

3. **Maria de los Santos is a woman that leaves her home in La Bonga because of the Colombian armed conflict. Listen  and discuss  the questions.**

1. What do you do in the morning when you wake up? How is it different from what Maria does?
2. What do you think are the biggest differences between your life and Maria's? What are some similarities?


4. **Thick  the activities in point 2 that you do every day. Then, use them to complete the chart.**



The diagram is a flowchart with three boxes. The top box contains a sun icon and the text "In the morning, I feed my dog. Then, I". A vertical line connects this box to a horizontal line. From this horizontal line, two vertical lines lead down to two separate boxes. The left box contains a person icon and the text "In the afternoon,". The right box contains a moon icon and the text "In the evening,".

4. 1. **Talk to a partner about your routine.**

I feed my dog in the morning. Then, I...



Then, for the listening and speaking section, students are exposed to the story of Mariela Rodriguez, a leader and co-founder of the community “Civil de Vida y Paz de El Castillo (Civipaz).” This community was also displaced by the armed conflict. Through her story Mariela tells how rural women became political and social leaders in the armed conflict context and how her daily life is divided between regular daily activities and her work in the community board and union. Accordingly, Mariela’s story was translated and adapted by the preservice teacher-researcher, and the video counts with subtitles and audio in English so that students can make use of the resource and improve their listening skills.

Figure 9

Video with subtitles and English audio



Note. The video is found in this link: <https://drive.google.com/file/d/1suOqO8RXqCXP4f57wraCXI9-ceG7LvvU/view?usp=sharing>

Covering the reading section and grammar pages, the former includes a “reading tip” chart, as it is illustrated in figure 11. From it, students can learn different reading strategies and, in that way, improve their literacy practices in a critical form. In this part, the reading texts consist of a blog entry about two women, Ernestina and Julieta, by reading the narratives students will be challenged to think critically about the texts they read, considering the contexts in which these women live and the broader societal implications of their stories. For the latter, the page has a “Grammar box” that explains the structures students are learning. Moreover, students can read Yadi’s story that is about young woman who decided to join the “Jóvenes constructores del cambio” project. In this section, students implement a critical view of the different forms in which small actions help communities to grow and how they can help their community

Figure 10

Reading tip

READING TIP #1

Scanning is a reading strategy where you quickly move your eyes over a text, hunting for specific information.

How to scanning:

- Read the questions to find what you are looking for.
- Look for important words like verbs or nouns.
- After find the words, read the content carefully

Reading

8. Look at the pictures in the blog and discuss.

- How do you think is the women daily routine like?

9. Read the blog entry, is the information similar to your thoughts in exercise 8?

READING TIP #1

Scanning is a reading strategy where you quickly move your eyes over a text, hunting for specific information.

How to scanning:

- Read the questions to find what you are looking for.
- Look for important words like verbs or nouns.
- After find the words, read the content carefully

10. Read again, scan the code and answer.

1. Why are the weekends more difficult for Ernestina?

2. What are the differences between Ernestina's and Julieta's routines? How can you compare their routines with the women from your city?

3. What additional responsibilities does Julieta have besides leading her community?

Stories taken and adapted from "Liderazgo de mujeres en el Valle del Cauca: cotidianidades y tensiones entre lo público y lo privado" Castellar (2025)

Roots of peace blog

Women leadership in the Valle del cauca

STORIES OF COMMUNITY BUILDING

Ernestina, a 48-year-old rural leader, focuses on supporting her community and caring for her family. She starts her day at 5:30 a.m. First, she takes a shower, she drinks coffee, and sends her daughter to school. After, she and her husband walk the dog, she prepares breakfast and begins household chores. She says that the heaviest days are weekends, when the communities meet. On Monday or Tuesday she visits women's groups or runs educational workshops with students.

Julieta, a 40-year-old Afro-Colombian woman, leads an organization advocating for the rights of women with VIH and balancing her responsibilities as a single mother. She lives with her younger daughter. She gets up at 4:30 a.m. and she prepares her daughter for school. Afterward, Julieta shifts focus to her role as a leader in her organization, where she and other women clean and pay the bills to manage finances and they find solutions to challenges.

SCAN HERE!

Note. All the reading exercises in the e-Text count with a “reading tip” chart

Finally, the lesson is closed with a writing assignment. As well as the reading section, students are provided with a “writing tip,” depicted in figure 12 which is meant to help them improve writing practices. In this part of the lesson students start the first project task, which is explained later. However, this part contains a pre- writing activity that consists of identifying the different parts of a paragraph and a post-activity in which students produce a paragraph. In order to practice writing, students can make use of “Evernote” (see figure 12)

Figure 11*writing tip*

WRITING TIP #1

How to write a paragraph:

- First, write a **topic sentence** which introduces the paragraph main idea by making clear what the paragraph is about.
- Second, make the paragraph body. For this, write the **supporting sentences** to give details about the main idea.
- Finally, summarize the ideas in the paragraph with different words. This is called the **closing sentence**.

13

Writing

14. Read the "Writing tip". Then identify the topic sentence, supporting sentences and closing sentences in the text "My heroine." Use colors.

WRITING TIP #1


How to write a paragraph:

- First, write a **topic sentence** which introduces the paragraph main idea by making clear what the paragraph is about.
- Second, make the paragraph body. For this, write the **supporting sentences** to give details about the main idea.
- Finally, summarize the ideas in the paragraph with different words. This is called the **closing sentence**.

edited on Oct 16, 2024

My Heroine

Young people in Colombia can make a positive change and help build a better future for their communities. One example is Yadis Melina a courageous 18-year-old, who makes important contributions to peacebuilding in her community. She is the president of her youth committee and a leader in the "jóvenes constructores del cambio" project in San José de Murata. Since she is a community leader, Yadis helps her friends speak up and get involved to make their community better. Besides, she creates fun activities for young people to address the little options available in her area. Finally, she inspires her friends and shows how important young people are to promote peace while she encourages everyone to listen to youth voices. Through her leadership and dedication, Yadis demonstrates that young people have the power to create positive change within community.




TASK 1 Inspiring stories

Choose one of the women from the list below and investigate about their contributions during the Colombian armed conflict.


- Martha Ceballos
- Bibiana Peñaranda
- Mariela Rodriguez

15. Read the "Writing tip" again. After that, scan the code and write a short paragraph (100-150 words) about the women you investigated.



SCAN HERE!


WRITING TOOL



Look at the example. Include the following in your paragraph:

- A brief description of the woman.
- Describe her contributions during the armed conflict.
- Why is she so important as peacebuilder?

WRITING TOOL



Note. All the reading exercises in the e-Text count with a "writing tip" chart

7.2.1.2 Lesson 2: reflecting on daily lives. This lesson aimed to motivate students to recognize the impact that conflict had on Colombian regions, people and communities and the women's role in peacebuilding. Additionally, students can construct negative and interrogative

sentences in present simple to describe living conditions. As in the previous lessons, the first activity is used to contextualize the topic. To illustrate in figure 13, the first page incorporates a word search with places that are found in Colombia and have been affected by the armed conflict, namely rural and urban area, city, village, town and so on. After completing it, students answer questions in their notebooks reflecting of the conflicts present in Colombian areas and how these affect communities.

Figure 12

Wordsearch

14

Reflecting on daily lives 2

Objectives

- I can construct negative and interrogative sentences in present simple to describe living conditions.
- I recognize the impact that conflict had on Colombian regions, people and communities and the women's role in peacebuilding.

N	T	R	T	B	O	I	C	F	T	T	E	R	A
I	R	P	L	A	C	E	R	E	I	A	D	E	Y
V	A	U	E	C	L	N	W	O	T	E	I	D	S
V	G	T	L	R	L	U	F	Y	O	R	L	E	I
I	T	U	T	E	R	R	I	T	O	R	Y	D	O
L	A	V	Y	C	Y	T	I	C	R	T	R	A	L
L	A	A	L	A	D	R	O	T	R	S	S	O	G
A	E	A	E	R	A	N	A	B	R	U	I	E	R
G	Y	A	C	O	U	N	T	R	Y	S	I	D	E
E	C	O	L	O	M	B	I	A	Y	A	C	R	V
R	B	O	R	U	R	A	L	A	R	E	A	O	U
I	T	R	M	I	L	I	A	T	O	I	O	R	Y
O	L	O	U	R	A	O	N	O	P	R	T	Y	T
E	T	L	T	E	N	L	A	R	I	Y	V	R	I

city	countryside	town	place	rural area
village	territory	Colombia	urban area	field

16. Find and circle the words in the wordsearch. Then, answer in your notebook.

a) Do you live in a rural or urban area? How this influence your daily life?

b) What are some differences between living in a rural area and an urban area?

c) How do conflicts affect daily life in rural and urban communities?

Furthermore, the reading exercises are thought to encourage students to critically engage in social issues awareness; these activities include stories, as *I survived in El Salado: Echoes of*

Hope, a story created by the preservice teacher-researcher. For this part, students will be enrolled with the story of Yadira, a young woman who survived the Salado massacre, while they play a boardgame. The purpose of the game is not only providing a didactic resource within the e-text to enhance literacy practices but also making students aware of a historical event in Colombia through discussion. It is important to mention that this story does not belong to any narrative or opinion, as it was created and adapted to be part of the e-text. For the activity, first, students in pairs will read the story. Second, they will discuss their prior knowledge of the municipality. Finally, they will play and write their answers (See figure 14).

Figure 13

Boardgame reading

16
17

Reading

19. Read the "reading tip" chart and discuss with a partner:

- Which strategy you find more useful? why?
- Have you used some of these strategies when reading?

READING TIP #2

Reading comprehension is the ability to comprehend or understand what you are reading.


Comprehension strategies:

- Predict:** use your knowledge and personal experiences to predict what could happen in the text.
- Identify the main idea:** look for the most important information in the text. You need to pay attention to the beginning, middle, and end.
- Visualize:** create mental pictures about the characters, settings and events.
- Clarify:** you might look up new words meaning, reread confusing parts, or ask to someone for help. Clarifying can help you to make what you're reading clear.
- Questioning:** be an active reader by asking questions as you read. Ask yourself, "What is the story mostly about?" Think about the characters, setting, and events
- Summarize:** read the text. Then, choose the most important parts and use your own words to retell them.


20. Work in pairs. Read the title in the article and discuss: What is the story about? Do you know information about El Salado? Explain.

BREAKING NEWS **I SURVIVED!** **SPECIAL EDITION**

EL SALADO: ECHOES OF HOPE


START		FINISH
WHAT IS THE STORY ABOUT?		WHAT DOES FORGIVENESS MEAN TO YOU?
WHY DO YOU THINK YADIRA RESEMBLES EL SALADO WITH A SMILE?		WHAT IS THE VILLAGE NAME?
START AGAIN	<p>In Colombia, there is a small village called El salado located near El Carmen del Bolívar town. This village is surrounded by fields and It doesn't have paved roads. El Salado is a place strongly affected by the Colombian armed conflict. Yadira is a woman who survived the war and she has a powerful story to tell. She always recalls her life in the rural area with a smile on her face. There she was surrounded by the countryside, animals and her loved ones. However, one February night her life and that of many families changed forever. She said "That night, the armed groups arrived in the village and shot at the people. I was very scared and hid in the house while everything was happening. It was a horrible experience, I was just wondering - how do they do it? How do we live after this? How does my father feel?" Now, 24 years later she helps her community heal. In El Salado, Yadira organizes workshops for children and families where they learn about peace and forgiveness because she wants to make sure that violence does not happen again and her territory is free of conflict. Yadira's story shows that even after hard times, there can be hope.</p>	LOSE YOUR TURN
WHAT KIND OF ACTIVITY DOES SHE ORGANIZES FOR CHILDREN AND FAMILIES?		WHAT DID THE ARMED GROUP WHEN ARRIVED TO THE VILLAGE?
SKIP A TURN		ROLL THE DICE AGAIN!
HOW DO YOU THINK SHARE STORIES HELPS TO HEAL IN A COMMUNITY?		SKIP A TURN
WHY IS LEARNING ABOUT PEACE AND FORGIVENESS IMPORTANT FOR YADIRA?	CAN YOU THINK A TIME YOU WERE HOPE AFTER DIFFICULT SITUATION? EXPLAIN.	GO BACK 3 SPACES
	DESCRIBE EL SALADO	DO YOU THINK LIVING IN A RURAL AREA HAVE ADVANTAGES OR DISADVANTAGES? EXPLAIN

21. Read the instruction to start the game. Then, scan the code to roll the dice. Write the answers in your notebook.



SCAN HERE!

1. Read the article "I survived El Salado: echoes of hope"
2. Roll the dice to know the number of space to move forward.
3. If you land on the same space that a partner roll again.
4. Read and write your answer. Then, share with your partner. If you are correct move; if don't, you have to go back one space.



HOW TO PLAY!

7.2.2 Unit 2: Reflecting on past experiences

This unit was created with the intention of making visible the different roles of Colombian women in the armed conflict referring to victims and perpetrators, and how through their experiences and points of view they have aimed at peace, truth and reconciliation.

7.2.2.1 Lesson 1: Inside out: voices of resilience. In Unit 2, Lessons 1, students will explore the significance of expressing and sharing feelings as a means of healing. They will also practice the use of past simple tense to talk about women's roles and experiences during the Colombian conflict. So as to, the lesson begins with a reflection activity, as shown in figure 15, whose objective is for students to relate the vocabulary to the images, then students will reflect on these feelings and situations that have made them experience some feelings such as sadness, despair, happiness, etc., students have to share these experiences with their classmates discovering how sharing a story can heal.

Figure 14

Reflective activity regarding feelings

20

Inside out: voices of resilience 1

Objectives

- I understand the importance to express and share feelings to heal.
- I use the past simple to talk about women's experiences in the Colombian conflict.

Feelings and emotions

Pain / Anxiety / Happiness / Sadness / Hope / Desperation / Fear

1. Look at the pictures. Match them with the words in the box.
2. Work in pairs and discuss the questions.
a) Why do you think people in the pictures express those feelings?
b) Can you think situations that make you feel in those ways? Share with a partner.

1. Look at the pictures. Match them with the words in the box.
2. Work in pairs and discuss the questions.
a) Why do you think people in the pictures express those feelings?
b) Can you think situations that make you feel in those ways? Share with a partner.

Additionally, in the vocabulary segment, students will practice the vocabulary they have learned about feeling in a matching activity, in which they will match the word [feeling] with its meaning. This activity is ideal for acquiring vocabulary and relating it to real-world situations. Another activity is fill in the chart that is complemented with the video returning a story taken from *La comisión de la verdad*. The story is about Luz¹, a woman who suffered forced displacement and had to leave the country. Hence, students need to carefully identify situations in the story that impacted Luz's feelings and therefore her life and discuss it (See figure 16).

Figure 15

Fill in the chart and matching activity

21

Vocabulary

1. Read and match the word with the meaning.

1) An uncomfortable feeling in the body caused by injuries.	_____ Hope
2) To believe that something good will happen.	_____ Happiness
3) To feel worry or nervous about something.	_____ 6. Desperation
4) Being unhappy because something bad happened.	_____ Fear
5) Being scared about bad things.	_____ Pain
6) To feel in extreme need to find a solution.	_____ Sadness
7) Being happy or pleased.	_____ Anxiety

2. Watch the video. Fill the chart with quotes or parts from the video that might represent the feelings.

Hope	Desperation	Fear	Happiness

3. Answer the questions.

1. Can you name at least three feelings people in the video express?

2. What challenges do the people face in the video? How do these challenges make them feel?

3. Why do you think it is important for these people to share their stories?

Note. you can access the e-Text, page 21 in this link: <https://heyzine.com/flip-book/4f1207fcc1.html>

¹ the story was translated and only subtitles were added, not audio in English, so that students could identify with the character's feelings.

About the listening exercises, students will listen and watch the story of Andrea Canaveral, a reinserted young woman who aspires to finish college. Andrea shares her experiences and feelings after leaving the ranks. With these videos, students are prompted to reflect on the impact of conflict on personal aspirations and emotional well-being as well as the complex feelings associated with the anecdotes (See figure 17).

Figure 16

Andrea's narrative



Note. The video is found in this link:

<https://drive.google.com/file/d/1wvwjDeAwRqMW99gfjLJ7A2z6Sk0m0Yeo/view?usp=sharing>

7.2.2.2 Lesson 2: Women who made a difference. The main purpose of the lesson 2 in this unit is to be able to talk and reflect upon past experiences, as it was mentioned before this unit aim to visualize different women's role in the armed conflict. To this regard, in this piece are presented the story of four women, namely Yolanda Perea an afro descendant woman victim the armed conflict who decided to believe in peace. Additionally, it includes a fragment of Mariela Lopez, a rural teacher whose classes aim to promote forgiveness among the community. Another extract was taken from Ledys Restrepo a reinserted women who leader a project in Medellín with the purpose to empower women and betting on peace. Finally, it refers to María

Isabel Palacios, a victim who decided to se her voice to sing for peace and hope. All in all, these narratives provide a broader perspective on the different roles of women in the armed conflict and their contributions to peace (See figure 18).

Figure 17


Women who made a difference

24


Women who made a difference 2

Objectives


- I use negative and interrogative statements in past simple to talk about past experiences.




How did I talk about peace? I decided to forgive so that more families in Colombia don't have to live what I lived.



People didn't look at peace signature as they look at the rest of society. So, we continue empowering women.





I didn't believe in the peace agreement, but now I want to believe it. I want that victims can sing to be free.



Did I change who I am? No, I didn't but I hope that what happened to me doesn't happen to anyone else. I prefer peace over war.

Photos and stories taken and adapted from "la paz con mirada de mujer" Naciones Unidas Colombia (2021)

9. Read  and match the statements with the woman you think say it. Then,  listen and check.

SCAN HERE!

7.3 Community-based project within the e-Text

Since encouraging students to create community-based projects is one of e-Text's goals, as students move through the units, they will find tasks to develop in order to achieve their final product. As a result, students can use their knowledge in real-world situations and become more conscious of a variety of social challenges present in their communities. Furthermore, the implementation and purpose of this project will be explained in more detail later. To sum up, all the activities in the lesson are integrated with the purpose of enhancing the Critical literacy

practice of the e-Text user.

7.3.1 Echoes of resilience: a community project

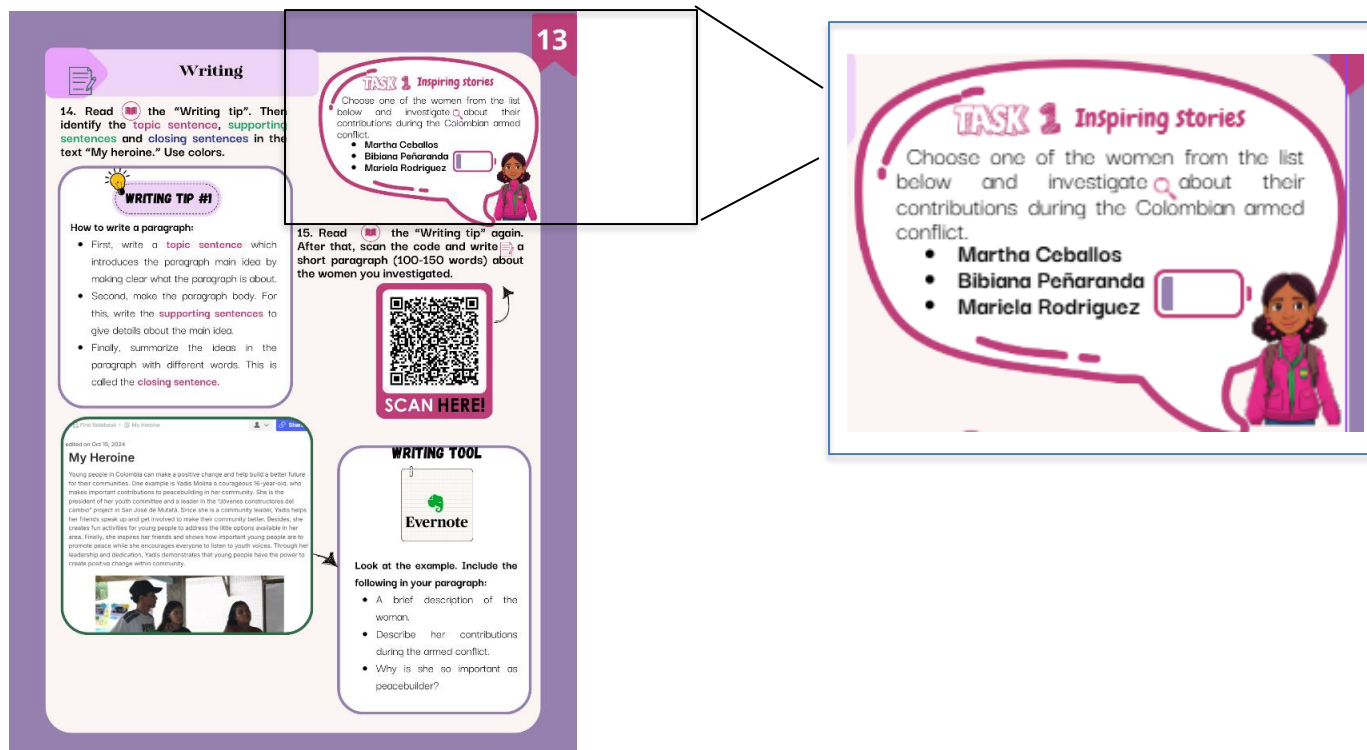
As was stated before, throughout the e-Text units there are charts with tasks for students to develop in order to reach a final product. The Community-Based Project's main topic is "women's roles in the armed conflict" and its objective is to raise awareness about the women's experiences and contributions in the Colombian armed conflict. In order to do so, this project is divided into four different parts: Inspiring stories, Exploration, Planning, producing.

7.3.2 Inspiring stories

In this part of the project and after being exposed to different stories regarding the women's experiences during the conflict, students will be encouraged to investigate a woman leader's contributions to peace in Colombia and appreciate women's perspectives in the peace process, which is often overlooked. For this, within the task 1 is included the name of three women, [Martha Ceballos; Bibiana Peñaranda and Mariela Rodriguez] relevant for their work as peace builders during the armed conflict. Therefore, students must choose one of them, do their research and write a 250-word paragraph, including the woman's background, her contribution to peace and the reasons why she is important as a peacebuilder. As a result, students will enhance their Critical thinking and literacy, and empathy as students engage with real-life situations (See figure 19)

Figure 18

Project task 1

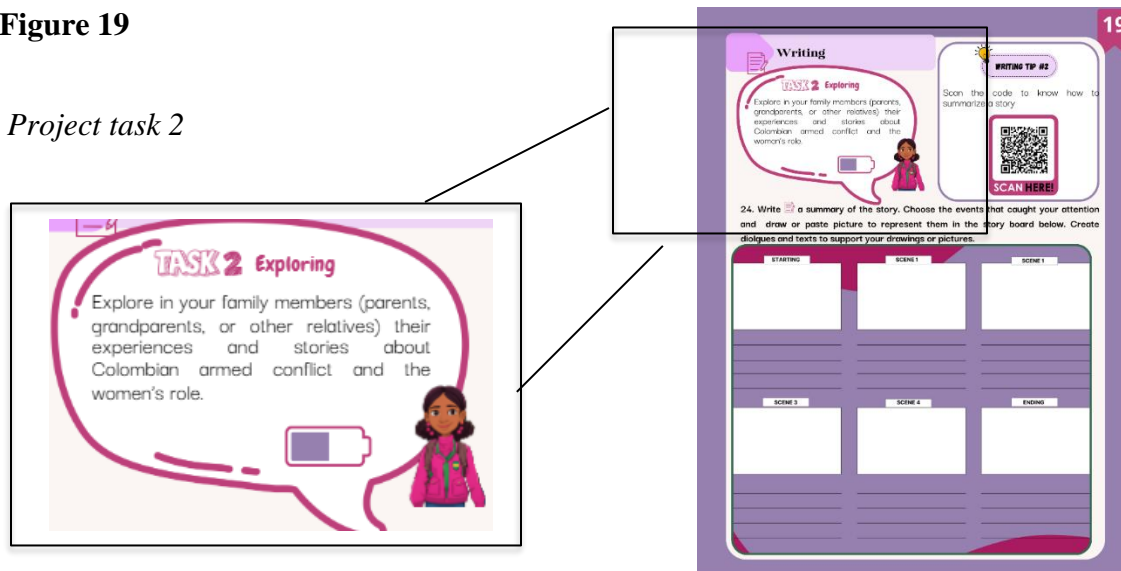


7.3.3 Exploring

The purpose of this task is that students can explore the armed conflict from a first-hand point of view. Thus, as is contemplated in figure 20, students will ask their parents, grandparents, aunts, uncles, etc. about stories or experiences lived during the armed conflict and about the women's role in it. Consequently, students understand historical events present in textbooks from real-life perspectives and shape the importance of sharing stories to promote forgiveness and resilience.

Figure 19

Project task 2



7.3.4 Planning

In this activity, students will research and get in touch with a woman in their community who has faced the armed conflict in Colombia and is open to share her story. After that, they will design an interview to ask about her experiences, challenges and contributions in the context of the Colombian conflict. To prepare a well-designed interview students will watch the video “**Semi Structured interviews, step by step explanation**” present in the writing tip as well as the teacher guidance (See figure 20).

Figure 20

Project task 3

22

Listening and writing

Photos taken from the documental "Nucan invisibles, mujeres Forjadas, Adiós a la guerra" (2018)

WRITING TIP #3

Watch the video "Semi Structure interviews, steps by step explanation"

4. Look at the pictures and discuss

1. What feelings do the women express in the photos?

5. Watch the video. Andrea Cañaveral is a reinstated women who opted for peacebuilding. Listen and discuss with a partner.

SCAN HERE!

SCAN HERE!

TASK 3 Planning

Reach out in your neighborhood, town, university, local organizations, etc. to a woman who has faced the armed conflict and is willing to share her story. After that, design an interview to learn about her experiences, challenges, and contributions to Colombian peacebuilding.

1. What other roles did women play during the armed conflict according to the story?

2. What are your feelings about the story?

3. How can this woman help to construct peace in Colombia?

7.3.5 Producing

Finally, in task 4 students will conduct the interview previously revised by the teacher in charge. In this respect, they will arrange a meeting with the participant and with the participant's permission they will record it to later transcribe the information in an accurate form. Then, they will translate and codify the information in order to create an infographic in platforms like Canva, Piktochart, Genially among others, to represent their findings. In the end, students will share their creation with a community: family members, friends, neighbors, university colleagues, etc., all this is illustrated in figure 22. The outcome of this activity is to provide students with hands-on experience interacting with their community and also transforming stories into visual artifacts that promote a social understanding of problems present in their settings. Figure 6 presents graphically the project stages.

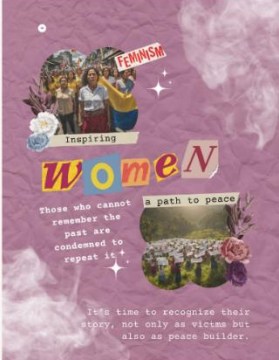
Figure 21

Project task 4

26

Reading and writing

20. Read the poster. Then, follow the writing tip to start you producing phase.



WRITING TIP #4

1. Listen, carefully, the record.
2. Create a template or chart with the speaker identifier. Ex: Participant, women, leader, etc.
3. Listen to the recording again, then start to transcript the audio, make pauses if necessary.
4. Use a chronological order to write it. What happened first, next and finally.
5. Once completed, edit the interview to make sure that the information is reliable and accurate.
6. Choose moments from your interview that talk about feelings so the readers can relate to the story.

TASK 4 Producing

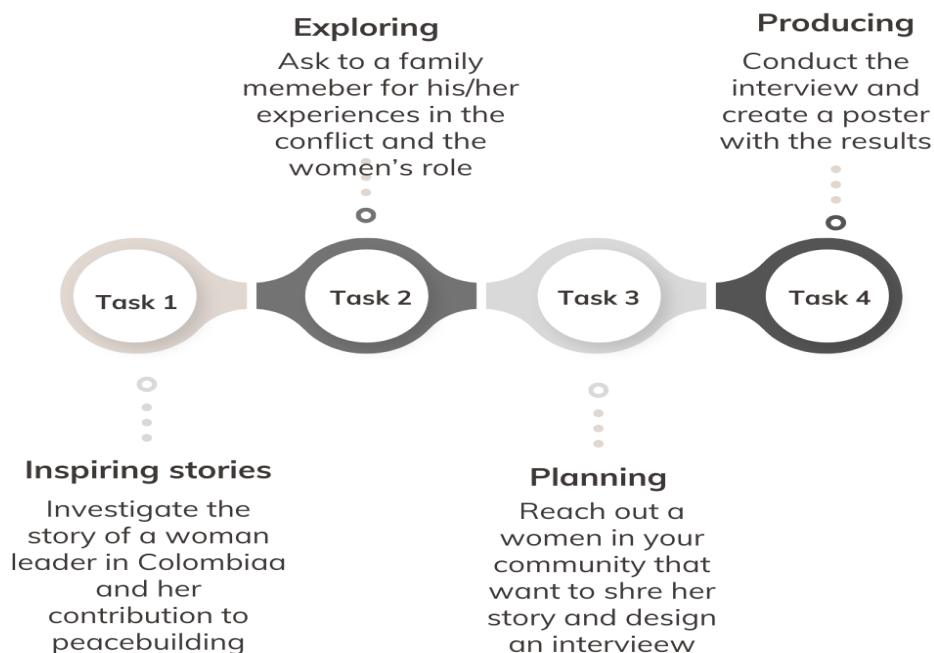
Echoes of resilience: a community project

Conducting and representing the interview:

- Arrange a face-to-face, virtual or phone interview with your selected participant. Record it (with permission) to have access to the answers.
- Start to transcript and translate the interview, making use of the recordings.
- After that, create an poster to present all the relevant information from your interview.

Sharing your product:

- Share your work, present your Poster to a community (family member, friends, neighbors). Explain to them the impact the women you interviewed have in society.

Figure 22*Project task stages***Conclusion**

This study focused on designing a didactic e-Text for A2 level students at UIS integrating social topics, specifically women's role in the Colombian armed conflict, while enhancing students' Critical literacy practices. To achieve the research objectives, a survey was conducted to 19 fourth semester students belonging to Universidad Industrial de Santander who have experience using the *Cutting-edge* textbooks. The findings offered valuable insight into student's perceptions of the English course textbook as a source in education, as well as their attitudes toward the integration of social concerns within the EFL classroom, although students recognized the textbook utility to improve Language skills, they also expressed the necessity to integrate contemporary topics related to students' realities and local issues. Hence, most of the students were

positive about the integration of the women's role in the Colombian armed conflict, since it is a form of empowerment for women and highlights their contributions in our country that are often disregarded.

Bearing this in mind, the e-Text was created as a complementary resource with the purpose of addressing social awareness gaps present in the aforementioned textbook and enhancing students' Critical literacy practice. Furthermore, the activities allowed students to connect content with real-world experiences, fostering empathy and a deeper understanding of historical issues. That being said, this research emphasizes the need to integrate language learning, social awareness and community engagement through materials that visualize women's role in the aftermath of Colombian conflict.

Limitations and Recommendations

In regard to the limitations, the main challenge present in this study was the short time available to the creation and implementation of the English e-Text. Originally, the plan was to design three units that would visualize women's role in the armed conflict. However, due to this time limitation, the scope and sequence in the project had to be reduced to only two units. All this because the creation of the material involved the investigation, collection and translation of the different stories, also the design of the activities and the edition. Despite this adjustment, the units still aimed to raise awareness upon local problems and fostering Critical literacy among students.

A recommendation for future research is to analyze the impact that the material has on university students from the Foreign Language program and in different groups or educational settings this may lead to finding about how the inclusion of historical events, and social issues present in their community might influence the enhancement of social awareness and Critical

literacy. Finally, further research could investigate the potential of integrating Community-Based Project regarding armed conflict topics alongside the e-text to enhance students' interaction and deepen critical thinking skills.

References

- Abid, N. (2016). Promoting peaceful life: Integrating peace education through English foreign language class. *International Conference and Call for Papers: Peaceful Life in Islam: Local and Global Challenges*.
- Barton, D., Hamilton, M., & Ivanich, R. 2000. *Situated literacies: Reading and writing in context*. Routledge.
- Bhatawadekar, C. T., McGivern, & P. Chamness (Eds.). (2019). *Readings in Language Studies Volume 7: Intersections of peace and language studies* (Vol. 7, pp. 63–90). Laguna Beach, CA: International Society for Language Studies.
- Balanta, X. (2014) Women in the Colombian armed conflict. *Revista Ciencias Humanas*, 11.
- Bouvier, V. M. (2016, March 4). Gender and the role of women in Colombia's peace process. *UN Women*. <https://www.unwomen.org/en/digital-library/publications/2016/3/gender-and-the-role-of-women-in-colombias-peace-process>
- Burns, A. (2009). Action research in second language teacher education. In A. Burns & J. C. Richards (Eds.), *The Cambridge guide to second language teacher education* (pp. 289–297). Cambridge University Press. <https://doi.org/10.1017/9781139042710.038>
- Burns, A. (2010). *Doing action research in language teaching: A guide for practitioners*. Routledge.
- Cardona, A. (2019). EFL pre-service teachers challenging media views of Colombia's armed conflict: Exploring the possibilities that critical peace education and pedagogy of memory can offer to ELT. *Repositorio Institucional Universidad de Antioquia*. <http://bibliotecadigital.udea.edu.co/handle/10495/13559>

Caro, D. A., & Caro, H. J. (2019). The implications of unveiling cultural hegemony portrayed in a pre-intermediate textbook for EFL learning and teaching. *Enletawa Journal*, 12(1), 87–89. DOI:[10.19053/2011835X.10384](https://doi.org/10.19053/2011835X.10384)

Comisión Interamericana de derechos Humanos. (2005). Las mujeres frente a la violencia y la discriminación derivadas del conflicto armado en Colombia.

<https://www.cidh.org/women/Colombi06sp/parte1.htm>

“Cutting Edge 3rd Edition.” Pearson https://www.pearson.com/be/en_BE/secondary-education/langue-2/cutting-edge-3rd-edition.html /. Accessed 20 November 2024

Cummins, J. (2000). Language, Power, and Pedagogy. Bilingual Children in the Crossfire.

Clevedon: Multilingual Matters.

Check, J., & Schutt, R. K. (2012). Research methods in education. *Thousand Oaks, CA: Sage.*

De La Torre-Sierra, A. M., & Guichot-Reina, V. (2022). The influence of school textbooks on the configuration of gender identity: A study on the unequal representation of women and men in the school discourse during the Spanish democracy. *Teaching and Teacher Education*, 117, 103810. <https://doi.org/10.1016/j.tate.2022.103810>

Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. *Journal of Educational Research and Reviews*, 4(3), 93-97.

<https://doi.org/10.5897/JERR2015.0269>

Fuentes, S. (2023). Use of gamification to improve academic writing practices of fourth-semester pre-service teachers at Universidad Industrial de Santander. *Universidad Industrial de Santander.*

Freire, P. (1980). *La educación como práctica de la libertad.*

<http://ci.nii.ac.jp/ncid/BA8111826X>

Giraldo, S. (2006). Literacy practices, texts, and talk around texts: English language teaching developments in Colombia. *Colombian Applied Linguistics Journal*, 7, 7–37.

<https://doi.org/10.14483/22487085.170>

Gomez, M., & Gutierrez, C. (2019). Engaging English as a foreign language students in critical literacy practices: The case of a teacher at a private university. *Profile: Issues in Teachers' Professional Development*, 21(1), 91–105.

<https://doi.org/10.15446/profile.v21n1.71378>

Gruber, S., & Boreen, J. (2003). Teaching critical thinking: Using experience to promote learning in middle school and college students. *Teachers and Teaching*, 9(1), 5–19.

<https://doi.org/10.1080/1354060032000049878>

Gutiérrez, Y. A., Guerrero, M. D. F., & Bohórquez, G. J. (2020). Peace education: Memory artifacts in EFL environments. *Voces y Silencios Revista Latinoamericana de Educación*, 11(1), 21–45. <https://doi.org/10.18175/vys11.1.2020.2>

Hantzopoulos, M. (2011). Institutionalizing critical peace education in public schools: A case for comprehensive implementation. *Journal of Peace Education*, 8(3), 225–242.

<https://doi.org/10.1080/17400201.2011.621364>

Lastra, S. P., Acosta, D., & Durán, N. C. (2018). Community-based pedagogy as an eye-opening for pre-service teachers' initial connections with the school curriculum. *Colombian Applied Linguistics Journal*, 20(2), 196–209. <https://doi.org/10.14483/22487085.13047>

Linneberg, M. S., & Korsgaard, S. (2019). Coding qualitative data: A synthesis guiding the novice. *Qualitative Research Journal*, 19(3), 259–270. <https://doi.org/10.1108/qrj-12-2018-0012>

- Martinez, M. (2020). Memoria histórica en las aulas. ¿Cómo enseñar el conflicto armado en Colombia? *Recuperado de: <http://hdl.handle.net/20.500.12209/12624>*.
- Mojica, C. P., & Castañeda-Peña, H. (2017). A learning experience of the gender perspective in English teaching contexts. *PROFILE Issues in Teachers' Professional Development*, 19(1), 60–139. <https://doi.org/10.15446/profile.v19n1.56209>
- Mahmoudi, A., Khoshnood, A., & Babaei, A. (2014). Paulo Freire's critical pedagogy and its implications in curriculum planning. *Journal of Education and Practice*, 5(14), 86–92. <https://www.iiste.org/Journals/index.php/JEP/article/download/12993/13309>
- Nanwani, S. (2011). Linguistic challenges lived by university students in Bogotá in the development of academic literacy. *Colombian Applied Linguistics Journal*, 11, 136. <https://doi.org/10.14483/22487085.160>
- Norris, K., Lucas, L., & Prudhoe, C. (2012). Examining critical literacy: Preparing pre-service teachers to use critical literacy in the early childhood classroom. *Multicultural Education*, 19(2), 59–62. <https://files.eric.ed.gov/fulltext/EJ1001528.pdf>
- Núñez-Pardo, A. (2018). *The English textbook: Tensions from an intercultural perspective*. Universidad Externado de Colombia.
- Núñez-Pardo, A. (2018). The English textbook: Tensions from an intercultural perspective. *GiST Education and Learning Research Journal*, 17, 230–259. <https://doi.org/10.26817/16925777.402>
- Oranga, J., & Matere, A. (2023b). Qualitative research: Essence, types, and advantages. *OALib*, 10(12), 1–9. <https://doi.org/10.4236/oalib.1111001>
- Ordóñez, E. G. (2019). ¿Una Colombia sin memoria? El camino desde la inestabilidad. *Bie3: Boletín IEEE*, 15, 205–220. <https://dialnet.unirioja.es/servlet/articulo?codigo=7309217>

- Ortega, Y. (2019). Peacebuilding and social justice in English as a foreign language: Classroom experiences from a Colombian high school. In E. A. Mikulec, S. L. Smith, & J. D. M. McDonald (Eds.), *Critical perspectives on peace education: From theory to practice* (pp. 123-145). Routledge.
- Pabón, L. (2019). Integrating community-based learning to improve academic writing. *Universidad Industrial de Santander*.
- Ponto, J. (2015). Understanding and evaluating survey research. *Journal of the Advanced Practitioner in Oncology*, 6, 168–171.
- Reyes, N. (2016). Engaging EFL learners at the college level through community-based pedagogy. In *Research without borders: New and enduring issues in foreign language education* (pp. 71–93). Universidad Veracruzana.
- Rodríguez, M., Arias, K, Vera, A., Barrios, A., Gómez, W., Ribero, S., Díaz, S., Colmenares, C., Moreno, K., Romero, S. (2023). Words of peace: stories behind the conflict. *Universidad Industrial de Santander*.
- Rocha Menocal, A. (2022) Women’s participation and influence in transitions from conflict: The case of Colombia. *ODI Country study*. London: ODI <https://odi.org/en/about/our-work/thewomen-peace-and-security-agenda-breaking-down-silos/>
- Santos, D. (2024). Material design about conflict history and peace in Colombian history for ELT classrooms. *Human Science Faculty, Language School, Universidad Industrial de Santander*.
- Serpa, S., & Santos, A. (2020). Critical literacy and literacies. *Journal of Education, Teaching and Social Studies*, 2(1).

Setiowati, T. D., Degeng, I. N. S., & Degeng, M. D. K. (2024). Development of interactive e-text for learning Indonesian vocabulary for class 3 primary school students. *Proceedings Series of Educational Studies*.

<http://conference.um.ac.id/index.php/pses/article/view/9701/3573>

Shallaita, B. A., Nawawi, N., & Amin, M. (2021). Analysis of English language teaching materials on gender representation. *International Journal of Multicultural and Multireligious Understanding*, 8(2), 419. <https://doi.org/10.18415/ijmmu.v8i2.2423>

Shih, Y. (2018). Some critical thinking on Paulo Freire's critical pedagogy and its educational implications. *International Education Studies*, 11(9), 64.

<https://doi.org/10.5539/ies.v11n9p64>

Sharkey, J., Clavijo-Olarte, A., & Ramírez, L. (2016). Developing a deeper understanding of community-based pedagogies with teachers: Learning with and from teachers in Colombia. *Journal of Teacher Education*, 67(4), 355–369.

<https://doi.org/10.1177/0022487116654005>

Sharkey, J., & Clavijo Olarte, A. (2012). Community-based pedagogies: Projects and possibilities in Colombia and the US. In A. Honigsfeld & A. Cohen (Eds.), *Breaking the mold of education for culturally and linguistically diverse students: Innovative and successful practices for 21st century schools* (pp. 129-138). Lantham, MD: Rowman & Littlefield

Street, B. (Ed.) (1993) *Cross-cultural Approaches to Literacy*. Cambridge: Cambridge University Press

- Tenny, S., Brannan, J. M., & Brannan, G. D. (2022, September 18). Qualitative study. In *StatPearls* [Internet]. StatPearls Publishing. Available from <https://www.ncbi.nlm.nih.gov/books/NBK470395/>
- Unidad para las víctimas (2020, marzo 6). En Colombia, 4.4 millones de mujeres han sido afectadas por el conflicto. <https://www.unidadvictimas.gov.co/noticias/56087-2/>
- Vargas, L. (2019). Community-based pedagogy: An alternative way to integrate basic standards of competence in English into classes. *Universidad Pedagógica y Tecnológica de Colombia, Facultad de Ciencias de la Educación*. Available from <http://repositorio.uptc.edu.co/handle/001/2785>
- Vasquez, V. M. (2017). Critical literacy. *Oxford Research Encyclopedia of Education*. <https://doi.org/10.1093/acrefore/9780190264093.013.20>
- Velandia, J. (2024) Creating Multimodal eBooks Based on Educational Community in Universidad Industrial de Santander. *Universidad Industrial de Santander*
- Warburton, H., & Martin, A. M. (1999). Local people's knowledge: Best practice guideline. *SocioEconomic Methodologies Programme*. DFID.
- Widodo, H. P., & Elyas, T. (2020). Introduction to gender in language education. *Sexuality & Culture*, 24, 1019–1027. <https://doi.org/10.1007/s12119-020-09753-1>
- Yassine, S. (2012). Culture issues, ideology and otherness in EFL textbooks: A social, semiotic, multimodal approach (Unpublished doctoral thesis). Mouloud Mammeri University of Tizi Ouzou, Algeria.
- Yoon-Hee, N., & Sun-Joo, K. (2003). Critical literacy in the EFL classroom. *English Teaching*, 58(3), 143–163.

Annexes

Annex A Survey

4/11/24, 20:29 Empowering voices: Designing EFL material to foster students' English Literacy and visualize women's roles in Colombian peace...

Empowering voices: Designing EFL material to foster students' English Literacy and visualize women's roles in Colombian peacebuilding.

Autora: Karen Marcela Arias Hernández

Thesis title: Empowering voices: Designing EFL material to foster students' English Literacy and visualize women's roles in Colombian peacebuilding.

Objetivos generales: This study aims to develop an EFL educational material focused on developing writing and reading skills through the integration of topics that make visible the women's role in Colombian armed conflict.

Objetivos del cuestionario: Este cuestionario tiene como objetivo recolectar información sobre las percepciones de los estudiantes acerca de los libros de texto de inglés utilizados en el programa de Licenciatura en Lenguas extranjeras con énfasis en inglés de la Universidad Industrial de Santander y evaluar sus conocimientos sobre el rol de las mujeres en el conflicto armado como líderes constructoras de la paz.

Consentimiento informado: Autorizo mi participación en este cuestionario que se realiza para recolectar información que ayude a la creación de un taller enfocado en el papel de la mujer en el conflicto armado. Este estará a cargo de Karen Marcela Arias estudiante de Lenguas Extranjeras con Énfasis en Inglés de la Universidad Industrial de Santander. Por favor responda con la mayor sinceridad posible ya que esta información es relevante para el estudio. Todas las opiniones expresadas en el cuestionario serán confidenciales y se mantendrán en reserva. Su nombre no se asociará a ninguna opinión en particular.

Instrucciones: En este cuestionario encontrará 14 preguntas. La primera sección está relacionada con su percepción sobre el contenido del libro de texto "Cutting edge" utilizado durante los cursos de inglés de la Universidad Industrial de Santander en el programa de Lengua Extranjera con énfasis en Inglés. En la segunda sección encontrará preguntas relacionadas con su conocimiento sobre el papel de la mujer afrodescendiente en el conflicto armado.

* Indica que la pregunta es obligatoria

1. Sexo *

Marca solo un óvalo.

- Femenino
 Masculino
 Prefiero no decirlo

4/11/24, 20:29 Empowering voices: Designing EFL material to foster students' English Literacy and visualize women's roles in Colombian peace...

2. Edad *

3. ¿Cómo ha sido su experiencia utilizando el libro de inglés "Cutting Edge" para el aprendizaje de idiomas? Explique su respuesta *

4. ¿Le han ayudado las actividades propuestas en el libro a desarrollar y/o mejorar sus habilidades de escritura y lectura? *

Marca solo un óvalo.

- Si, mucho
- Si, un poco
- No me han ayudado

5. ¿Considera que las actividades de escritura y lectura del libro están bien estructuradas y ordenadas de forma lógica? *

Marca solo un óvalo.

- Totalmente
- En gran medida
- Un poco
- En absoluto

4/11/24, 20:29

Empowering voices: Designing EFL material to foster students' English Literacy and visualize women's roles in Colombian peace...

6. ¿Qué actividades del libro considera más interesantes y útiles para su aprendizaje? *

Selecciona todos los que correspondan.

- Actividades de habla
- Lecturas
- Ejercicios de escucha
- Ejercicios de escritura
- Actividades de vocabulario y gramática
- Ninguna de las anteriores

7. Teniendo en cuenta su respuesta anterior, en este apartado explique el motivo.

8. ¿Las actividades de lectura y escritura del libro fomentan la conciencia sobre problemáticas sociales presentes en su comunidad? Si su respuesta es afirmativa, ¿Qué tipo de actividades y problemáticas sociales se abordan? *

4/11/24, 20:29 Empowering voices: Designing EFL material to foster students' English Literacy and visualize women's roles in Colombian peace...

9. "El pensamiento crítico como todo planteamiento intelectual producto de análisis, interpretaciones y problematizaciones racionales acerca de las manifestaciones de la realidad, sus fenómenos, situaciones e ideas, para generar cuestionamientos, juicios y propuestas orientadas a la promoción de cambios y transformaciones en beneficio de la humanidad." (Saladino, 2012, p. 2) *

Desde su punto de vista, ¿las actividades del libro mejoran su habilidad de pensamiento crítico?

Marca solo un óvalo.

- Si, mucho
 Si, un poco
 No, en absoluto

10. Como afirma Hammer, el proceso de escritura son «las etapas por las que pasa un escritor para producir algo en su forma escrita final como la planificación, la redacción, la edición y el borrador final». (2004, P. 5) Teniendo esto en cuenta, ¿considera que las actividades de escritura del libro promueven un proceso de escritura auténtico? *

Marca solo un óvalo.

- Totalmente
 En gran medida
 Un poco
 En absoluto

11. Del 1 al 5, ¿Cómo de motivado/a está en clase cuando tiene que hacer actividades del libro de texto? *

Marca solo un óvalo.

1 2 3 4 5

Indí Altamente motivado/a

Sección sin título

4/11/24, 20:29 Empowering voices: Designing EFL material to foster students' English Literacy and visualize women's roles in Colombian peace...

12. Durante sus cursos universitarios, ¿ha estudiado temas relacionados con el conflicto armado colombiano? *

Marca solo un óvalo.

- Sí
 No
 No estoy seguro/a

13. Del 1 al 5, ¿Cómo calificaría su conocimiento sobre el papel de las mujeres afrodescendientes como constructoras de paz en Colombia? *

Marca solo un óvalo.

- 1 2 3 4 5
Ning Excelente

14. ¿Puede mencionar a alguna mujer líder que haya desempeñado un papel importante en la construcción de la paz en nuestro país? Si la respuesta es Sí, escriba el nombre. *

15. ¿Qué importancia tiene para usted abordar en el aula la historia y el papel de la mujer en el conflicto armado? Explique su respuesta *

4/11/24, 20:29 Empowering voices: Designing EFL material to foster students' English Literacy and visualize women's roles in Colombian peace...

16. ¿Le gustaría que este tema se incluyera en el libro de texto de inglés? ¿Por qué sí o por qué no? *

Este contenido no ha sido creado ni aprobado por Google.

Google Formularios

Annex B *Consent form included in the survey*

Empowering voices: Designing EFL material to foster students' English Literacy and visualize women's roles in Colombian peacebuilding.

Autora: Karen Marcela Arias Hernández

Thesis title: Empowering voices: Designing EFL material to foster students' English Literacy and visualize women's roles in Colombian peacebuilding.

Objetivos generales: This study aims to develop an EFL educational material focused on developing writing and reading skills through the integration of topics that make visible the women's role in Colombian armed conflict.

Objetivos del cuestionario: Este cuestionario tiene como objetivo recolectar información sobre las percepciones de los estudiantes acerca de los libros de texto de inglés utilizados en el programa de Licenciatura en Lenguas extranjeras con énfasis en inglés de la Universidad Industrial de Santander y evaluar sus conocimientos sobre el rol de las mujeres en el conflicto armado como líderes constructoras de la paz.

Consentimiento informado: Autorizo mi participación en este cuestionario que se realiza para recolectar información que ayude a la creación de un taller enfocado en el papel de la mujer en el conflicto armado. Este estará a cargo de Karen Marcela Arias estudiante de Lenguas Extranjeras con Énfasis en Inglés de la Universidad Industrial de Santander. Por favor responda con la mayor sinceridad posible ya que esta información es relevante para el estudio. Todas las opiniones expresadas en el cuestionario serán confidenciales y se mantendrán en reserva. Su nombre no se asociará a ninguna opinión en particular.

Annex C Inductive coding

SECTION 1

Q1: How has been your experience using the English textbook for language learning? Explain your answer?	Color coding process
AP1: The book seems fine to me in terms of grammar and practice, but I find it a bit outdated in the topics it covers.	Category: Students Experience using the textbook.
AP2: Good , since I feel that the topics it covers and the content complement my English learning well.	Codes Positive experience
AP3: Quite stressful since I haven't learned anything	Outdated content
AP4: Good, although somewhat boring	Lack of engagement
AP5: Mostly good , it has decent vocabulary and I think the order of the topics is very well arranged.	
AP6: It has been quite good overall , some of the activities and proposed content have helped me, although it really needs to be brought into a more contemporary context.	
AP7: It has been good overall , especially the advanced one, the previous ones were very basic.	
AP8: In general, it has been good, although the book is a bit outdated.	

Annex D Memo sample**Memo 3****October 15, 2024**


Category: Students Experience using the textbook.

Codes

Positive experience

Outdated content

Lack of engagement

Q3: How has been your experience using the English textbook for language learning?**Explain your answer?**Findings analysis 

Regarding students' experience using the English textbook "cutting edge," the finding revealed a mixed of positive and negative attitudes towards the textbook. In the first place, the majority of the participants mentioned that the textbook is useful to improve their English skills such as grammar and vocabulary acquisition. To illustrate, participant 9 expressed that well-structured content helped him to improve vocabulary and English skills. Nevertheless, a common concern among the participants is the outdated topics present in the textbook, this perception undermines the book engagement because of the disconnection between the material and the contemporary topics. Indeed, some students expressed feelings of boredom and stress indicating that the topics might not be compelling for them.

Annex E e-Text

Empowering voices

Making visible women's role in
Colombian peacebuilding

Pre-intermediate English e-Text



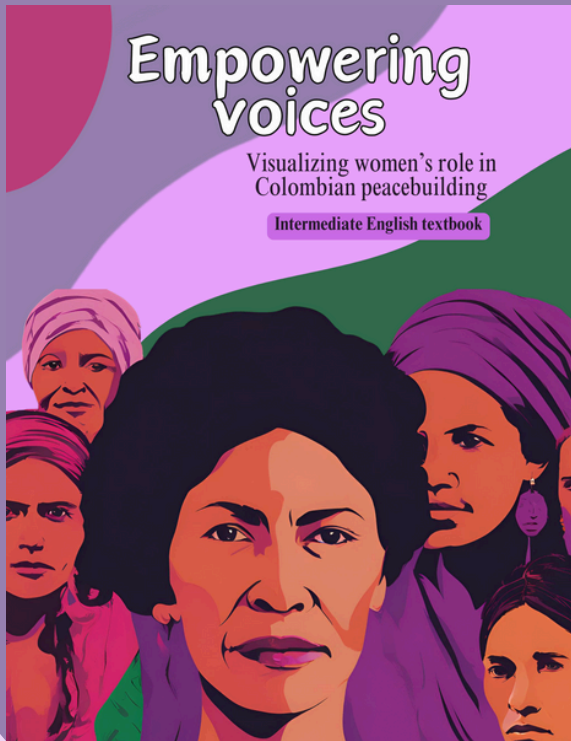
Introduction

As teachers of a foreign language, our responsibility is not limited to teaching communicative skills to our students, but we must also motivate them to reflect on the social issues present in their community. This English workshop was designed with the dual purpose of enhancing students' literacy practices, and to highlight the voices of Colombian women victims of the armed conflict and the role they have played as peace builders. All this, to make students aware of the transformative power of these women, while they become better English users, and also citizens who are more engaged with their surroundings and history.

Dear students

Welcome to this English-learning adventure! This e-Text was created with the purpose of improving your English literacy skills, which are essential for academic, personal, and professional growth. But that's not all, as you learn the language, you will also explore a topic of significant historical and social importance in Colombia as it is the **women's role in Colombian peacebuilding**. This e-text consists on two units with a range of texts, audios, videos, and activities to help you not only increase your literacy practices, expand your vocabulary, and master your grammar but also obtain a deeper understanding of the reality of the women who have played a fundamental role in bringing about peace in our country. You will discover their stories, their efforts, and their achievements.

In class: resources



Workshop
with
activities

Audios, videos, visual aids



Pedagogical approach

This workshop is rooted in various pedagogical approaches that are essential for fostering effective learning. The following sections provide a detailed explanation of these approaches.



21st century skills

According to Duncan (2009) 21st century skills “increasingly demand creativity, perseverance, and problem solving combined with performing well as part of a team (as cited in Larson and Northen, 2011, p. 121) In our every-changing and digitalized world, it is vital to encourage students to truly understand and critically think about the daily basis issues as well as to promote collaborative communication.



Community-Based Pedagogy (CBP)

CBP, as defined by Warburton and Martin (1999), encompasses the ways in which members of a community understand and evaluate their surroundings, respond to obstacles, validate new understandings, and the skills to create, retain, apply, and transmit knowledge to others (as cited in Lastra et al., 2018). All this, is important to promote on students cultural awareness and lessen any potential stereotype within their community using their critical thinking and problem-solving abilities in real-life situations.



Critical Pedagogy and Critical literacy

Critical pedagogy is to enhance students' entire life perspective and explore the different role powers. In light of the foregoing, Norris et al., (2012) state that Critical literacy points to the interpretation of texts as a social construction that is focused on exploring the historical, social, and political contexts. Bearing this in mind, integrating elements from Critical pedagogy and literacy foster in students a reflective and socially aware learning environment as well as promote the knowledge of historical events and its implication in Colombian contexts.

Mode of use

Vocabulary development

Knowing vocabulary is key to reading comprehension and the writing process. As stated by Stahl, “the knowledge of a word not only implies a definition but also implies how that word fits into the world.” (2005, P. 95).

11

Vocabulary

2. Complete the phrases with the correct activity. Use the words from the box. Then, match with the photos in point 1.

Feed / Watch / Do / Walk / Drink / Take / Sweep / Light

- 1) _____ the chicken / pig / dog.
- 2) _____ the candle / fire / bulb.
- 3) _____ water / juice / soda.
- 4) _____ care of children / old people / family.
- 5) _____ the laundry.
- 6) _____ the backyard / floor.
- 7) _____ home / to bed.
- 8) _____ television / videos.

3. Maria de los Santos is a woman that have been forced to leave her home in La Bonga as a consequence of the Colombian armed conflict. Listen and answer the questions.

1. What do you do in the morning when you wake up? How is it different from what Maria does?
2. What do you think are the biggest differences between your life and Maria's? What are some similarities?
4. Tick (✓) the activities in point 2 that you do every day. Then, use them to complete the chart.

4. 1 talk to a partner about your routine.

I wake up at 6:00 a.m. Then, I

This e-Text introduces the target vocabulary using engaging techniques such as pictures, drawings, fill in the blank and matching activities, videos, texts, and so on. In addition, reading, writing, listening, and speaking skills are used to improve vocabulary. Moreover, this method allows students to recognize vocabulary, grasp its context, and remember it more effectively.

Reading and writing development

One of the primary goals of this e-Text is to encourage students to potentiate their literacy practices. The reading tasks will include pre-while-post activities. Moreover, for the writing process the activities include “tips” charts for students to improve their compositions.

13

Reading

8. Look at the pictures and discuss.

- How do you think is the women daily routine like?

9. Read the blog entry, is the information similar to your thoughts in exercise 1?

READING TIP

Scanning is a reading strategy where you quickly move your eyes over a text, hunting for specific information.

How to scanning: First, read the questions to determine what you are looking for. Then, look for keywords, like verbs or nouns. Finally, once you find the keywords, read the content carefully.

10. Read again and answer the questions.

1. Why are weekends more difficult for Ernestina compared to weekdays?
2. What are the key differences between Ernestina's and Fabiola's routines?
3. What additional responsibility does Fabiola have besides leading her community?

Roots of peace blog

Women leadership in the Valle del cauca

STORIES OF COMMUNITY BUILDING

Ernestina, a 48-year-old rural leader, focuses on supporting her community and caring for her family. She starts her day at 5:30 a.m. First, she takes a shower, she drinks coffee, and sends her daughter to school. After, she and her husband walk the dog, she prepares breakfast and begins household chores. She says that the heaviest days are weekends, when the communities meet. On Monday or Tuesday she visits women's groups or runs educational workshops with students.

Julieta, a 40-year-old Afro-Colombian woman, leads an organization advocating for the rights of women with VIH and balancing her responsibilities as a single mother. She lives with her younger daughter. She gets up 4:30 a.m. and she prepares her daughter for school. Afterward, Julieta shifts focus to her role as a leader in her organization, where she and other women clean and pay the bills to manage finances and they find solutions to challenges.

Grammar development

Grammar exists in any language, and it is considered crucial in a foreign language classroom for students to master the target language. Ellis (2008) mentions that “mastering the grammatical principles of the L2 is, of course, also essential for efficient communication in the language” (as cited in Reza, 2019, p.7). This section aims to present the grammar structures in context and with visual aids as charts, real-life examples, readings and practice activities to develop students accuracy.

14 Grammar

11. Complete the examples in the chart. Use the blog entry on page 13 as a guide.

I / you / we / they	She / he / it
I get up at 4:30 a.m	She drinks coffee every morning.
You _____ (pay) the bills.	He _____ (make) breakfast.
They / We _____ (walk) the dog.	It _____ (go) to a family walk.

12. Read and write the correct form of the verb. Use the grammar box to help you.

ADVERBS OF FREQUENCY
We use them to say the how often we do an activity.

- She **always** shows confidence. (100%)
- Lucas and Ester **usually** speak in public. (90%)
- We **sometimes** wake up early. (50%)
- I **never** argue with people. (0%)

Always

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GRAMMAR BOX
Present simple is used to talk about action we do regularly or habits. The present tense is used with the **base** form of the verb.

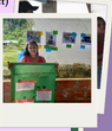
- I/you/we/they** **add** for the community grow.
- She/he/it** **adds** for the community.

13. Read the quote and discuss. How can small actions help communities to grow? What can you do to help your community?

Youth in action: building peace and hope

The confidence that Yadis Molina shows when she _____ (speak) is amazing. At 16, her confidence _____ (inspire) other young people to take the lead in community processes. She is also one of the leaders of the 'Young builders of change' initiative in San José de Murata in eastern Colombia. Yadis _____ (wake) up early and she and her brother _____ (get) ready for school. They **always** _____ (eat) breakfast with the family, **sometimes** they talk about the plans for the day. In the afternoon she **usually** _____ (meet) with other young leader and with the initiative president. He **never** arrives late and he _____ (talk) about community projects. Yadirra _____ (get) involved in the workshop and meetings where people _____ (share) ideas. In the evening, the family sit around the table to eat dinner. After that, she works on school assignment and _____ (reflect) on the ways to help the community.

'Each one of us has something to contribute to the community. Whether it is very small or huge, those contributions are going to help us to move the community forward day after day.' - Yadis Molina



Language in practice

The tasks, texts, and visual aids in this book are designed to help students understand other points of view while also improving their critical thinking skills. As a result, discussion questions are added to help students communicate effectively. These activities are offered to strengthen students' communicative competencies.

Contents



A typical day 8

Reflecting on daily lives 14

Inside out: voices of resilience 22

Women who made a difference 24

UNIT

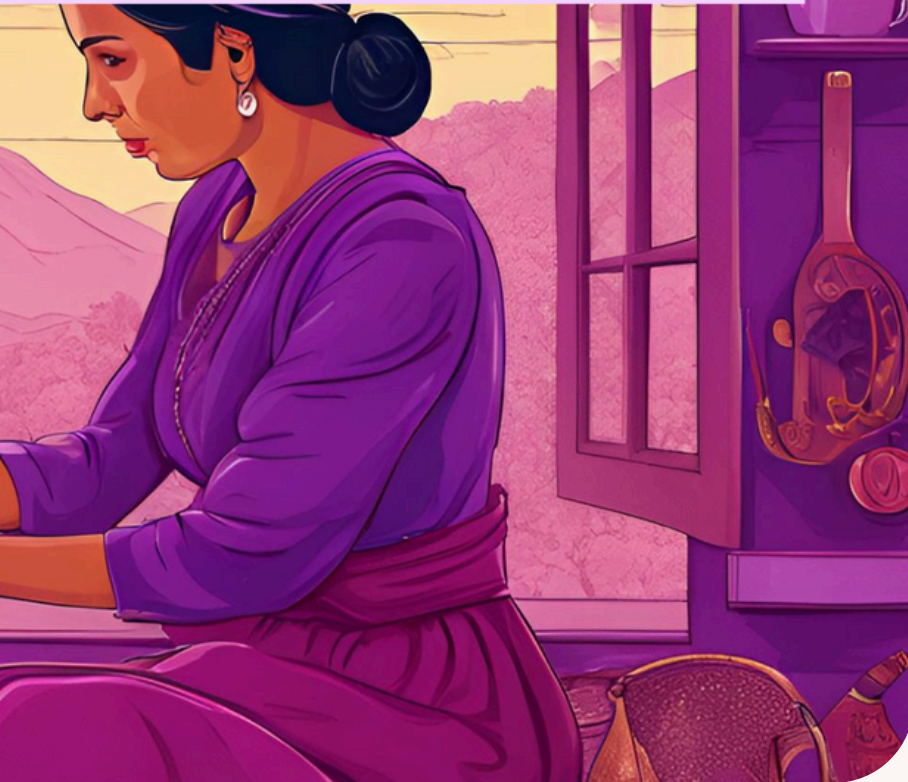
Daily



	Lesson	Vocabulary	Grammar	Spe
#1	A typical day	Feed the animals, sweep the floor, watch T.V, go home, walk long distances, take care of, drink water, light a candle, do the laundry	<ul style="list-style-type: none"> • Present simple - affirmative form • Adverbs of frequency 	<ul style="list-style-type: none"> • Refl kind of r can cont nity buil
#2	Reflecting on daily lives	City, village, field, town, urban area, rural area, countryside, Colombia, territory, place	<ul style="list-style-type: none"> • Present simple - negative and interrogative form • Conjunctions 	<ul style="list-style-type: none"> • Refl kind of r can con nity buil

Unit 1

lives



Speaking

Effect on different routines and how they contribute on community building

Reading

- Women leadership in El Valle del Cauca

Writing

- Write a paragraph about your heroine.

listening

- La Bonga: memories of my home

Effect on different routines and how they contribute on community building

- I survived El Salas: Echoes of hope

Storyboarding

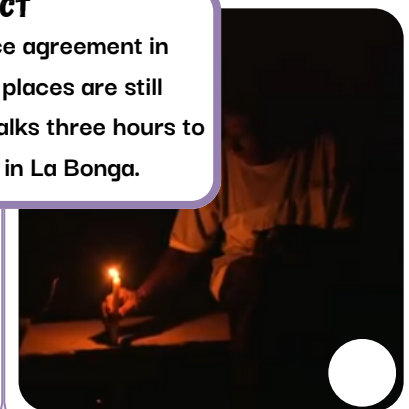
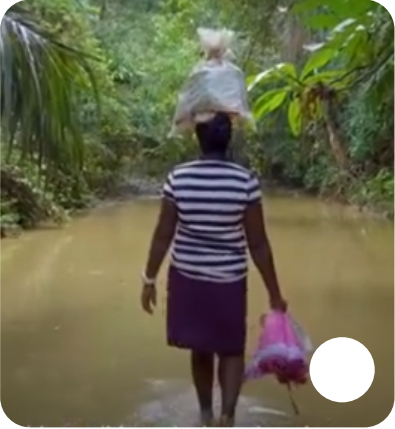
- Listen to your partners sharing their opinions.

A typical day 1



Objectives

- I can describe daily routines in communities using the present simple.
- I understand how routines contribute to personal growth and community building.



FACT

Despite the peace agreement in Colombia, many places are still dangerous. Maria walks three hours to visit her home in La Bonga.

Photos taken from the documental "After Years of War and Violence, This Colombian Woman Still Can't Return Home" National Geographic

1. Work in pairs. Look at the photos and discuss.

- What is the people's daily routine?
- How do their routines reflect their living styles?





Vocabulary

2. Complete the phrases with the correct activity. Use the words from the box. Then, match with the photos in point 1.

feed / watch / go / do / walk / drink / take care / sweep / light

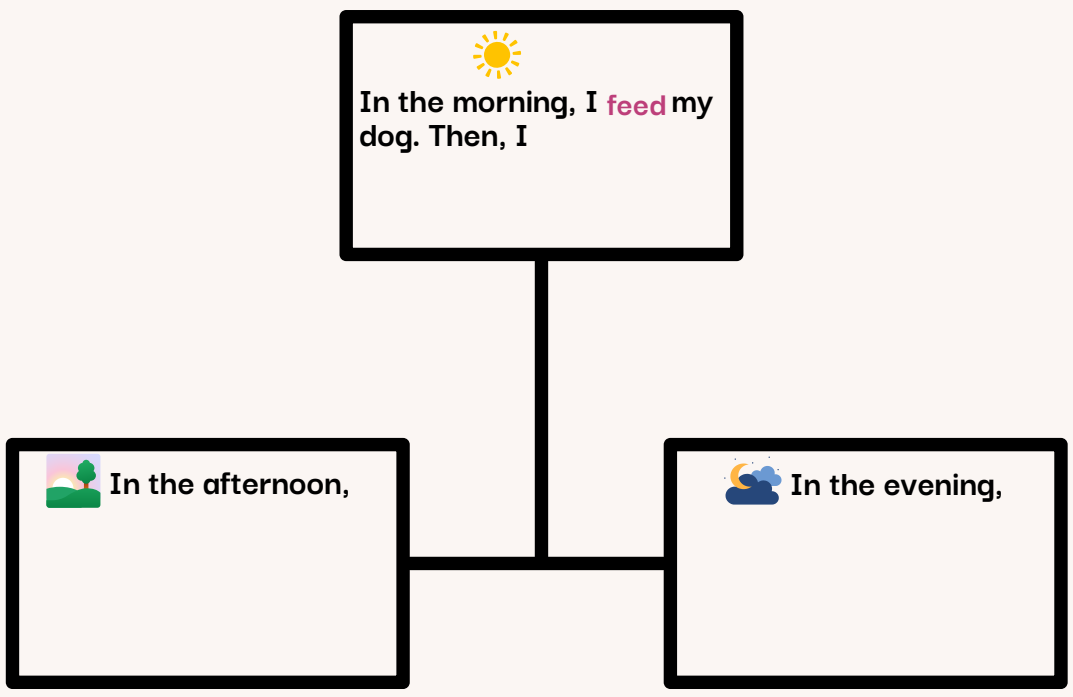


- 1) Feed the chicken / pig /dog. ✓
- 2) _____ the candle /fire /bulb.
- 3) _____ water / juice / soda.
- 4) _____ of children / old people / family.
- 5) _____ the laundry.
- 6) _____ the backyard / floor.
- 7) _____ home / to bed.
- 8) _____ television /videos.

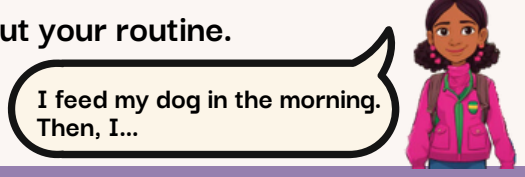
3. Maria de los Santos is a woman that leaves her home in La Bonga because of the Colombian armed conflict. Listen and discuss the questions.

- 1. What do you do in the morning when you wake up? How is it different from what Maria does?
- 2. What do you think are the biggest differences between your life and Maria's? What are some similarities?

4. Tick (✓) the activities in point 2 that you do every day. Then, use them to complete the chart.



4. 1. Talk to a partner about your routine.





Listening and speaking

5. Look at the picture and discuss.



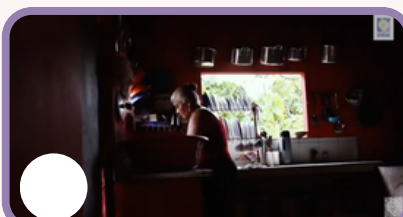
SCAN HERE!



1. What do you think is the video about?
2. How do you think armed conflict can change a community?



6. Watch and listen. Write the chores in the blank spaces and organize them depending on how they are shown or named in the video.



FACT

The Civipaz families who settled in the humanitarian zone in 2006 found an adverse context, which included the persistent armed presence and threats from the army.

7. Watch again. Are the sentences true or false? Discuss your answers with a partner

1. A leader works alone without the community perspective. ()
2. Most women in the community grow yucca, coffee and corn to feed their kids. ()
3. In the morning, Mariana meets with the neighbors to share opinions. ()



Reading

8. Look at the pictures in the blog and discuss.

- How do you think is the women daily routine like?

9. Read the blog entry, is the information similar to your thoughts in exercise 8?



READING TIP #1

Scanning is a reading strategy where you quickly move your eyes over a text, hunting for specific information.

How to scanning:

- Read the questions to find what you are looking for.
- Look for important words like verbs or nouns.
- After find the words, read the content carefully

10. Read again, scan the code and answer.

1. Why are the weekends more difficult for Ernestina?

2. What are the differences between Ernestina's and Julieta's routines?

How can you compare their routines with the women from your city?

3. What additional responsibilities does Julieta have besides leading her community?

Stories taken and adapted from "Liderazgo de mujeres en el Valle del Cauca: cotidianidades y tensiones entre lo público y lo privado" Castelar (2025)

Roots of peace blog



Women leadership in the Valle del cauca

STORIES OF COMMUNITY BUILDING

Ernestina, a 48-year-old rural leader, focuses on supporting her community and caring for her family. She starts her day at 5:30 a.m. First, she takes a



shower, she drinks coffee, and sends her daughter to school. After, she and her husband walk the dog, she prepares breakfast and begins household chores. She says that the heaviest days are weekends, when the communities meet. On Monday or Tuesday she visits women's groups or runs educational workshops with students.



Julieta, a 40-year-old Afro-Colombian woman, leads an organization advocating for the rights of women with VIH and balancing her responsibilities as a single mother. She lives with her younger daughter. She gets up at 4:30 a.m. and she prepares her daughter for school. Afterward, Julieta shifts focus to her role as a leader in her organization, where she and other women clean and pay the bills to manage finances and they find solutions to challenges.



SCAN HERE!



Grammar

11. Complete the examples in the chart. Use the blog entry on page 13 as a guide.

I / you / we / they	She / he / it
I get up at 4:30 a.m	She drinks coffe every morning.
You _____ (pay) the bills.	He _____ (make) breakfast..
They / We _____ (walk) the dog.	It _____ (go) to a family walk.

12. Read and write the correct form of the verb. Use the grammar box to help you.

ADVERBS OF FREQUENCY

We use them to say the how often we do an activity.

- She **always** shows confidence (100%)
- Lucas and Ester **usually** speak in public (90%)
- .We **sometimes** wake up early. (50%)
- I **never** argue with people. (0%)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Always _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

GRAMMAR BOX

Present simple is used to talk about action we do regularly or habits.

The present tense is use with the **base** form of the verb.

- **I/you/ we/they** work for the community grow.

But with the third person singular add **-s**

- **She/he/ it** works for the community

Also, for verbs that end in sh, ch, ss, o, x, add **-es**

- **She/he/it** goes for a walk

13. Read the quote and discuss How can small actions help communities to grow? What can you do to help your community?

Youth in action: building peace and hope


The confidence that Yadis Molina shows when she _____ (**speak**) is amazing. At 16, her confidence _____ (**inspire**) other young people to take the lead in community processes. She is also one of the leaders of the ‘Young builders of change’ initiative in San José de Mutatá in eastern Colombia. Yadis _____ (**wake**) up early and she and her brother _____ (**get**) ready for school. They *always* _____ (**eat**) breakfast with the family, *sometimes* they talk about the plans for the day. In the afternoon she *usually* _____ (**meet**) with other young leader and with the initiative president. He *never* arrives late and he _____ (**talk**) about community projects. Yadira _____ (**get**) involved in the workshop and meetings where people _____ (**share**) ideas. In the evening, the family sit around the table to eat dinner. After that, she works on school assignment and _____ (**reflect**) on the ways to help the community.

‘Each one of us has something to contribute to the community. Whether it is very small or huge, those contributions are going to help us to move the community forward day after day.’ - Yadis Molina





Writing

14. Read  the “Writing tip”. Then identify the **topic sentence**, **supporting sentences** and **closing sentences** in the text “My heroine.” Use colors.



WRITING TIP #1

How to write a paragraph:

- First, write a **topic sentence** which introduces the paragraph main idea by making clear what the paragraph is about.
- Second, make the paragraph body. For this, write the **supporting sentences** to give details about the main idea.
- Finally, summarize the ideas in the paragraph with different words. This is called the **closing sentence**.

First Notebook > My Heroine


edited on Oct 15, 2024

My Heroine

Young people in Colombia can make a positive change and help build a better future for their communities. One example is Yadis Molina a courageous 16-year-old, who makes important contributions to peacebuilding in her community. She is the president of her youth committee and a leader in the “Jóvenes constructores del cambio” project in San José de Mutatá. Since she is a community leader, Yadis helps her friends speak up and get involved to make their community better. Besides, she creates fun activities for young people to address the little options available in her area. Finally, she inspires her friends and shows how important young people are to promote peace while she encourages everyone to listen to youth voices. Through her leadership and dedication, Yadis demonstrates that young people have the power to create positive change within community.





TASK 1 Inspiring stories

Choose one of the women from the list below and investigate  about their contributions during the Colombian armed conflict.

- Martha Ceballos
- Bibiana Peñaranda
- Mariela Rodriguez



15. Read  the “Writing tip” again. After that, scan the code and write  a short paragraph (100-150 words) about the women you investigated.



SCAN HERE!

WRITING TOOL



Look at the example. Include the following in your paragraph:

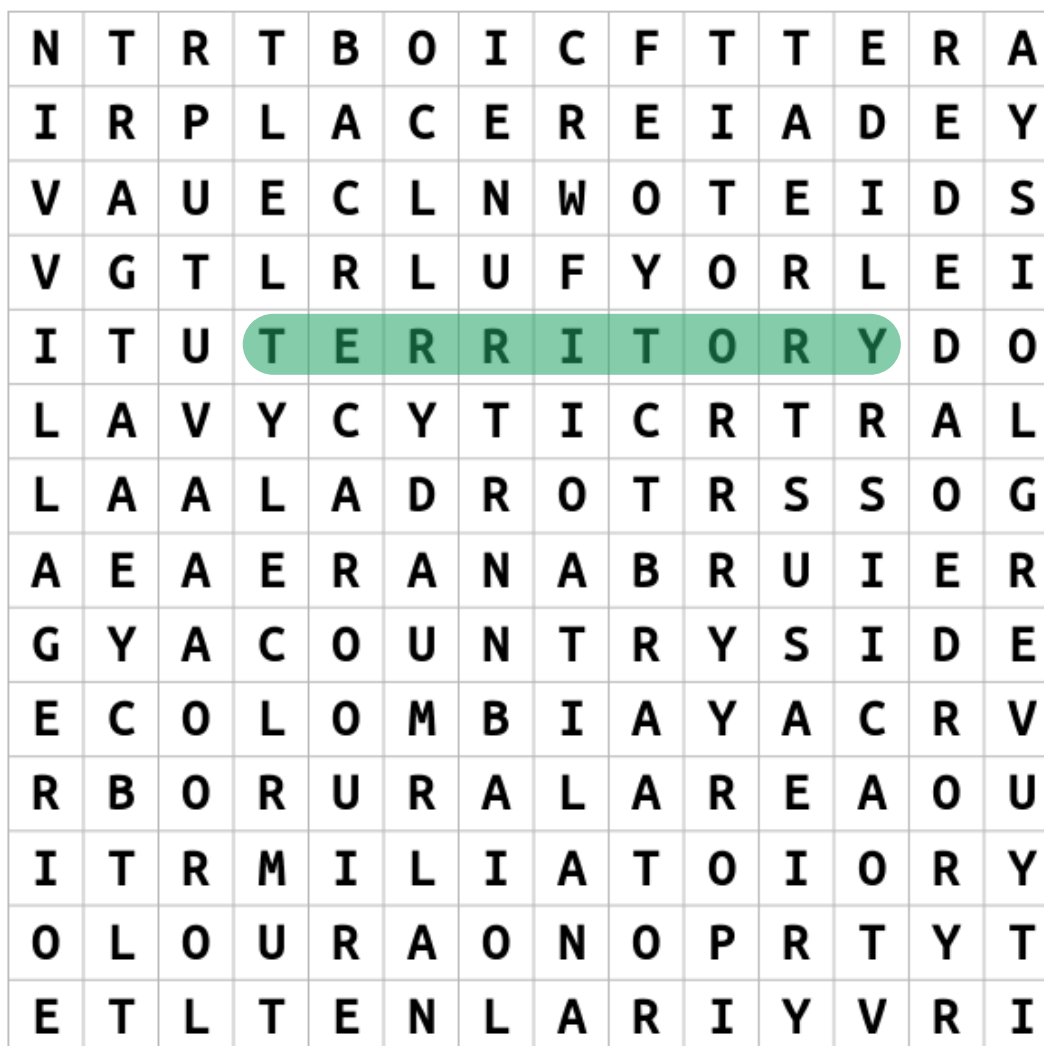
- A brief description of the woman.
- Describe her contributions during the armed conflict.
- Why is she so important as peacebuilder?

Reflecting on daily lives 2



Objectives

- I can construct negative and interrogative sentences in present simple to describe living conditions.
- I recognize the impact that conflict had on Colombian regions, people and communities and the women's role in peacebuilding.



city countryside town place rural area
village ~~territory~~ Colombia urban area field

16. Find  and circle the words in the wordsearch. Then, answer  in your notebook.

- Do you live in a rural or urban area? How this influence your daily life?
- What are some differences between living in a rural area and an urban area?
- How do conflicts affect daily life in rural and urban communities?





Vocabulary

17. Read  and complete the definitions. Use the words from the box.

place/ rural areas / urban areas / field

- In Colombian _____, people live by farming. During the Colombian armed conflict most armed groups were located in this areas.
- The _____ is where many people live and work in buildings. Many displaced people moved to these areas during the war.
- A _____ is a particular position, point, or area in space; or location.
- The _____ is an area of grass where people grow yuca, potato, etc.

18. Match  the picture with the correct word.



city Colombia village town territory countryside





Reading

19. Read  the “reading tip” chart and discuss  with a partner:

- Which strategy you find more useful? why?
- Have you used some of these strategies when reading?








READING TIP #2

Reading comprehension is the ability to comprehend or understand what you are reading.


Comprehension strategies:

- **Predict:** use your knowledge and personal experiences to predict what could happen in the text.
- **Identify the main idea:** look for the most important information in the text. You need to pay attention to the beginning, middle, and end.
- **Visualize:** create mental pictures about the characters, settings and events.
- **Clarify:** you might look up new words meaning, reread confusing parts, or ask to someone for help. Clarifying can help you to make what you’re reading clear.
- **Questioning:** be an active reader by asking questions as you read. Ask yourself, “What is the story mostly about?” Think about the characters, setting, and events
- **Summarize:** read the text. Then, choose the most important parts and use your own words to retell them.

20. Work in pairs. Read  the title in the article and discuss  : What is the story about? Do you know information about El Salado? Explain.



BREAKING NEWS		I SURVIVED EL SALADO: ECHOES OF
START		
WHAT IS THE STORY ABOUT?		
WHY DO YOU THINK YADIRA REMEMBER EL SALADO WITH A SMILE?		
START AGAIN		
WHAT KIND OF ACTIVITY DOES SHE ORGANIZES FOR CHILDREN AND FAMILIES?		
SKIP A TURN		
HOW DO YOU THINK SHARE STORIES HELPS TO HEAL IN A COMMUNITY?		
WHY IS LEARNING ABOUT PEACE AND FORGIVENESS IMPORTANT FOR YADIRA?	CAN YOU THINK A TIME YOU WERE HOPE AFTER DIFFICULT SITUATION? EXPLAIN.	GO BACK 3 SPACES

In **Colombia**, there is a small **village** located near El Carmen del Bolívar surrounded by **fields** and It doesn't Salado is a **place** strongly affected armed conflict. Yadira is a woman w and she has a powerful story to tell. S life in the **rural area** with a smile or was surrounded by the **countrysid** loved ones. However, one February n of many families changed forever. She armed groups arrived in the village ar I was very scared and hid in the ho was happening. It was a horrible ex wondering - how do they do it? How How does my father feel? ” Now, 24 her community heal. In El Salad workshops for children and familie about peace and forgiveness because sure that violence does not happen ag is free of conflict. Yadira's story show times, there can be hope.

21. Read  the instruction to start the game. Then, scan the code to roll the dice. Write the answers  in your notebook.

ED!
OF HOPE

SPECIAL EDITION

age called El salado town. This village is have paved roads. El d by the Colombian who survived the war She always recalls her n her face. There she de, animals and her ight her life and that e said "That night, the nd shot at the people. use while everything xperience, I was just do we live after this? years later she helps o, Yadira organizes es where they learn e she wants to make gain and her **territory** s that even after hard

FINISH
WHAT DOES FORGIVENESS MEAN TO YOU?
WHAT IS THE VILLAGE NAME?
LOSE YOUR TURN
WHAT DID THE ARMED GROUP WHEN ARRIVED TO THE VILLAGE?
ROLL THE DICE AGAIN!
SKIP A TURN
DO YOU THINK LIVING IN A RURAL AREA HAVE ADVANTAGES OR DISADVANTAGES? EXPLAIN
DESCRIBE EL SALADO



SCAN HERE!

1. Read the article "I survived El Salado: echoes of hope"

2. Roll the dice to know the number of space to move forward.

3. If you land on the same space that a partner roll again.



4. Read and write your answer. Then, share with your partner. If you are correct move; if don't, you have to go back one space.



HOW TO PLAY!



Grammar

22. Read  the “Grammar box”. Use the prompts to write  sentences in the negative and interrogative form. Write don't, doesn't, do or does.

1. She / not / feel / safe / in / the/ village.

She doesn't feel safe in the village.

2. people / learn / about / peace / ?

3. They / not / care / about / others.

4. How / my father / feel / ?

GRAMMAR BOX

We use **don't** and **doesn't** to make negative sentences in the present simple.

- **I/you/ we/ they** **don't** work for the community.
- **She/he/ it** **doesn't** work for the community.

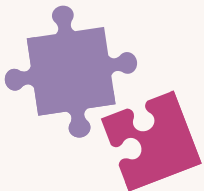
We use the auxiliary **do** and **does** to make questions in the present simple.

- How **do** **I/you/ we/ they** work for the community?
- How **does** **She/he/ it** work for the community?

CONJUNCTIONS

Useful to connect words, ideas or sentences.

F - For	give a reason why
A - And	join similar ideas
N - Nor	negative form of or
B - But	show contrast
O - Or	give a choice
Y - Yet	A contrasting idea
S - So	show cause and effect



23. Match  the sentence with the correct conjunction.

Yadira _____ other women
contribute to peace in Colombia.

but

Women tell their stories _____,
people can heal.

and

She walwys has a smile, _____ she
can remember the pain.

so



Writing

TASK 2 Exploring


Explore in your family members (parents, grandparents, or other relatives) their experiences and stories about Colombian armed conflict and the women's role.



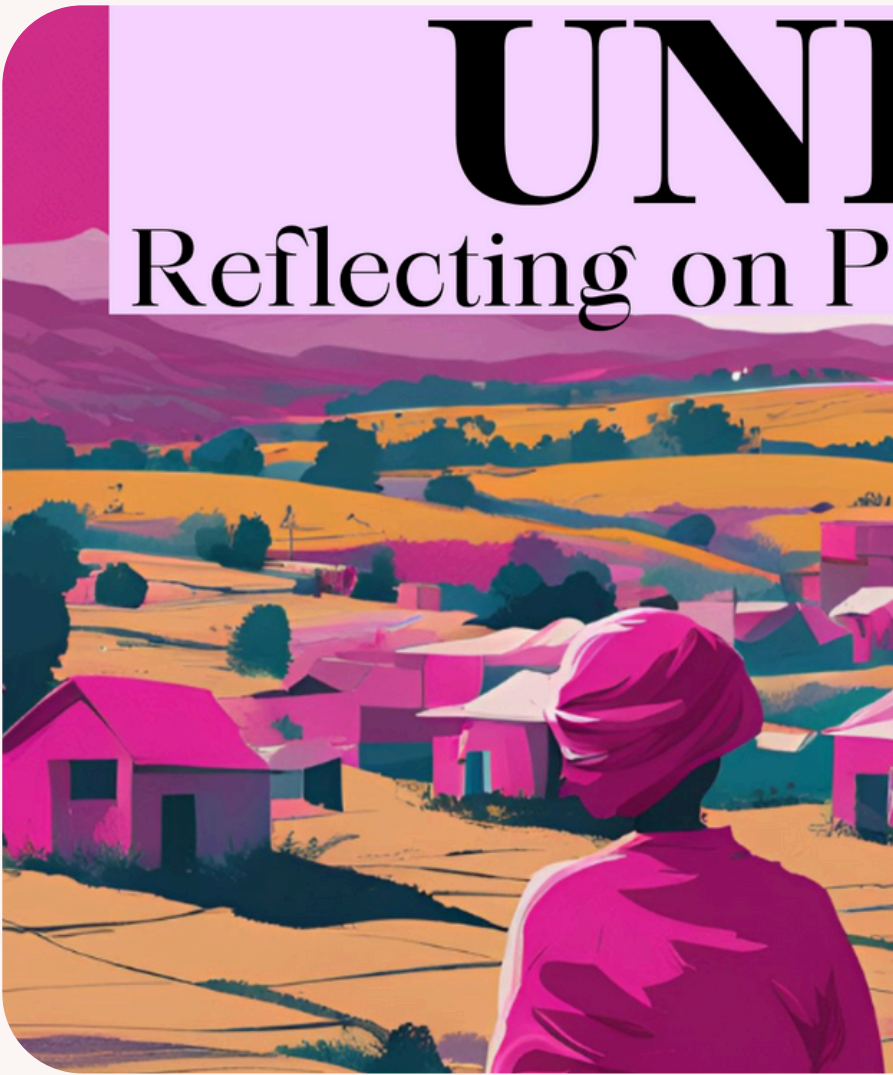
WRITING TIP #2

Scan the code to know how to summarize a story



24. Write  a summary of the story. Choose the events that caught your attention and draw or paste picture to represent them in the story board below. Create dialogues and texts to support your drawings or pictures.

STARTING	SCENE 1	SCENE 1
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
SCENE 3	SCENE 4	ENDING
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>



UNIT 1

Reflecting on P

	Lesson	Vocabulary	Grammar	Spe
#1	Inside out: Voices of resilience	Happiness, desperation, hope, sadness, anxiety, fear, pain, finish, bomb, die, have, learn, get, want, go	<ul style="list-style-type: none"> • Past simple - affirmative form • Past expressions 	<ul style="list-style-type: none"> • Talk • Sha es
#2	Women who made a difference	Believe, change, look, talk, forgive, happen, peace, agreement	<ul style="list-style-type: none"> • Past simple - negative and interrogative form 	<ul style="list-style-type: none"> • Refl experien conflict

Unit 2

Past Experiences



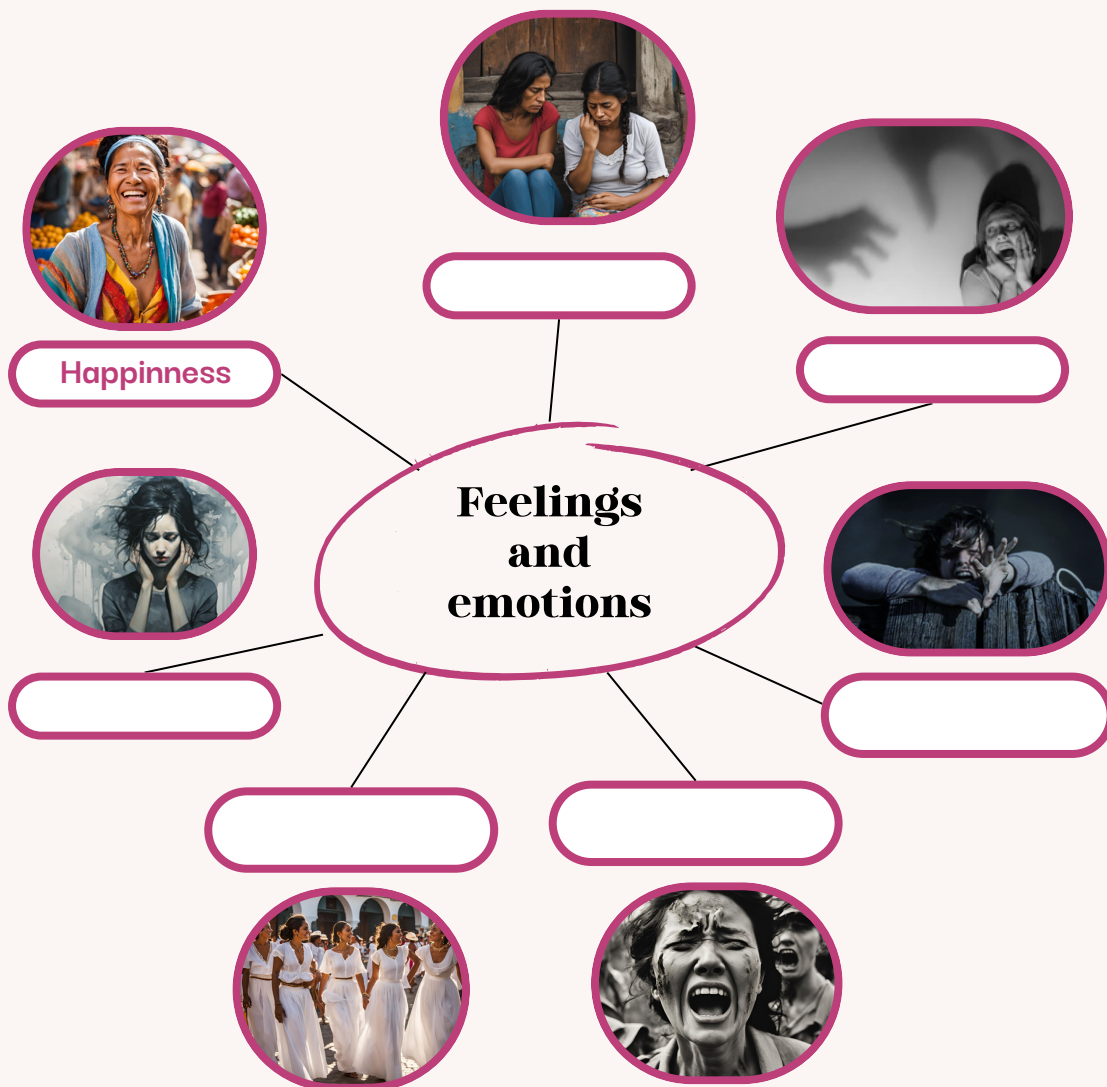
Speaking	Reading	Writing	Listening
<p>about feelings</p> <p>re past experien</p>	<ul style="list-style-type: none"> • Women from peace (Read a passage) 	<ul style="list-style-type: none"> • Designing an interview 	<ul style="list-style-type: none"> • Andrea Cañaveral: stories from peace • Returning stories
<p>ct on women's</p> <p>ces during the</p>	<ul style="list-style-type: none"> • Read about women who made a difference 	<ul style="list-style-type: none"> • Writing information for a poster 	<ul style="list-style-type: none"> • Peace look like women

Inside out: voices of resilience 1



Objectives

- I understand the importance to express and share feelings to heal.
- I use the past simple to talk about women's experiences in the Colombian conflict.



Pain / Anxiety / Happiness / Sadness/ Hope / Desperation / Fear

1. Look at the pictures. Match them with the words in the box.
2. Work in pairs and discuss the questions.
 - a) Why do you think people in the pictures express those feelings?
 - b) Can you think situations that make you feel in those ways? Share with a partner.

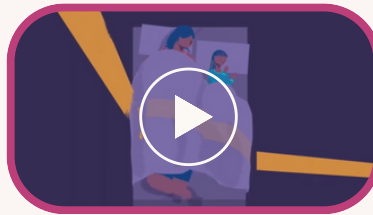


Vocabulary

1. Read and match the word with the meaning.

- | | |
|---|----------------------------|
| 1) An uncomfortable feeling in the body caused by injuries. | _____ Hope |
| 2) To believe that something good will happen. | _____ Happiness |
| 3) To feel worry or nervous about something. | _____ 6 Desperation |
| 4) Being unhappy because something bad happened. | _____ Fear |
| 5) Being scared about bad things. | _____ Pain |
| 6) To feel in extreme need to find a solution. | _____ Sadness |
| 7) Being happy or pleased. | _____ Anxiety |

2. Watch the video. Fill the chart with quotes or parts from the video that might represent the feelings.



Hope	Desperation	Fear	Happiness

3. Answer the questions.

1. Can you name at least three feelings people in the video express?

2. What challenges do the people face in the video? How do these challenges make them feel?

3. Why do you think it is important for these people to share their stories?



Listening and writing





Photos taken from the documental "Nucan invisibles, mujeres Farianas, Adiós a la guerra" (2018)



4. Look at the pictures and discuss

1. What feelings do the women express in the photos?

5.  Watch the video. Andrea Cañaveral is a reinstated women who opted for peacebuilding. Listen and discuss  with a partner.



SCAN HERE!



WRITING TIP #3

Watch the video "Semi Structure interviews, step by step explanation"



SCAN HERE!



1. What other roles did women play during the armed conflict according to the story?
2. What are your feelings about the story?
3. How can this woman help to construct peace in Colombia?

TASK 3 Planning

Reach out in your neighborhood, town, university, local organizations, etc. to a woman who has faced the armed conflict and is willing to share her story. After that, design an interview to learn about her experiences, challenges, and contributions to Colombian peacebuilding.





Grammar

6. Complete the sentences with the correct verb forms in past.

1. I just **finished** (finish) second grade.
2. They _____ (bomb) the camp and a lot of partners _____ (die).
3. I _____ (have) to take care of my siblings.
4. I _____ (get) in the militia in Vista Hermosa.
5. I _____ (want) to see men and women as equal.
6. My family _____ (go) to pick me up from the camp.
7. I _____ (learn) to read and write and to use a computer.

PAST EXPRESSIONS

Useful to describe actions that happened in the past.



The war started **ed** 50 **years / months / days / weeks / ago**.

She saved **ed** my life **last year / week / month / day**.

Yesterday, I **left** my past life for a better future.

GRAMMAR BOX

Past simple is used to talk about completed past actions.



Regular verbs

For most verb in the past you should add **-ed**

Ex: I wanted **ed** to be a fighter

If a regular verb finishes with CVC you should **double** the last consonant and add **-ed**.

Ex: Women stopped **ed** the conflict.

Irregular verbs

Some verbs in the past simple are irregular which means they do not end with -ed (they change)

Ex: My family **went** to pick me up from the camp.

[List of irregular verb \(click here\)](#) 

Women who made a difference 2



Objectives

- I use negative and interrogative statements in past simple to talk about past experiences.



Yolanda Perea

How did I talk about peace? I decided to forgive so that more families in Colombia don't have to live what I lived.



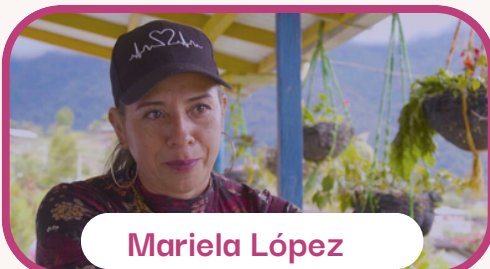
Maria Isabel Palacios

People didn't look at peace signature as they look at the rest of society. So, we continue empowering women.



Ledys Restrepo

I didn't believe in the peace agreement, but now I want to believe it. I want that victims can sing to be free.



Mariela López

Did I change who I am? No, I didn't but I hope that what happened to me doesn't happen to anyone else. I prefer peace over war

Photos and stories taken and adapted from "la paz con mirada de mujer"
Naciones Unidas Colombia (2021)



SCAN HERE!

9. Read and match the statements with the woman you think say it. Then, listen and check.



Grammar and speaking

10. Look at the dialogues on page 25 highlight the sentences that are negative and interrogative in the past simple. Use the grammar box as a guide.

GRAMMAR BOX

Negative sentences in the past simple make use of the auxiliary “**did**” followed by “**not**.” You can also use the contraction **didn’t**. Notice in the example that the verb is in the base form.

I/you/he/she/it/we/they did not want to continue in war.

I/you/he/she/it/we/they didn’t want to continue in war.

On the other hand, in **interrogative sentence** the auxiliary “**did**” is at the beginning of the sentence. However, the verb remains in the base form.

Did I/you/he/she/it/we/they talk about peace?

How did I/you/he/she/it/we/they talk about peace?

12. Read the “grammar box.” Then, complete the conversation with the correct form. Use affirmative and negative forms in past simple.



Lina: I was (be) part of the armed groups in Colombia 5 **years ago**. I _____ (not / want) to hurt people. I just _____ (want) to help my community but I _____ (take) the wrong way.

Katherine: I understand you, things in Colombia were very difficult. I _____ (live) in fear for many years. I _____ (lose) my family during the conflict.

Lina: I’m sorry to hear that. I _____ (make) a mistake but now I believe in peace.

Katherine: Yes, I _____ (not / believe) in peace before but now I do. I think we can work together to help our community.

Lina: Exactly, I _____ (not / talk) about my feelings before, but I _____ (learn) that sharing my story can help others.

Katherine: Together, we can change the future.

13. Organize the questions. Work with a partner, ask and answer the questions.

1. did / Katherine / How / for / live / many / years / ?
How did Katherine live for many years?

2. Lina / regret / Did / mistakes / her / ?

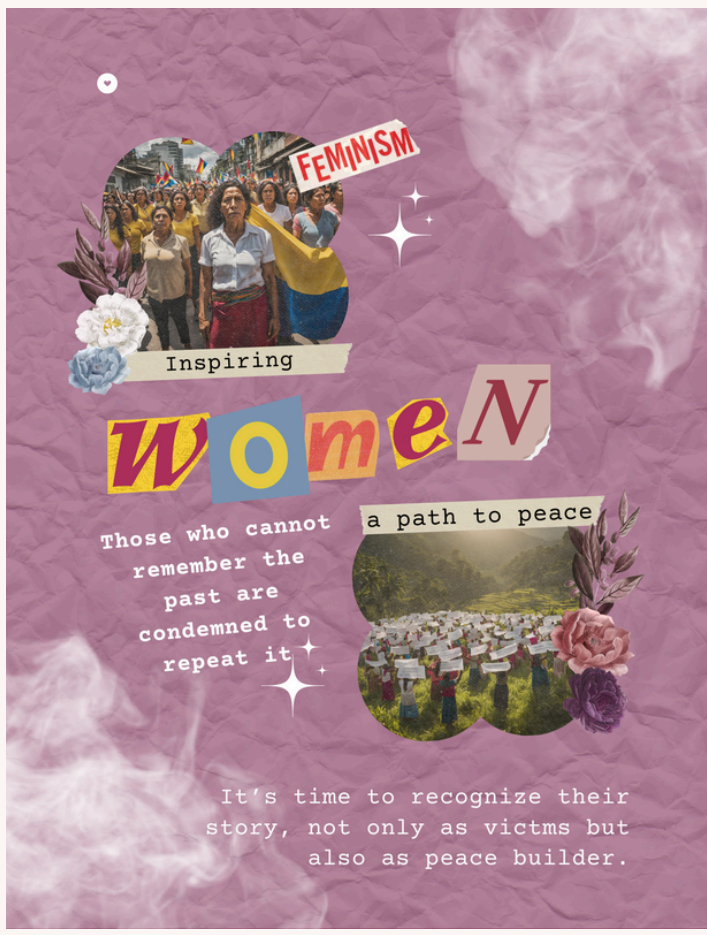
3. they / learn / What / about / did / feelings / ?

4. Lina / regret / Did / mistakes / her / ?



Reading and writing

20. Read the poster. Then, follow the writing tip to start you producing phase.



WRITING TIP #4

1. Listen, carefully, the record.
2. Create a template or chart with the speaker identifier. Ex: Participant, women, leader, etc.
3. Listen to the recording again, then start to transcript the audio, make pauses if necessary.
4. Use a chronological order to write it. What happened first, next and finally.
5. Once completed, edit the interview to make sure that the information is reliable and accurate.
6. Choose moments from your interview that talk about feelings so the readers can relate to the story.

TASK 4 Producing

Echoes of resilience: a community project

Conducting and representing the interview:

- Arrange a face-to-face, virtual or phone interview with your selected participant. Record it (with permission) to have access to the answers.
- Start to transcript and translate the interview, making use of the recordings.
- After that, create an poster to present all the relevant information from your interview.

Sharing your product:

- Share your work, present your Poster to a community (family member, friends, neighbors). Explain to them the impact the women you interviewed have in society.





FEMINISM



Inspiring

W o m e N

Those who cannot
remember the
past are
condemned to
repeat it



a path to peace



It's time to recognize their
story, not only as victims but
also as peace builder.

Empowering voices: making visible
women's role in Colombian
peacebuilding.

Pre-intermediate English workshop

© 2024, all rights reserved

Author

Karen Marcela Arias Hernández

Director:

Jessica Marcela Velandia Santamaria

Universidad Industrial de Santander
Language school
Bucaramanga, Santander
Colombia

First edition