

ESP Teaching at Nuevos Horizontes Programme Inside the Modelo Penitentiary Center with the
Component of Metacognition

Jonathan Fernando Grass Pinzón, Jhon Heriberto Durán Méndez

Trabajo de grado para optar por el título de Licenciatura en Lenguas Extranjeras con Énfasis en
inglés

Director

Tatiana Mikhailova

Magister en Enseñanza del Inglés como Lengua Extranjera

Universidad Industrial de Santander

Facultad de Ciencias Humanas

Escuela de Idiomas

Bucaramanga

2021

Dedication

To our nuclear families for the support, love, and effort. This wouldn't be possible without their positive actions and help.

To our close friends for the motivation to keep on working hard in order to be more competitive and achieve our goals.

Acknowledgments

One of the most recognized tenets of humanity is that human beings are social by nature. As with many other things that we do, and social beings that we are, this project is the result of our interaction with many people. For that reason, we would like to list the ones who in one or other way contributed to the development of this project

To the New Horizons Therapeutic Community and its leader Dg. Flórez for leading that process and permitting us to work with them and grow as professionals.

To Professor Tatiana Mikhailova for all the guidance, support, dedication, suggestions and time in our project.

To all our teachers of the Foreign Languages Teaching program that guided us through the multiple subjects during the semesters helping us to develop our potential.

To Universidad Industrial de Santander for the help and services that facilitated our learning process.

To the School of languages and all the administrative staff, especially Edga Mireya and her bravery. Finally, to each other, for the dedication, responsibility, commitment to the work and friendship.

Table of Content

	Pág
Introduction	12
1.Objectives.....	16
1.1 General Objective.....	16
1.2 Specific Objectives.....	16
2. Body of the paper	17
2.1 Theoretical Framework	17
2.1.1 Project-Based Learning (PBL).....	17
2.1.2 Productive Skills	19
2.1.3 Metacognition.....	20
2.2 Methodology	22
2.2.1 Type of Research.....	22
2.2.2 Population and Sampling	22
2.2.3 Hypotheses and Variables	23
2.2.4 Data Collection Instruments.....	24
2.2.5 Resources and Analysis Techniques	25
2.2.6 Stages and activities	26
2.3 Results	27

2.3.1 Products	27
2.3.1.1 First term: Curriculum Vitae (CV).....	28
2.3.1.2 Second term: My life project (letter for someone special).....	30
2.3.1.3 Third term: How does English empower my life? (short video).....	32
2.3.2 Productive skills (analyzing performance).....	33
2.3.2.1 Writing skills	34
2.3.2.1.1 CV.	35
2.3.2.1.2 Letter	42
2.3.2.1.3 Reflective paragraph	47
2.3.2.2 Speaking skills.....	54
2.3.2.2.1 Video.....	55
2.3.2.3 Metacognition of learning strategies	61
2.3.2.3.1 Before the pedagogical intervention.	64
2.3.2.3.2 After the pedagogical intervention.....	69
2.3.2.4 English learning perspectives.....	76
3. Conclusions	81
References	87
Appendix	95

Table List

	Pág
Table 1. Students' motivation to learn English: Personal growth.....	77
Table 2. Students' motivation to learn English: Family and social life	78
Table 3. Students' motivation to learn English: Job opportunities	79
Table 4. Students' motivation to learn English: Traveling	80
Table 5. Students' motivation to learn English: Study.....	80

Figure List

	Pág
Figure 1. Students' management of words' morphology	35
Figure 2. Students' management of syntax	36
Figure 3. Students' management of grammar structures.....	39
Figure 4. Students' management of cohesion and coherence.	41
Figure 5. Students' management of words' morphology in the letter.....	43
Figure 6. Students' management of syntax in the letter.....	44
Figure 7. Students' management of grammar structures in the letter.	46
Figure 8. Students' management of cohesion and coherence in the letter.	47
Figure 9. Students' management of words' morphology in the paragraph.	48
Figure 10. Students' management of syntax in the paragraph.	49
Figure 11. Students' management of grammar structures in the paragraph.....	51
Figure 12. Students' management of cohesion and coherence in the paragraph.	53
Figure 13. Students' speaking fluency level.	55
Figure 14. Students' pronunciation.	57
Figure 15. Students' speaking coherence and cohesion.....	58
Figure 16. Students' speaking use of grammar.	60
Figure 17. Students' English level.	62

Figure 18. Pre English speaking skills regarding fluency64

Figure 19. Speaking skills to communicate a concrete message.....65

Figure 20. Writing skills to communicate a concrete message.65

Figure 21. Students’ English writing skills level.66

Figure 22. Students’ English speaking skills level.....67

Figure 23. Need of improving writing skills.67

Figure 24. Need of improving speaking skills.68

Figure 25. Improvement of English speaking skills.....69

Figure 26. Improvement of English pronunciation.70

Figure 27. Improvement of English speaking fluency.70

Figure 28. Improvement of writing skills.....71

Figure 29. Writing longer texts.72

Figure 30. Improvement in the use of grammar structures.72

Figure 31. Improvement of English language level.73

Figure 32. Reflection on metacognitive aspects.....74

Figure 33. Role of English language in inmates’ life projects.75

Figure 34. Metacognitive stimulation in English classes.....75

Figure 35. Importance of English language to students.....77

Appendices List

	Pág
Appendix A Questionnaire before the pedagogical intervention	95
Appendix B Questionnaire after the pedagogical intervention	102
Appendix C Placement test	107
Appendix D CV.....	113
Appendix E Letter	147
Appendix F Reflective paragraph	163
Appendix G Sample certificate	176
Appendix H Rubric for Speaking.....	177
Appendix I Rubric for Writing.....	178
Appendix J Students' video.....	179
Appendix K Consent form	180

Abstract

Title: ESP Teaching at Nuevos Horizontes Programme Inside the Modelo Penitentiary Center with the Component of Metacognition *

Author: Jonathan Fernando Grass Pinzón, Jhon Heriberto Durán Méndez**

Key Words: Project-Based Learning, English Productive skills, Metacognition, Jail, ESL teaching.

Description:

The objective of this research was to improve the English productive skills of inmates through the implementation of the PBL model in English classes at Therapeutic Community Nuevos Horizontes from the Cárcel y Penitenciaría de Mediana Seguridad de Bucaramanga. This Jail is located in Santander. Participants were adults that were deprived of their freedom with an elementary English level. For that reason, an A1 English level pedagogical intervention was carried out virtually in three terms divided into three weeks, each for a total of ten weeks with a closing ceremony. The sessions reviewed the most common tenses for elementary learners; classes were developed around three products that would be the primary sources to be analyzed with the use of rubrics based on the TOEFL iBT scoring guides to determine aspects related to the speaking and writing skills. In the same way, pre and post questionnaires were applied and analyzed to inquire about the participants' metacognition. Findings showed the students' positive perspective towards their metacognitive processes and their progressive improvements regarding productive skills after classes as was evidenced in the products. In conclusion, we proved a significant improvement in students' metacognition and productive skills through the implementation of PBL in an unconventional setting.

* Degree Work

** Human Sciences Faculty. School of Languages. Director: Tatiana Mikhailova. Master in Teaching English as a Foreign Language.

Resumen

Título: Enseñanza de Inglés a través del ESP en la Comunidad Terapéutica “Nuevos Horizontes” dentro de la Cárcel Modelo de Bucaramanga con el componente de metacognición *

Autor: Jonathan Fernando Grass Pinzón, Jhon Heriberto Durán Méndez**

Palabras Clave: Aprendizaje basado en proyectos, habilidades productivas, Metacognición, Cárcel.

Descripción:

El objetivo de esta investigación era mejorar las habilidades productivas en inglés de los reos a través de la implementación del modelo de aprendizaje basado en proyectos en las clases de inglés en la comunidad terapéutica Nuevos Horizontes de la Cárcel y Penitenciaría de Mediana Seguridad de Bucaramanga. Esta cárcel está ubicada en Santander. Por esa razón, una intervención pedagógica fue llevada a cabo en tres unidades divididas en tres semanas cada una para un total de diez semanas con la ceremonia de clausura. Las sesiones abordaron los tiempos verbales más comunes para aprendices principiantes; las clases fueron desarrolladas alrededor de tres productos que serían las fuentes primarias para ser analizadas con las rúbricas hechas a partir de las guías de calificaciones del TOEFL iBT, también mediante un pre y un post cuestionario con el fin de indicar los resultados. Los resultados mostraron la percepción positiva de los estudiantes acerca de su metacognición y de su mejoramiento progresivo en sus habilidades productivas después de las clases, y su mejoramiento fue evidenciado en los productos. En conclusión, nosotros probamos un mejoramiento significativo en la metacognición y las habilidades productivas a través de la implementación del Aprendizaje basado en proyectos en un entorno poco convencional.

* Trabajo de Grado

** Facultad de Ciencias Humanas. Escuela de Idiomas. Director: Tatiana Mikhailova. Magister en Enseñanza del inglés como lengua extranjera.

Introduction

The name for this project is 'Seek for tomorrow' and its content is based on the development of basic productive English skills through the implementation of a set of pedagogic interventions mediated by the Project-Based Learning (PBL) approach. Besides, the pedagogical intervention was designed to carry out activities that involve the participants' metacognition of their learning skills with topics that deal with the participants' context such as Self-knowledge (Hamachek, 2000), Life-project (Schiller, 2009), Society (Booth & Richard, 1998), etc. This proposal is applied in the classroom through the development of role plays, grammatical structures, vocabulary activities, and other pedagogical procedures in the virtual modality in an unconventional setting such as jail (Flores, 2012; Smith & Silverman, 1994, White, Duong, Cruz, Rodas, McCall, Menéndez, Carmody & Tulsy, 2003).

The Therapeutic Community Nuevos Horizontes (TCNH) is a rehabilitation and social reinsertion project inside the Cárcel y Penitenciaría de Mediana Seguridad de Bucaramanga (CPMSbuc). The project works in jail yard 8 and its main purpose is to provide educational programs of prevention and treatments for the abuse of psychoactive substances. The program has a maximum capacity of 200 inmates of the CPMSbuc who have drug addiction problems; they are immersed in a rehabilitation process that may last from 18 to 24 months. However, inmates are free to stay in the program after this time. Inside the program, different activities work as therapy, such as orchard and organic garden, physical exercise, multimedia production in Aires TV Channel and Fantasia Stereo radio, and study programs in all the levels of education (from basic to university). These activities are supported by different external staff and entities such as Servicio

Nacional de Aprendizaje (SENA), Universidad Abierta y a Distancia (UNAD), Fundación Acción Interna, American Logos International University and some others.

At an administrative level, TCNH is under the supervision of Dg. Heriberto Florez, Specialist on Psychopedagogy and Physical Education and Sports bachelor, founded the community in 2001. During this period of time, TCNH has achieved the improvement of the inmates' familiar and social relationships and interactions, allowing them to place the ex-convicts whether in public or private organizations that give employment opportunities to this population. According to CPMSbuc statistics, during the 20 years that the program has been working, only 6 ex-convicts that regained their freedom have consumed psychoactive substances and committed crimes again.

This research study is conceived for the need to guarantee equity and education for everybody. Education is the main motivation of teachers and it has tons of methodologies for teaching (Stipek, 1993). Due to the distribution of the budget for the functioning of the CPMSbuc, the TCNH must find their own sponsors and interinstitutional agreements in order to afford the multiple programs that they offer to the inmates. Unfortunately, an English teaching area is not one of the opportunities that they found.

Identifying this educational gap was the perfect opportunity to link EFL teaching with inmates in TCNH; likewise, to create and foster a link between the CPMSbuc and Universidad Industrial de Santander (UIS), taking into account that any public institution seeks to contribute to a new and better society. Thus, as pre-service teachers, we wanted to have this new experience teaching in a place that really needs education, allowing us to fulfill the university request and our curriculum vitae. Moreover, with the intention to pave the way for future colleagues who may want to continue and believe in the university's ideals and second chances.

The research project is aimed to reach the national and international academic community, who are interested in the educational processes carried out in unconventional settings, particularly, in prisons. The project reflects specifically on English as a Foreign Language (EFL) teaching using the PBL approach in a penitentiary in Bucaramanga, how it helps improve inmates' English productive abilities, and how the educational process fosters the metacognition of their learning skills. Nevertheless, due to the practical nature of this study, neither we aim to characterize the educational model applied in prisons nor to propose updates in the curriculum and the educational system regulated by the INPEC.

We propose a pedagogical intervention that lasts nine (9) weeks and is structured in three units meticulously organized that aim to answer the project research question: Does the implementation of PBL teaching improve the English productive skills and metacognition of learning strategies in inmates from the Therapeutic Community Nuevos Horizontes in Cárcel y Penitenciaría de Media Seguridad de Bucaramanga (CPMSbuc)?.

The objective of reclusion is to reincorporate the inmates into the society as new active members (Santhosh, 2019; Singh, 2016); The TCNH works on this purpose from several aspects of the human being such as the educational, personal, physical, and spiritual. For that reason, it is valid to remark on the possibility of collaborating in the academic education area that inmates need to fulfill the process. In other words, inmates need to get used to society, but mainly, with something that leads to a better quality of life for them as for their families. As a complement to this idea, the fact of teaching English is also linked to the wide range of opportunities inmates would be able to access if they get enough knowledge about a foreign culture and language.

In conclusion, we as teachers look for offering a solution to the lack of English education and in a smaller range also integral education; next to the benefits that a rehab inmate brings back

to society as an active member, such as collaboration, respect, teamwork, love, and some other values, they are expected to deal through the completion of the TCNH programs.

This academic study text follows a linear sequence divided into chapters: the first chapter includes the Objectives, from one general to three specifics; the second chapter is Theoretical Framework; the third chapter deals with Methodological design; the fourth chapter shows the Results; and finally, the Fifth Chapter includes the Conclusions of the research. Moreover, at the end of the document, appendices such as questionnaires and other evidence will be placed.

1. Objectives

1.1 General Objective

To improve the English productive skills of inmates through the implementation of the PBL model in English classes at Therapeutic Community Nuevos Horizontes.

1.2 Specific Objectives

And at the same time as the previous objective, some specific objectives were drawn:

To analyze inmates' perspectives towards the usefulness of the English language in their life projects.

To analyze pre and post inmates' perspectives towards their English productive skills level with the use of 2 questionnaires.

To strengthen the inmates' metacognition of their learning strategies through explicit activities in the proposed project planning.

2. Body of the paper

2.1 Theoretical Framework

This theoretical framework developed three (3) concepts. First, Project-Based Learning (PBL), Productive skills and Metacognition. We analysed several authors' research and based on their definitions and findings we come out with our own definition for these constructs.

2.1.1 Project-Based Learning (PBL)

Project-Based Learning (PBL) is perceived as a flexible term (Thuan, 2018). However, for this study we propose the following definition based on multiple authors: PBL is a student-centered model in which practical learning happens around the development of projects that conclude with a real context product or solution that leads students to gain experience or solve their issues significantly (Cocco, 2006; Hmelo-Silver, 2004; Thomas, 2000, p.1; Moss, & Van Duzer, 1998; Pinzón, 2014; Al-Balushi & Al-Aamri, 2014; Wurdinger, Haar, Hugg, & Bezon, 2007 cited in Kokotsaki et al., 2016; Krajcik, & Blumenfeld, 2006). As a matter of fact, it is valid to highlight that students achieve better academic results using this approach than in traditional classes (Marx et al., 2004; Rivet & Krajcik, 2004; William & Linn, 2003 cited in Krajcik & Blumenfeld, 2006). Additionally, students develop confidence, self-projection, independence, teamwork, motivation, engagement, and enjoyment (Van Lam, 2011; Lee, 2008).

Even though some research has been carried out in jails, not much is based on using PBL in the particular context of education for inmates. According to the research found, in PBL English classes fostering productive skills, 3 particular concepts were mainly approached: Curriculum Vitae (CV), letters, and multimedia.

Firstly, Park & Ertmer (2007) carried out similar quasi-experimental research using pre- and post-surveys to test the pre-service teachers' beliefs on using technology in the classroom. The participants created a virtual portfolio with multiple elements including a virtual CV which asks for personal information such as likes and abilities in order to make a metacognitive introspection where the participants might recognize and demonstrate their skills to apply for a job offer while using a technological tool.

Secondly, Van Lam (2011) suggested the implementation of guided writings, including letters to pen pals, due to the benefits of PBL as authentic knowledge and skills for life. Similarly, Ramadhani, & Sir (2018) by the application of quasi-experimental research, proved a little but significant increase in writing ability in their students after a business letter cathedra. Sedarmayanti in 2009 stated that letters communicate a message; this complements the previous idea.

Finally, Bajrami & Ismaili (2016) theorized video as an effective tool for learners in EFL classrooms. Paradox, several authors support the video as a teaching and learning strategy (Kamelia, 2019). A limited number of studies point to the fact of creating a video. Significant perceptions of development in speaking skills, self-awareness, self-assessment, and self-regulation are accentuated by the students who participate in a video creation activity proposed in three related studies (Kirkgoz, 2011; Encalada & Sarmiento, 2019; Soto, Espinosa, Vargas, Illescas, Fontaine-Ruiz, & Carrera, 2017). Video making seeks to get students to more active participation (Sherin,

2004) Additionally, the collaborative work that derives from it, as Hung, Kepell & Jong (2004), proved how their students developed enthusiasm and overcame discomfort.

In this research, we propose the elaboration of three products according to the PBL model and the English level of the participants in the pedagogical intervention to be applied. The first one is a CV, the second one is a short letter, and the third one is a short video. The pedagogical intervention was organized in three units that allowed us to advance progressively from the simplicity of the first product to the complexity of the last one involving mainly the English productive skills.

2.1.2 Productive Skills

Even though several authors do not conceive English teaching as a separate group of skills (Golkova, & Hubackova, 2014; Riggenbach & Lazaraton, 1991) PBL provides tools for the innate assimilation of four skills (Stoller, 2006). This study seeks to improve merely the English productive skills of inmates. For this reason, it is valid to define and separate the productive skills by identifying their main purpose. The productive skills are in charge of information production with languages (Spratt, Pulverness, & Williams, 2005; and Harmer, 2007 cited in Putri et al. 2007). Besides, Golkova & Hubackova (2014) categorize them as oral and written skills – active skills as well.

Regarding the productive skills in the classroom, Olshtain & Cohen, (1991), and Riggenbach & Lazaraton, (1991), cited in Golkova, D., & Hubackova, S. (2014) remark the importance of a communicative focus in order to achieve better production in a good English level.

Also, the mixed study carried out by Aryanti & Artini in 2017, showed a significant improvement in the participant's productive skills thanks to the implementation of the PBL.

Peck in 1991 (p. 368-370) suggests taking into account themes that interest students themes in the classroom for involving adults in productive skills projects. Based on that, the pedagogical intervention opted to reinforce the abilities to produce in real-life context as suggested by Izumi (2002). Although similar quasi-experimental research did not present a significant outperformance in adults (Spada, Jessop, Tomita, Suzuki, & Valeo, 2014) in this intervention, students proved a better general performance.

Regarding both concepts, PBL and productive skills, Putri, Artini, & Nitiasih, (2017) have a pretty similar project which shares the same method, similar EFL context, and same productive skills but different places such as the country and educational structure. However, these authors found that PBL positively affects students and teachers in different aspects of their educational results.

2.1.3 Metacognition

Metacognition is the ability people have to recognize their own learning skills in order to take advantage of them to learn anything easily and improve their learning process using certain strategies according to their performance. In other words, it consists in “thinking about thinking” (Flavell, 1979, p. 906). Several authors also support the idea of metacognition as the toolbox which self-monitors, self-control, and self keeps everyday thoughts in their place to solve issues (Ann, 1978; Hennessey, 1999, p. 3; Kuhn & Dean, 2004, p. 270; Martinez, 2006; Wittgenstein, 1958).

Lai (2011) states that some adults have inconveniences recognizing this ability and, in consequence, they also show slower development. James Flavell was the one who coined the term 1979 and identified 3 components of metacognition that interact with the process of thinking that is 1) metacognitive knowledge, 2) metacognitive regulation and 3) metacognitive experiences.

Metacognitive knowledge refers specifically to the knowledge that people have about themselves, their weaknesses, and strengths that affect cognition. The metacognitive regulation acts as the cognition of strategies and goals, where the individual uses his metacognition to regulate and control his behavior to achieve his purposes. Finally, the metacognitive experience regards the conscious reflections that the individual makes about the execution of cognitive processes (Flavell, 1979).

Additionally, many researchers agree on the classification of the first component *metacognitive knowledge* in three types: 1) declarative knowledge, 2) procedural knowledge, and 3) conditional knowledge (Cross & Paris, 1988; Kuhn, 2000; Schraw & Moshman, 1995; Schraw, G., Crippen, K. J., & Hartley, K., 2006). Declarative knowledge refers to knowledge of yourself as a student and learner and the recognition of factors that influence your learning process. Procedural knowledge refers to awareness and use of cognition about doing things through the learning strategies. Lastly, conditional knowledge identifies the situations where the individual may use a determined strategy and why (Schraw et al., 2006).

Moreover, the same authors establish that the second component, *metacognitive regulation*, includes the performance of 3 activities: 1) planning, 2) monitoring, and 3) evaluating. Planning comprises the accurate selection of strategies and resources that affect task performance. Monitoring involves people's awareness of comprehension and task performance. Finally, the evaluation stage appraises the final result of a determined task as well as the processes that led to

that and the efficiency of the outcome (Cross & Paris, 1988; Paris & Winograd, 1990; Schraw & Moshman, 1995; Schraw et al., 2006).

2.2 Methodology

In this section, we describe the methodology carried out for this research. It includes the type of research, population and sampling, hypotheses and variables, data collection instruments, resources, analysis techniques, stages, and activities.

2.2.1 Type of Research

The research is going to be carried out from a qualitative perspective. The research is descriptive as we aim to identify the participants' metacognitive perspectives about their productive learning skills through the before and after the implementation of a pedagogical intervention using the PBL approach. The information will be gathered using pre-and post- questionnaires that are thoroughly described in the data collection instruments section.

2.2.2 Population and Sampling

The methodology we selected to choose the sample was a non-probability sampling technique due to the institution's request to work with students next to graduate from school to

reinforce their English language level. In consequence, the sampling process was non-random but based on convenience. In that order of ideas, we use the sampling selection technique of *convenience or opportunity sampling* (Dornyei, 2007), where the population of the study are the 200 inmates that participate in TCNH program inside the CPMSbuc and the sample are half of the students, it is equivalent to 22 students taking the CLEI VI (Ciclos Lectivos Especiales Integrados) that is equivalent to eleventh (11) grade at schools in education for adults as regulated by decree 3011 of 1997.

Initially, the participants were twenty-two (22) men enrolled in the program but 7 of them quit during the development of the project for external reasons. The students' ages range from eighteen (19) to forty (40) years old. They have an elementary English level, but they recognize the importance of the English language and express their desire to learn it. They voluntarily accepted to participate in this research study as means to study and help in their rehabilitation and resocialization process.

2.2.3 Hypotheses and Variables

The hypotheses are statements based on the research question and seek to predict the possible expected outcomes or results of scientific research (Creswell, 2014). From the research question, we can identify 2 variables of different nature as suggested by Pino (2010): The independent variable *use of the PBL teaching method* and the dependent variable *metacognition of the English language productive skills and metacognitive learning strategies*. In this case, the

dependent variable may have a change or not according to the implementation of the dependent variable.

The hypotheses that emerge then from the variables and the research question are 2, described as correlational directional hypotheses (Creswell, 2014) given the existent correlation between them. The first one is the alternate or directional hypothesis: *The use of the PBL teaching method improves the English productive skills and the metacognitive learning strategies*. The second is the null hypothesis: *The use of the PBL teaching method does not improve the English productive skills and the metacognitive learning strategies*. It is valid to mention that in the case of the directional hypotheses, how the implementation of the PBL approach affects the metacognition of the productive skills may vary from positively to negatively.

2.2.4 Data Collection Instruments

We designed a total of two questionnaires to be applied at the beginning and at the end of the pedagogical intervention. Both questionnaires were in the participants' native language. The first questionnaire (Appendix A) was applied during the first session and was organized into 4 sections according to the nature of the questions. The first section implicated the consent form; the second section collected the participant's demographic information; the third section gathered the participant's contact and experience with the English language; and finally, the fourth section asked about the metacognition of the English productive skills.

The second questionnaire (Appendix B) was integrated by ten (10) questions and asked merely about the students' metacognition specifically about their English productive skills after

the application of the pedagogical intervention. The objective was to find out any change of perspective related to the students' metacognition of their productive skills obtained in the pre-and post- questionnaires to the pedagogical intervention.

Moreover, a placement test (Appendix C) was applied to the participants before starting the pedagogical intervention with the aim to identify the participants' English level in order to organize the contents and topics of the program. This test was retrieved from the webpage of Pearson Education and was designed to evaluate elementary knowledge in fifty (50) questions.

2.2.5 Resources and Analysis Techniques

Due to the persistent sanitary emergency caused by the pandemic virus COVID-19 and the biosecurity measures adopted, all the activities were carried out virtually. Fortunately, the TCNH has classrooms equipped with a flat-screen plasma T.V. as well as other necessary equipment such as speakers and a microphone for the development of the virtual classes and other activities. In consequence, the interventions and activities were presented through the platform Google Meets.

Regarding the analysis of the information, the questionnaires were applied to respond physically before and after the pedagogical intervention. The questionnaires integrated open questions, multiple-choice and graded options. The corresponding information was systematized in the free access software Google Forms by Google as well as in Microsoft Excel in order to organize the data with graphs that may allow us to analyze the information collected. The questions about the metacognition of the English productive skills in both questionnaires were graded on a Likert scale from 1 to 5 to facilitate the analysis process.

Finally, students' productive skills were measured with two rubrics designed by the authors, based on TOEFL iBT Scoring Guides. First, writing rubric (Appendix I) specified in terms of morphology, syntax, use of grammar, coherence and cohesion. Second, the speaking rubric (Appendix H) classified morphology, syntax, use of grammar, fluency, coherence and cohesion. These rubrics have a scale of four categories that goes from "low" to "excellent" according to proficiency.

2.2.6 Stages and activities

The research study counts on three stages: preparation, pedagogical intervention, and analysis. First, the preparation includes the legal permissions, assigning dates, placement tests, product preparations, and meeting students. It took 3 weeks; it is valid to mention that along with the pedagogical intervention some changes were necessary in order to improve the shortcomings.

Second, the pedagogical intervention was divided into three units, and it lasted 10 weeks including a closure event. This intervention was designed to teach A1 English level for adults taking into account the students' needs and objectives of the research. Every unit lasted 3 weeks and each one provided students with a final product, namely, a CV, a letter, and a video.

The final stage is the analysis of the results and the writing process of the paper. It took 6 weeks. In this stage, all the students' products were analyzed based on some rubrics designed by the authors as well as the students' responses to the questionnaires using free access software provided by Google.

2.3 Results

In this section, we describe the products of the course and the analysis process of them. The objects of analysis were three (3) class products and the two questionnaires which included the perspective and metacognition from students examined in order to find out the impact of Project-Based Learning on students' metacognition on their productive skills, which are speaking and writing. Pre-questionnaire and post-questionnaire were asked due to the qualitative nature of the research; this was illustrated by students' answers. We are going to describe first the product and its creation process and after that we proceed with the analytic process based on the students' answers in the questionnaires about metacognition and perspectives about their learning process in their unconventional setting.

2.3.1 Products

According to the aims of the project and the needs observed, we decided to organize the pedagogical intervention in three terms, lasting each one of them three weeks. At the same time, weeks were divided into three days of classes of two hours, each one with different schedules: on Monday (8:00 am to 10:00 am) Tuesday (8:00 am to 10:00 am), and Wednesday (10:00 am to 12:00 pm). Nevertheless, sometimes we rescheduled classes due to the inmates' extracurricular activities from the therapeutic community and external factors.

The course followed a sequence based on the A1 level of the students; it started from almost zero. In other words, topics and vocabulary were basic but useful accompanied by the main tenses

such as present simple with the verb to be and action verbs; present continuous for actions happening at the moment and also for future; and finally, future simple and future with “be going to”.

In that order of ideas, the students elaborated three products during the whole pedagogical intervention, one per unit. The class products were connected to the grammar structures seen in class and the objectives from the research study. The topics from the classes were taken from the book *Cutting edge Elementary* third edition by Pearson PLC editorial. Vocabulary and other factors such as class activities were adapted based on the research objectives.

2.3.1.1 First term: Curriculum Vitae (CV). The first term comprehended the first three weeks of the pedagogical intervention. This term was called “Unit 1: Knowledge about ourselves” and its main purpose was to foster the students to discover themselves in a metacognitive process while implementing the grammar topics proposed for the unit. Academically speaking, with the aim of having a strong knowledge base, the first topic was subjects' pronouns and basic personal information. Following that organization, elementary topics as in any English course were developed during this term such as the verb to Be: affirmative, negative, and interrogative form; there is and there are; possessive pronouns and possessive 's'; demonstratives; have got: affirmative, negative, and interrogative form. Can for ability: affirmative, negative, and interrogative form; and an introduction to Present Simple tense.

The classes were designed to be mainly focused on the abilities, capacities, and self-recognition of the students in order to motivate them to think and reflect on their own skills and see themselves out of the box as human beings capable of overcoming difficulties surpassing

themselves with discovery of those skills. Grammar and activities were implemented around topics such as routines, personal qualities, family and relationships, abilities, and jobs.

According to the unit's purpose, the product proposed was a Curriculum Vitae (Appendix D). Students followed a structured format that includes open and closed questions. In order to have an entertaining and fun interaction, the format was based on the social networking site Facebook. The Formats are personalized with the photo of each student and include multiple sections that allow the students to use the grammar structures and vocabulary seen in the unit.

In the basic information section, data such as birthday, age, sex, profession, phone number, and relationship status is required. Another section asks for activities that the inmates can and can not do and abilities that they have or do not have. Also, there is a section to talk about preferences with likes and dislikes and favorite common activities. Another section asks about family and friendship relationships. And finally, there is an open space to write down a more detailed description of the profile and to add more information that the student might desire. The estimated time to develop this product was about six (6) hours. Starting with a session to answer the format, then another one to correct and solve doubts, and finally, the socialization of the profiles in the class.

It is valid to mention that this course cannot be certificated. For that reason, grades were not required. We used feedback and formative assessment with positive reinforcement to assess and guide the student's performance. In that order of ideas, the students could have felt unmotivated to get a high-quality product since they were used to summative assessment and obtaining grades for their academic activities. However, the students' response to this format was positive and all of them worked successfully. We opted for formative assessment using two hours only for listening

to the students and providing them with feedback. For instance, we corrected mispronunciations, suggested vocabulary and better expressions when necessary.

2.3.1.2 Second term: My life project (letter for someone special). The name of this term was “Unit 2: My life project”. The aim of this section was to have a more external layer developed for the students which combines the previous unit with this new one, aiming to create a link between inmates with the people they interact with and the society in general. The grammar structures from this term complement each other to successfully deliver the desired product. Present Simple: affirmative, negative, and interrogative forms. Present Continuous: affirmative, negative, and interrogative forms. And finally, the future simple with be going to and will.

Additionally, classes were based on life projects, remarking the importance of the future tenses which indicate plans and goals of the students as well as the present simple and progressive to talk about current actions that they are taking in order to achieve those goals. In order to avoid overloading the course contents and confuse or frustrate the participants, the class did not review the past simple tense, taking into account that it was not necessary for the research purposes.

This time, the product seeks to mix the natural and collaborative activities of a functional citizen face in a reinsertion context. The product consisted of short letters that students wrote to someone special for them, telling them about the things that they were doing at the moment to achieve their dreams and goals in the future (Appendix E). This may lead to openness for the inmates to their peers too.

The procedure was pretty similar to unit 1. At the end of the unit three classes were dedicated to the completion of the product. During the first class, students followed the format of an informal letter. In this guide, students could see how to propose an idea and develop a letter. In

the second class, students proceeded to choose a recipient for the letter and start the writing process. During this session, we were available all the time to answer questions and provide the necessary help. After finishing this class, students wrote the letter on a new and clean piece of paper. Third class, students just delivered the letter because it was a private and heart-touching product, so we did not socialize any letter. We did not disrespect their privacy.

In terms of assessment, we continued implementing formative assessment. It happened two times. The first one on the draft and the second one on the final letter. Students listened to our suggestions regarding both grammar and pronunciation. Firstly, we monitored the writing process and simultaneously corrected all the mistakes as possible without hindering the creative process. Secondly, when the product was finished, we received and checked the letter without marking the letter in order not to destroy the esthetic. Thirdly, we prepared a feedback session based on the common errors of the students. Finally, pupils expressed their opinions, and more questions were clarified.

2.3.1.3 Third term: How does English empower my life? (short video). The last product was a multimedia production that involved productive skills, both writing and speaking. The students were supposed to record a short video answering the question “*How English empowers my life?*” in 1 to 3 minutes. Their speech would be based on what they wrote in the previous activity that was the reflective paragraph (Appendix F). The recording activity took place 1 session but the preparation for it took 3. Moreover, the editing process was in charge of the Aires TV channel, which is a Youtube project developed by TCNH and took about 3 weeks. The goal of this term was to measure student’s speaking skills and to identify the position students have towards the new knowledge that they acquired and the empowerment the English classes can provide for their lives.

In order to create the final product, this term challenged students to write a reflective paragraph to answer the proposed question. Then, they practiced and learned by heart this answer to be recorded in a video that later would be uploaded to the YouTube channel Aires T.V. to motivate the students. The team from the community who were in charge of the channel helped out to record, edit and produce the final video which comprehends the final (15) fifteen videos.

Students also received formative assessments during this stage of conclusion. Two weeks were devoted to assisting all the creations. First, students followed a highly structured reflective paragraph model to answer the question with their own ideas and adapt it to the format. After that, we checked their products and provided feedback to the written productions. Second, the students corrected the annotations in order to read the reflective paragraph out loud for us. Third, the students again receive advice and corrections on their pronunciation and writing performances in order to get ready to record the final video production. This product can be seen on google drive.

Besides, we reviewed other aspects such as connectors, morphology, syntax, grammar, and pronunciation examination to obtain a better outcome. Corrections happened in each class after

inspections and, at the same time, a series of advice for the oral expression and preparation for the recording session were given. The writing process and recording occurred in class due to the lack of time out of the lectures. However, students from Aires T.V. used their own time to edit and produce the video for the closure event.

2.3.2 Productive skills (analyzing performance)

Regarding the writing skills, we could analyze the CV, the letter, and the reflective paragraph. During the development of the sessions and the creation of the products, we paid special attention to 4 main aspects that are the ones that we analyzed in the written productions: 1) morphology, 2) syntax, 3) use of grammar, and 4) coherence and cohesion.

First, morphology refers to the capacity the students have to write words in the correct spelling, neither forgetting to write any letter nor adding more extra letters. Second, syntax is in charge of the correct structure of sentences, with no elimination of any basic component in the word order. Third, use of grammar copes with the correct use of the grammar tenses seen in class. And fourth, coherence and cohesion include the natural flow and development of the main idea, using connectors and linking words to ease the understanding of the text.

On the other hand, speaking skills were practiced along the course with multiple activities in class, nevertheless, the examination of their performance was done exclusively based on the video. As well as with the writing skills, we paid special attention to 4 specific aspects for the analysis regarding accuracy and self-confidence reflected on the 1) fluency, 2) cohesion and coherence, 3) pronunciation and 4) use of grammar.

First, Fluency refers to the performance of students when they recite their reflective paragraph. We expected learners not to have long pauses, doubts, insecurities and hesitations. Second, Cohesion and Coherence evaluates the completion of a thread of ideas and their connections in one way to answer the guiding questions; in other words, not eliminating or forgetting ideas. Third, pronunciation assesses the correct usage of the sounds for the language; also, intonation had a role due to the nature of the exercise and the session we dedicated to correct and formative assessment of their product. Fourth, use of grammar seeks for the appropriate utilization of the tenses.

In order to analyze the data presented in the writing and speaking productions previously described, we designed two rubrics based on the TOEFL iBT scoring guides. In regard to the speaking performance, we based our rubric (Appendix H) on the TOEFL iBT Speaking Section Scoring Guide. In the same way, to design the writing rubric (Appendix I) we based it on the TOEFL iBT Writing Section Scoring Guide.

The rubrics presented a scale to measure the students' performance qualitatively as *low*, *acceptable*, *good* and *excellent*, equivalent to the TOEFL iBT scale from 0 to 4. The rubrics test the categories aforementioned described from low to excellent where excellent refers to the best possible performance and low the most deficient. The evaluation is done taking into account the level of the students and the expected performance according to the teaching process.

It is important to mention that the number of students who participated may vary due to the time availability and willingness from participants to do the activities.

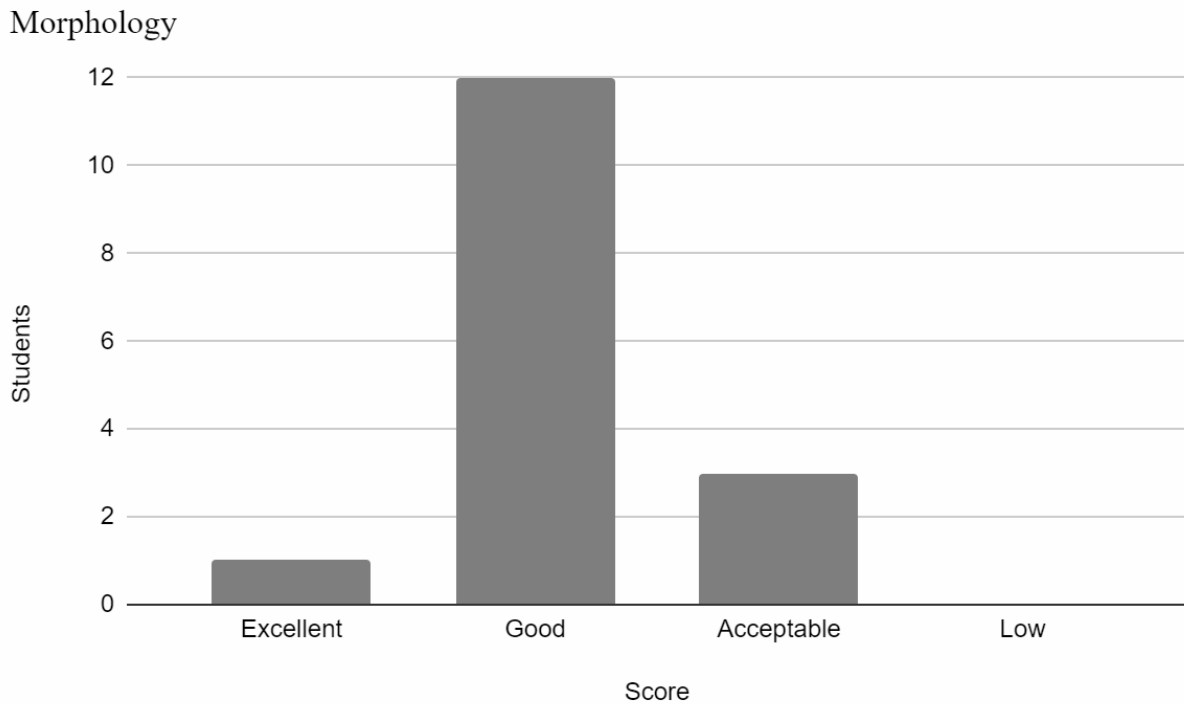
2.3.2.1 Writing skills

2.3.2.1.1 CV. This first product was the introduction to the methodology of the classes. For that reason, we decided to give pupils a concrete structure that asks for the information. At the end of this business-theme product, we highlight a precise capacity to answer concrete questions and write serious context information. This CV was written in the nine (9) week.

- **Morphology.** Figure 1 illustrates a high percentage in the “Good” score which means participants mainly have an appropriate level of consciousness about the correct spelling of words. Twelve (12) learners were able to correctly write in general the spelling of the words. In order to illustrate the common success of learners to support the figure; it is valid to separate two categories such as nouns and verbs. Common nouns represent their likes in movies, series and others. For instance: “Star wars”, “family”, “scary movie”, and “valuable promise”. Verbs are also a success in their CVs “hide”, “spy”, “persist”, “swim”, “lead”. To sum it up, students present a good domain at the moment of correctly writing their CVs.

Figure 1

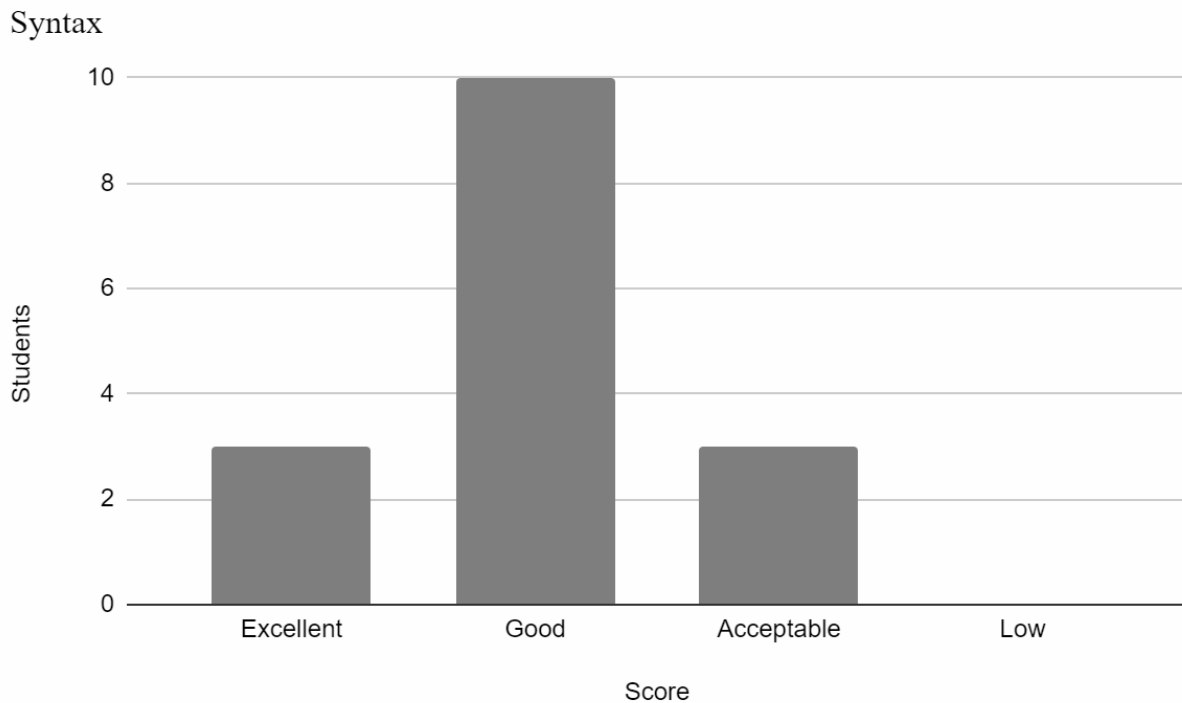
Students' management of words' morphology.



- *Syntax*. In this case, figure 2 particularly has the same number of pupils in two scores “Excellent” and “Acceptable”, three (3) students in each. “Good” is the predominant variable with ten (10). This means students still have minor errors, but the message is clearly understandable.

Figure 2

Students' management of syntax



Pupils generally had problems with the structure of the sentences in different situations. Firstly, pupils had common mistakes from Spanish learners, for instance: the elimination of the subject. To detail the phenomena, we think the influence of Spanish may cause some common errors. The elimination of the subject is common in Spanish due to the verb conjugations that make clear who the action refers to. Pupils suppress mainly the subject “I”. as it is seen in “always maintain occupy”, “because go to work”, and “have children”.

Another noticeable aspect was the order of the adjectives in the sentence. Even though the format had the question “favorite movie”, the usage of the adjectives after nouns as it is used in Spanish was largely used by the students mainly with the adjective favorite. For instance, “hobby favorite” and “color favorite”; and with other adjectives such as in “students university” and, “music cristian”.

In English, the structure is subject, verb, and complement. In this case, the proposed structure was difficult to follow or to understand for the students that were ranked with the “acceptable” grade as reflected in the CV. Some expressions from learners with this problem were: “players much soccer”, “I likes music player soccer”, “my is favorite blue”, “how old twenty five years old”.

- *Grammar.* After nine (9) classes, students followed a semi-structured format which consisted of filling in the gaps and a free space to write a summary for the resume. Based on the analysis of participants’ answers it is valid to point out some noticeable weaknesses and also strong points in favor regarding the use of grammar structures. Pupils had common mistakes from Spanish learners, this could be a consequence of the interaction between the two languages, ending up in an interlanguage that influences their learning process.

On the first hand, regarding the difficulties, some students had problems with the conjugation of the verbs in simple present for the third person. For instance, “he like”, “he like play” and other variations from the verb “like”. Besides, some pupils also used the conjugation of the third person in a different person as in “I likes” and “I dislikes”.

Furthermore, students forgot to use the “ing” ending of the verbs after the verbs like and dislike. For instance, the students wrote sentences such as “I like play soccer”, “I like eat”, “I like cook” instead of “I like playing soccer”, “I like eating” and “I like cooking”. This is a common mistake for Spanish learners as well.

Finally, another common difficulty was the use of negation with the verb can and the auxiliary do. This is reflected in the following examples ‘not like the cat’, “I haven’t family large”,

“I not political views” instead of sentences such as “I don’t like cats”, “I don’t have a large family”, and “I don’t have any political view”

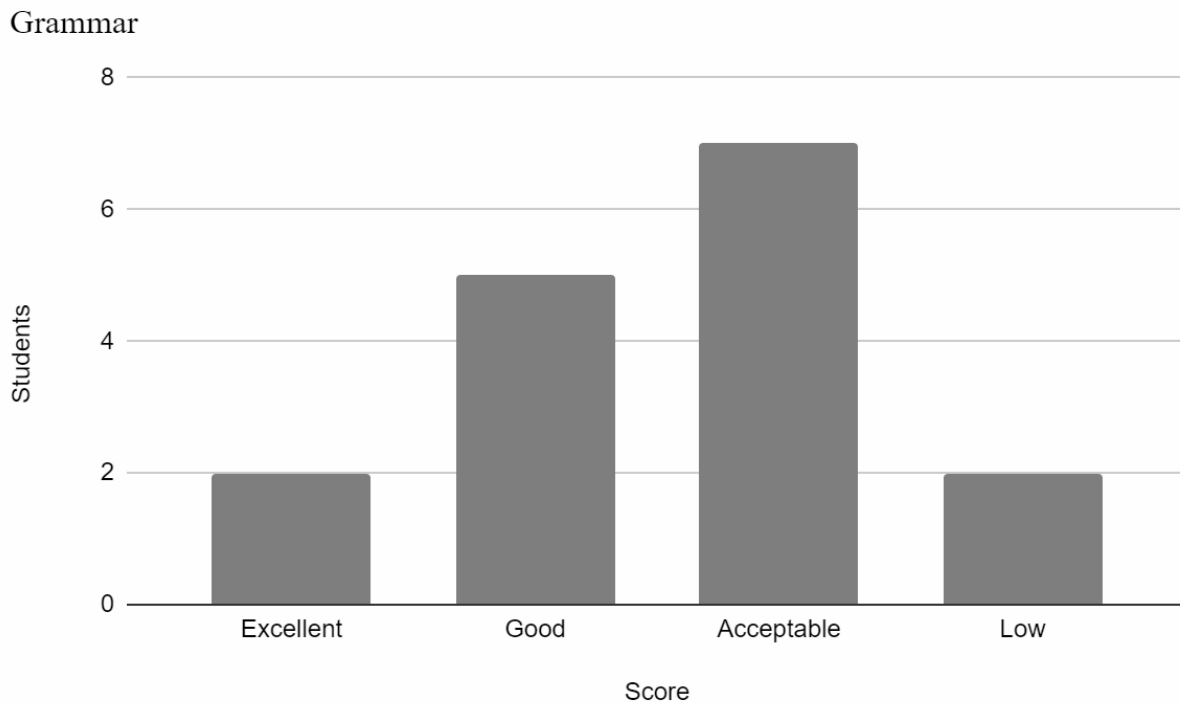
On the other hand, positively speaking, some students also learned and mastered some subjects from the class which validates our effort and desire to teach. One achievement was the use of like and dislike “I like studying”, “I like playing chess”, “I don’t like studying”, “I like to travel”, “I like driving”. As well as the structure of short phrases “I have not got pet”, “my favorite book is the bible”, and “I watch TV”.

Furthermore, students were able to express their abilities with can and cannot “I can build”, “I can’t sleep”, “I can sing”, “I can sleep in the night but I can’t sleep in the class”. Last but not least, one of the most important verbs of the language. Pupils could propose basic sentences with the verb to be for expressing their basic information: “I am from Medellin”, “my name is”, “I am thin”, “my favorite food is spaghetti”, “I am thirty four years old”.

Figure 3 presents more variable results in the pupils’ scores in contrast to the other categories observed. Just seven students demonstrated well organized and well-structured ideas with noticeable minor errors that do not affect the message ranking in the “excellent” and “good” grades. On the other hand, 7 students demonstrated a limited proficiency in the use of grammar with some difficulties as the ones previously described, also displaying an accurate but limited range of grammar structures. Finally, a couple of students demonstrated multiple inconsistencies in the use of grammar structures. The accumulation of errors made it difficult for the reader to understand the message ranking “low” in the rubric.

Figure 3

Students’ management of grammar structures.



- ***Cohesion and Coherence.*** The results of these two prospects are illustrated in Figure 4, which indicates the job done by the pupils at the moment of writing their CVs. Thirteen (13) pupils had no big problems achieving the purposes of the activity in regard to this aspect. Coherence and cohesion was checked in the second part of the activity, where they had to write a paragraph describing their profile with the information registered in the formats of the first part.

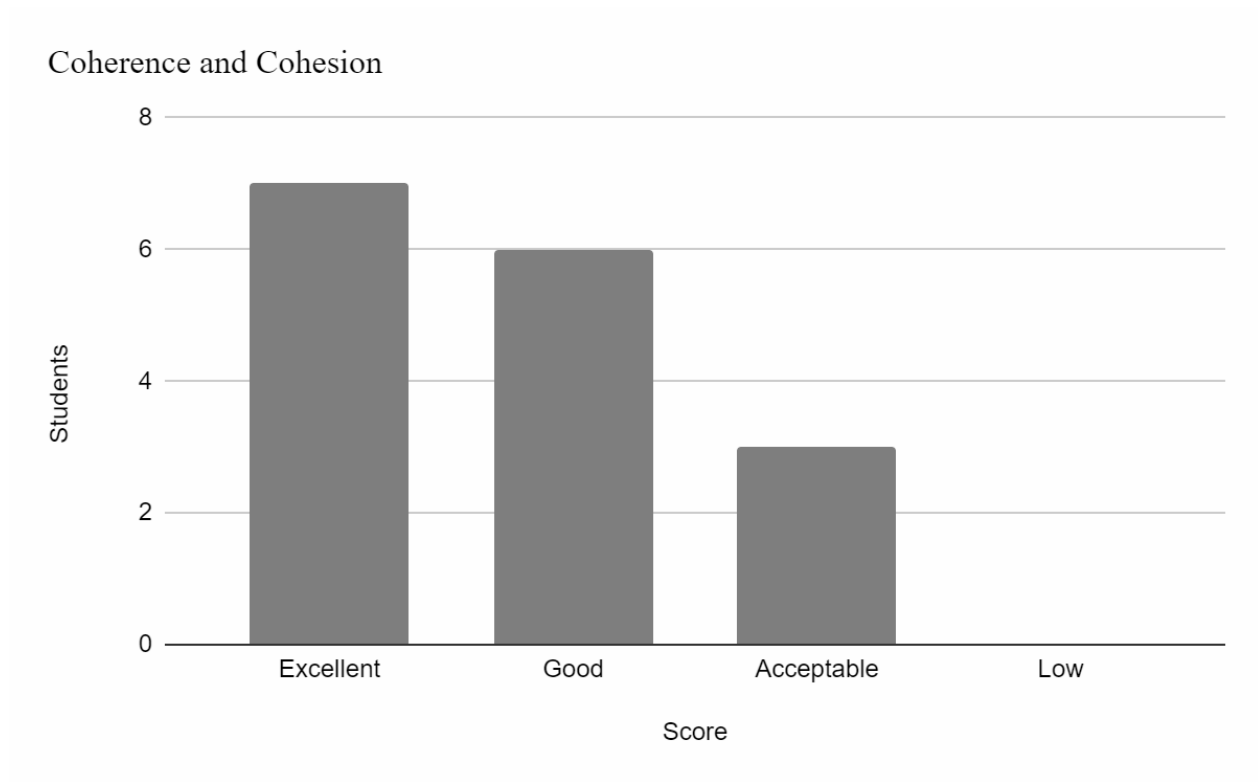
It is important to mention that at that point, during the first unit the classes did not face many connectors beyond the elementaries “and”, “but”, “because” and “so”. In consequence, the revision of coherence was based just on the use or omission of these connectors in the writing.

Specifically, seven (7) students had an excellent performance and six (6) achieved “good” rank. Students were able to follow the format and complete it with the precise information. In the free section, students were able to describe in a few words their descriptions; it was basically an abstract.

It was evidenced that in some cases, instead of using the connectors the students just used periods separating the ideas when it was possible to connect them. Nevertheless, it is also acceptable as it did not interfere with the purpose of the activity. Moreover, in few situations the students forgot or omitted the use of the connector and punctuation marks and for those reasons 3 students were ranked in the “acceptable” grade.

Figure 4

Students’ management of cohesion and coherence.



2.3.2.1.2 Letter. For this activity, in contrast to the CV that asked for specific information in certain spaces, we decided to give pupils more freedom to express what they considered necessary using the tenses from the unit in this term we practiced the present progressive for actions they are doing and future tenses for their plans and aspirations for coming days using be going to and will.

We proposed a structure for writing an informal letter. Learners were fostered to write what they wanted to do after they retrieve their freedom and the actions that they were doing at that moment to achieve them still inside the thematic of “my life project”. At the end of this authentic product, we highlighted a wide range of ideas, more commitment to do a better product, and respect for others’ ideas. This letter was addressed to someone special and was written in the eighteenth (18) week.

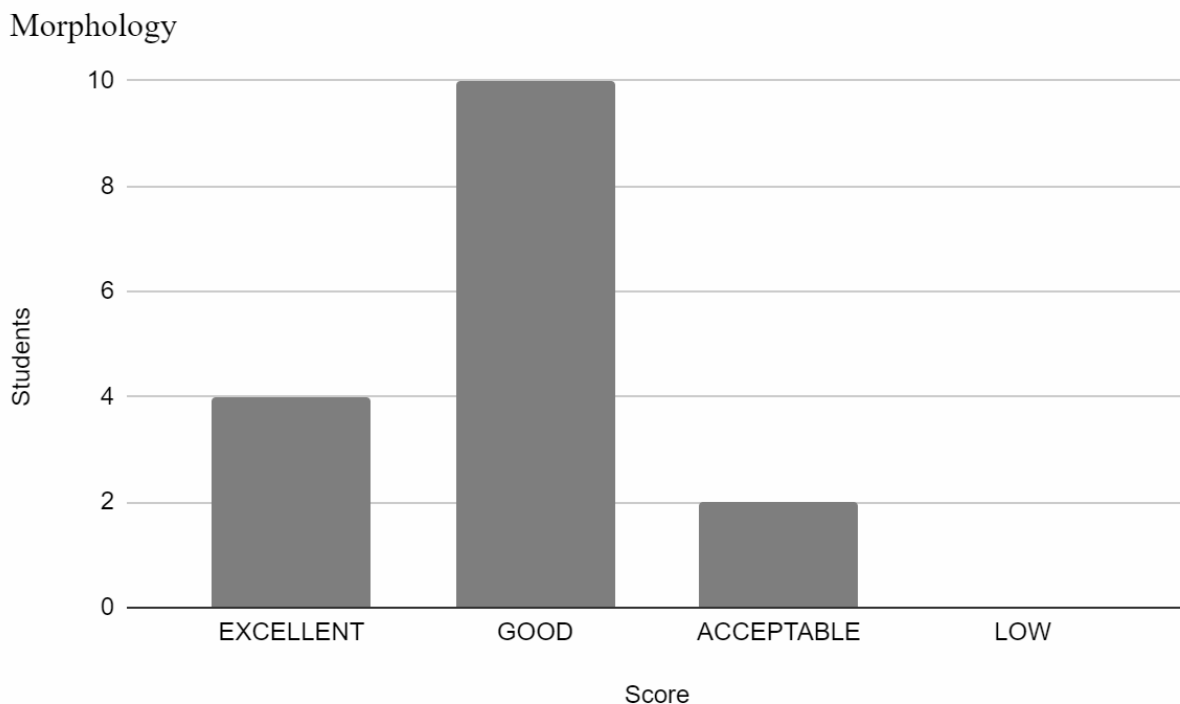
-Morphology. Figure 5 is in charge of exemplifying the learners' knowledge at the moment of writing the words correctly in the letter. In this case, just four (4) students had an acceptable level. However, with a considerable difference eleven (10) pupils stand out with a higher level. Minority students had problems regarding the spelling of the words. In contrast, good performing students had no inconveniences and minor or not misunderstandings at all in this aspect.

On one hand, we could find some of the most common misspelling mistakes done by the students were minor errors such as “Hellow” instead of “Hello”, “bay bay” instead of “bye, bye”, “lether” in the place of “letter”, “wi” replacing “we”, “han” in the place of hand, and “I can being better” instead of “be”. On the other hand, tons of correct spelling were present as well. For instance, words that were not that common in the development of the sessions such as “Blessings”, “views”, “God”, “offer”, “drugs”, and “crime”.

At this point, we can appreciate that most of the spelling mistakes did not regard the order of the letters but the replacing of some letters for others. Nevertheless, the word forms did not vary that much at the point of difficulting the reader's understanding of the words and the message in general. For that reason, most of the students were graded in the "good" rank.

Figure 5

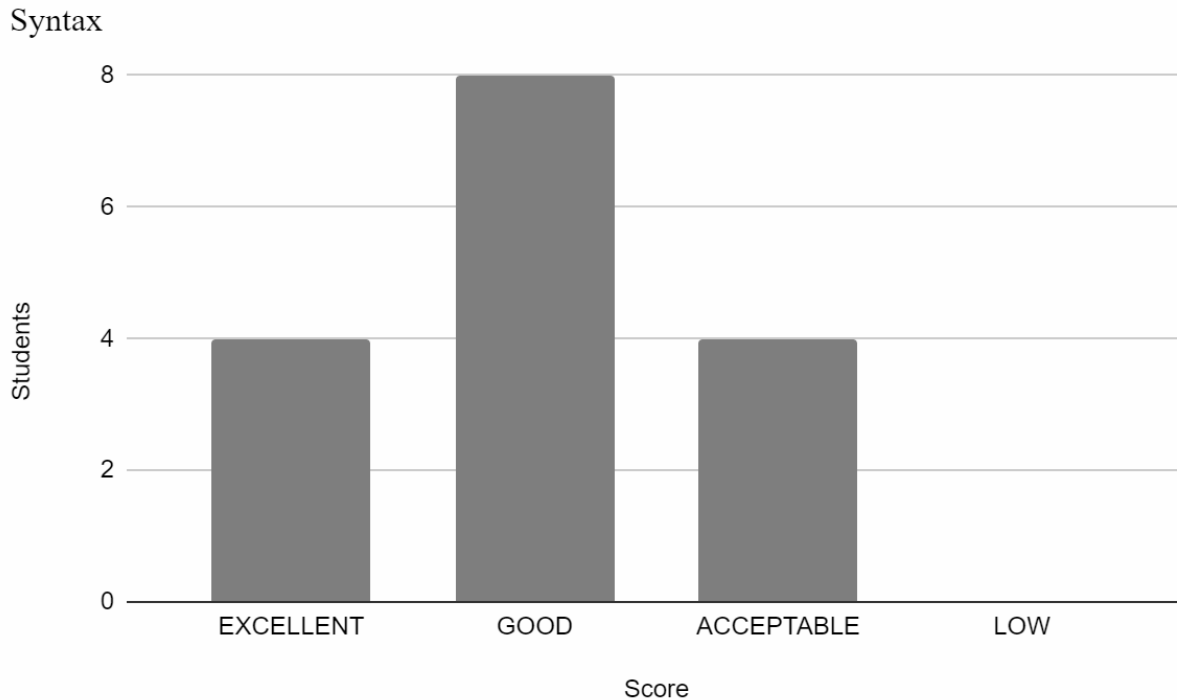
Students' management of words' morphology in the letter.



- **Syntax.** Figure 6 is slightly different from previous even though this is a different category. Pupils maintained a "Good" performance based on their utilization of syntax knowledge. Despite that the performances were outstanding, learners still had minor flaws at the moment of structuring phrases. In this section, there were also recurrent problems with the structure as in the first term, although with less frequency.

Figure 6

Students' management of syntax in the letter.



For example, problems with the object pronouns' order such as “me give you” or “me give God” are literal translations from Spanish and represent a change in the word order as also reflected in the sentence “I am years old thirty-four”. Another similar example of this type of mistake regarding the word order was “you I love much”. These mistakes were found in a few people but were relevant.

Similarly, the adjective placement problem in the sentence was recurrent. Some examples are illustrated in “women beautiful”, “car fast”, “girlfriend beautiful” and “support unconditional”. In English the adjective commonly is placed before the noun that is describing. In that sense, the correct expressions would be “beautiful woman”, “fast car”, “beautiful girlfriend” and “unconditional support”. Some of the students had the same mistake in the first activity.

Additionally, another relevant mistake was related to the deletion and addition of words when they were not necessary. For instance, “I breakfast at six” represents the deletion of the main

verb. Also, in the fragment “to help the you” the article “the” does not accomplish any function. This mistake was found in a few letters but anyway it did not affect the understanding of the message.

- **Grammar.** Figure 7 represents the capacity to use grammar topics and conjugate correctly the tenses learned in class. Thirteen (13) students are in a high level of writing skills. They present correct utilization of the grammar structures and functions in each case with minor mistakes. Three students had problems with these structures but still the messages were understandable although with effort of the reader.

Some of the most common mistakes were related to the progressive. Students sometimes forgot to use the “ing” of the present continuous, for example “I am English study”, “I am not waste”. Also, they changed the structure such as in “I am to study a race” instead of “I am studying a career”. This phenomenon could be a mixture between the two main tenses of the classes Present Simple and Present Continuous.

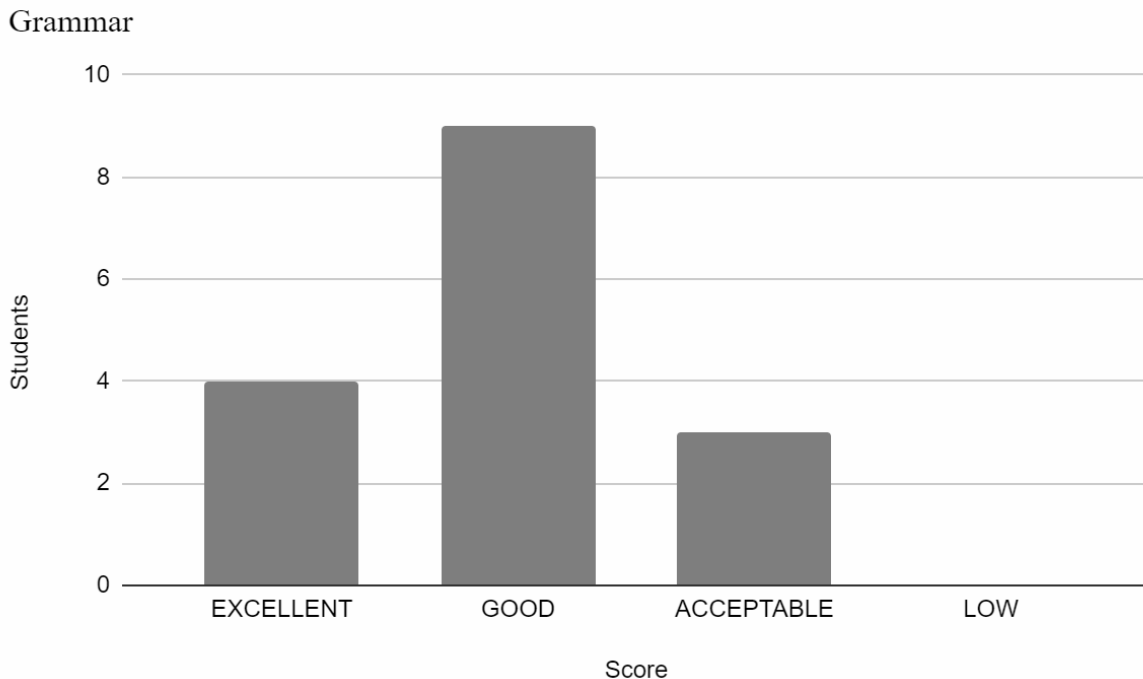
It is important to mention that in this product students had less mistakes regarding the conjugation of the verbs in simple present for the third person. Anyways, we could still find some such as “life take” and “he like”. Also, some minor errors were found with the use of the articles “a” and “an”. Finally, there were a few mistakes using plurals such as “a pets”.

The good performance of the students is reflected mainly in the common use of multiple grammar structures, for instance we founded phrases such as “I am waiting that”, “I can’t help thinking in you”, “there is a teacher in New Horizons”, “I will have a restaurant”, “I’m studying English in New Horizons”, “I have got in my life”, “I want to have a different future for me and my family”, “I will teach other boy”. This product demands more thinking, longer ideas, and

coherence all the time. It is an increasing request from one to the other which leads to a more complete final product that is the reflective paragraph.

Figure 7

Students' management of grammar structures in the letter.

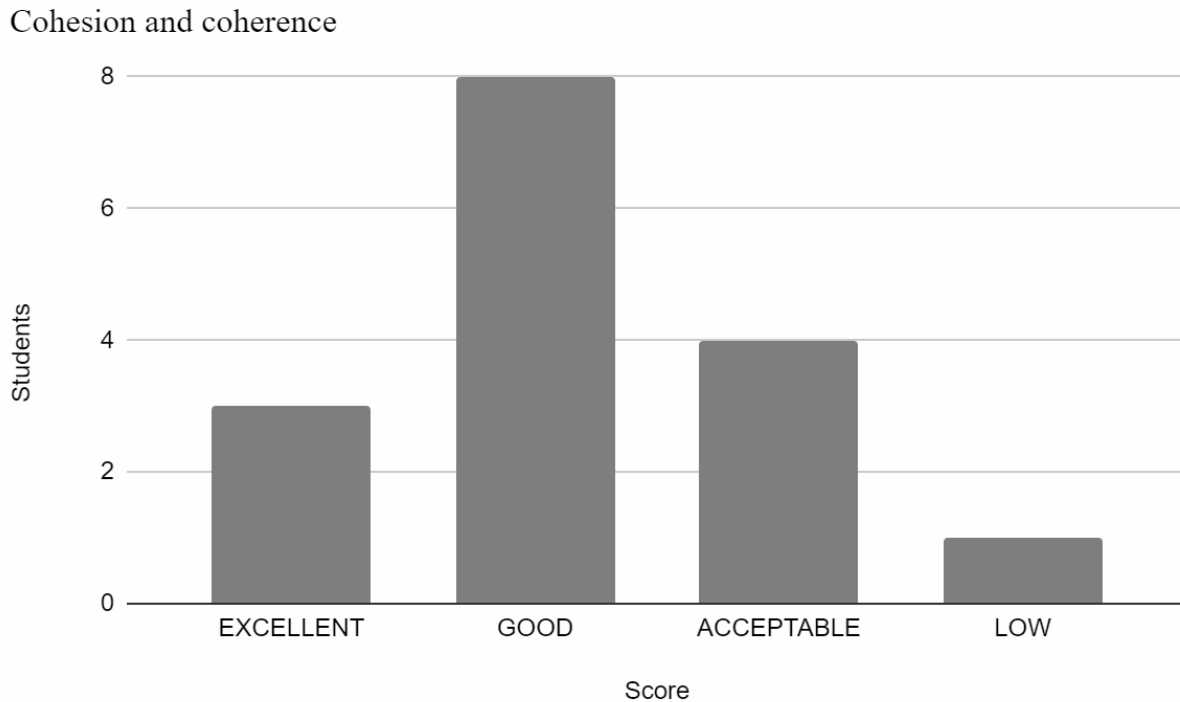


- Cohesion and Coherence. This aspect was the most divergent regarding the distribution of the grades achieved. In general terms most of the students had a remarkable performance making a letter easy to read and understand, but a minority were not that skilled. Eleven (11) students performed correctly and five (5) had noticeable problems with this aspect as illustrated in figure 8.

Most of the students achieved the goal by writing with a clear thread of ideas. Those letters were well organized and well-developed displaying unity and progression with the use of connectors. On the contrary, the students that had a low performance evidenced lack of sequence, structure, linking words and punctuation marks. These aspects made it difficult to understand and have a flow of what was happening in the letter.

Figure 8

Students' management of cohesion and coherence in the letter.



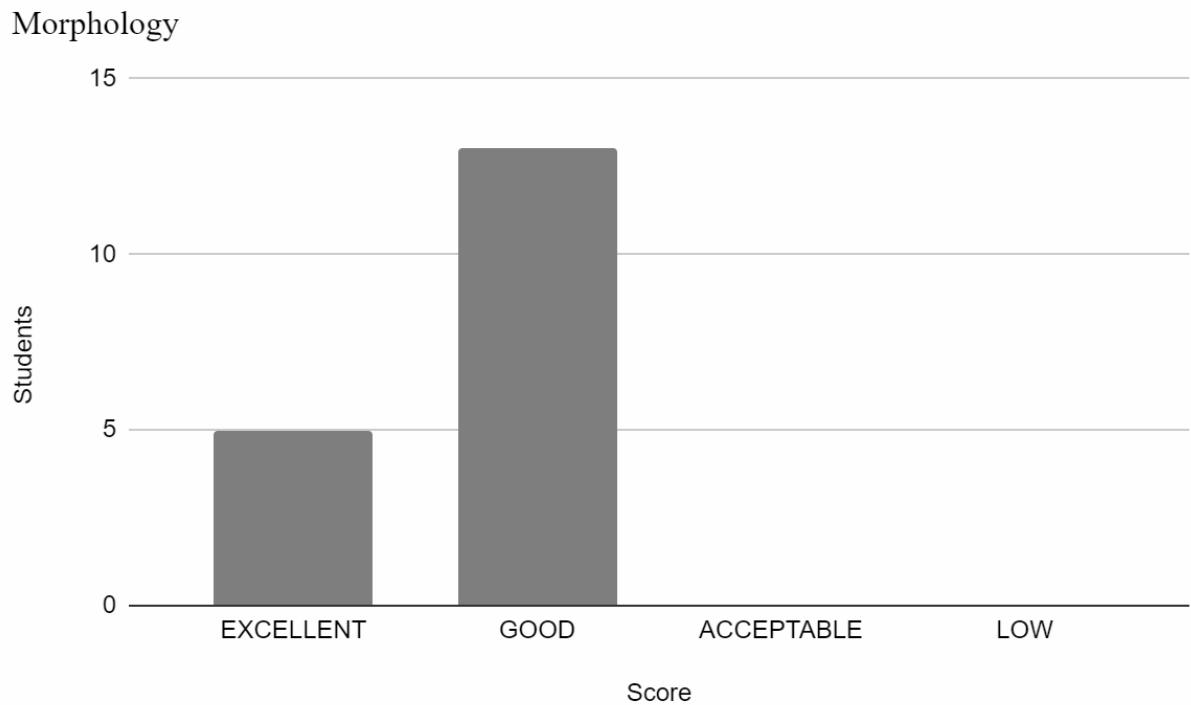
2.3.2.1.3 Reflective paragraph. This reflective paragraph is a full process that took the complete third term due to the highly structured nature of the proposal. For that reason, we provide students with a lot of suggestions not only for writing but also for speaking or reading out loud. Compared with previous exercises, students still make mistakes but with less frequency. It is remarkable the improvement in regard to cohesion.

- **Morphology.** Figure 9 illustrates the student's management of the correct writing of the words. In the figure it is noticeable the improvement in this regard, in contrast to previous products.

Morphology was always the category with better outcomes and the results observed in the reflective paragraph were expected.

Figure 9

Students' management of words' morphology in the paragraph.



This time, 5 pupils achieved an excellent level given that they did not present mistakes at all or very few minor errors. The rest of the participants (13) ended up one level lower having more frequency of mistakes. Nobody was classified in the “Acceptable” nor “Low” ranks since the mistakes were not frequent and bad. Few mistakes found persisted from the beginning of the interventions and some others just appeared in this last product.

Although the mistakes were not that frequent, it was possible to identify some patterns according to their characteristics. Some of the mistakes regarded the deletion of a letter when it is double. For instance, we found, “comunity”, “dificult”, and “oportunity”. Another type of mistakes

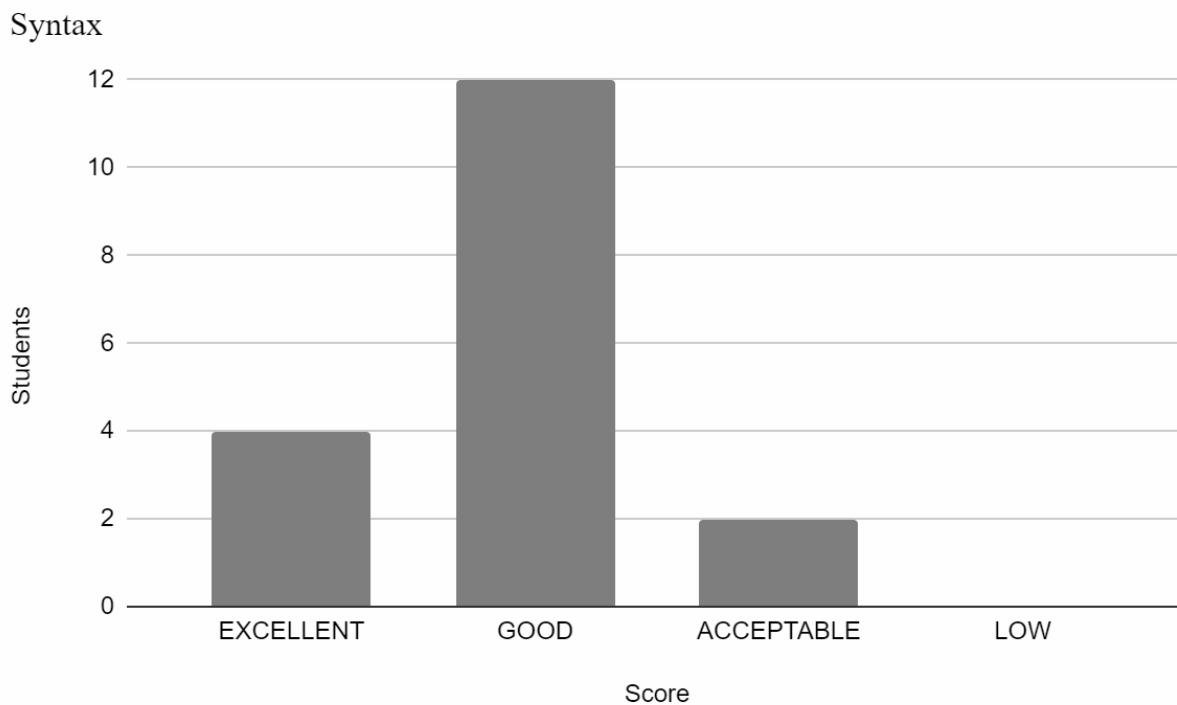
was the change of letters for others as in “trup” instead of “trip”, “esperiences” instead of “experiences”, and “bether” in the place of “better”. Finally, another pattern was the deletion or addition of letter as in “translactor” replacing “translator”, “wor” instead of “work” and “motive” in the place of motivate.

It is valid to mention that although those errors were relevant, they did not difficult the understanding of the text. The improvement until that moment after the other products was evident since the correct spelling was corrected after every observation. At the end of the course not only this but other words were correctly used.

- **Syntax.** Figure 10 deals with the syntax categorization of students' level. On one hand, three (4) learners are part of the group which performed satisfactory in terms of the word order; they may have minor errors that do not affect the understanding of the sentences. Additionally, (12) pupils, which is equivalent to the majority, had few errors in structure, the way of presenting language and with more frequency than the previous ones. On the other hand, just two students had frequent problems with the organization of the words in the paragraph that difficulted its understanding.

Figure 10

Students' management of syntax in the paragraph.



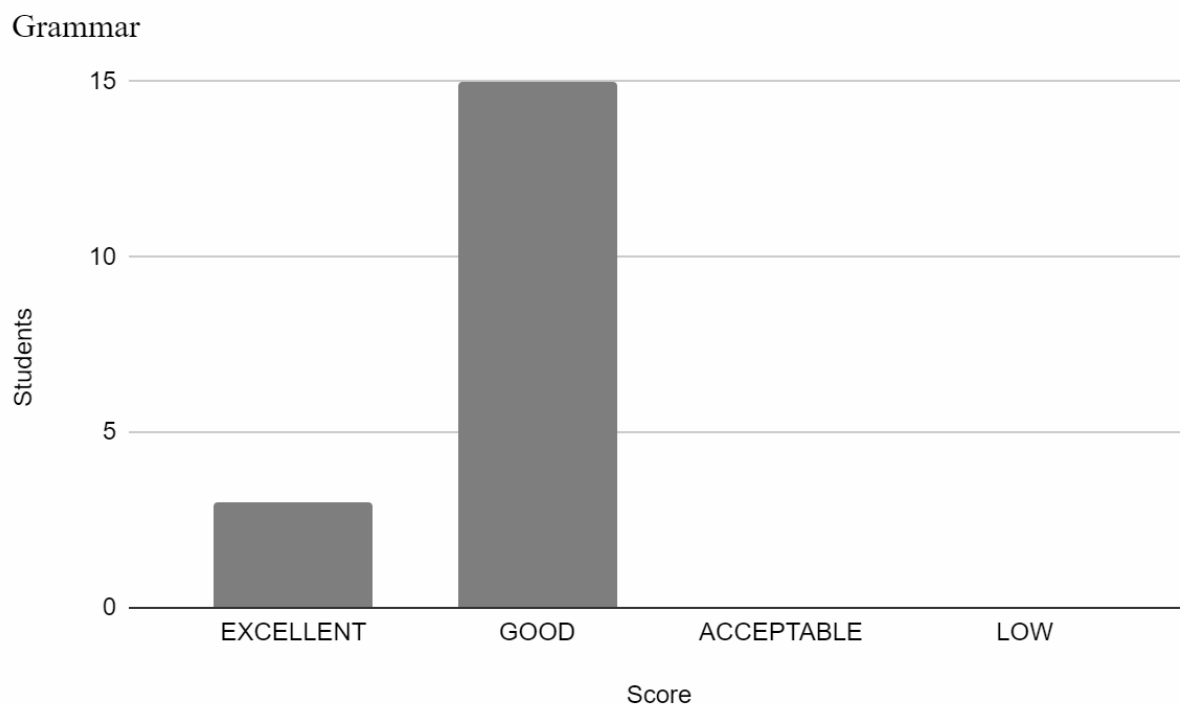
Despite that we provided feedback on the previous products, some of the mistakes still persisted too in this category although with less frequency. The interference of the mother tongue continued as it reflected in the pupils' tendency to remove the subjects in the sentence. For instance, the absence of the pronoun “I” in sentences such as “happy to be here”, “for that, see one”, “because speak better”, “want to teach”, “want to travel”, “know that looks”. Also “It” was a missing component of some sentences as in “difficult to speak” and “can help to”.

Another recurrent mistake was the adjective placement in the sentence. Students change their position with the noun as in “friends american”, “topics basic” and “future different”. Finally, some students presented another problem of the same nature that was the placement of the object pronouns. For instance, we found expressions such as “god me help” and “me motivate”.

- **Grammar.** Figure 11 is the characterization of the accomplishment of the task regarding the grammatical aspects. Students show facility in the use of language tenses by the correct function of them but still with some minor mistakes. A high number of students are in the “Good” level, fifteen (15) that was the vast majority. Moreover, three (3) pupils achieved “Excellent” performance with almost no mistakes in their productions.

Figure 11

Students’ management of grammar structures in the paragraph.



Students improved in general their use of grammar as it was reflected in the final product, where it was noticeable the correct use of structures and less mistakes were presented. We found wide use of simple present, present continuous and future simple in sentences such as “I want to share my dream with my family”, “my life is changing”, “today I’m happy to learn more topics of English”, “I will travel to other countries”, “English empowers my life”, “also I’m having a great

time”, “I am going to talk about what I expect for my future and how English empowers my life”, “I expect to study English” and we can could with more and more examples.

Conversely, there were very few punctual mistakes just with the present continuous tense. Apparently, some students forgot to conjugate the main verb of the sentence as in “Im study english” and “Im feel happy”. In another case we found that someone avoided the verb to be in the sentence “I going learn”. In the previous example we can identify another particular case that was more common and is regarding the use of preposition to. In some cases, the preposition was deleted such as in “be a psychologist”, “how listen conversation”, “is help a person”. In others we found that they used it when it was not necessary as in “I can to travel”, and “I can to learn”.

Furthermore, there were still some mistakes from previous products. One of them was the plural of some words such as “activitis”, or “activitys” instead of “activities”; “news esperiences” giving number to the adjective “new”; and “much person” instead of “many people”. The last example also reflects another issue that was the use of much and many with countable and uncountable nouns. There were other similar cases as in “much friends” and “many activity”.

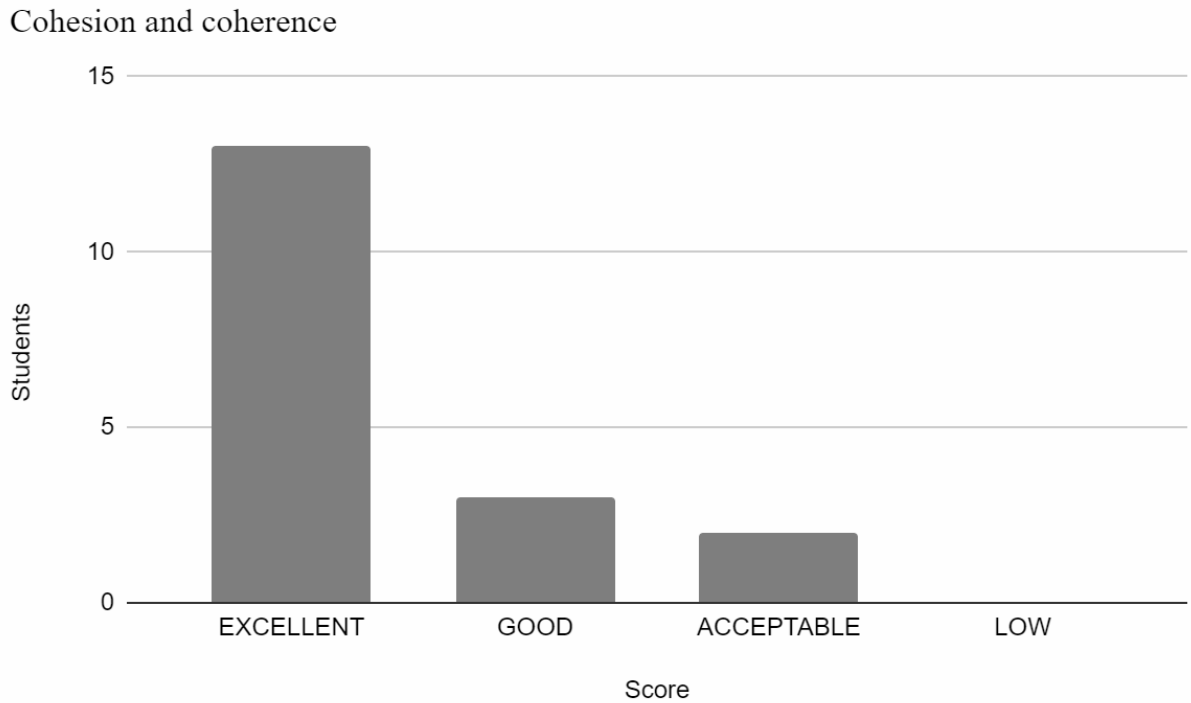
It is valid to mention that these mistakes were very particular, and it was noticeable the low frequency of them in the student’s productions. The improvement is reflected in the better use of grammar structures and for that reason most of the students were graded in the “good” rank.

- ***Cohesion and Coherence.*** Figure 12 is the graphic representation of students’ ability to follow the structure of a reflective paragraph and connect ideas. We could appreciate that they had significant improvement in this contrasting their results to the previous products. They generally obtained acceptable results in this aspect but for this product they were reinforced in the use of connectors. In consequence, thirteen students that represent the huge majority of them obtained an

excellent result; three students obtained a “good” rank and finally, two students still performed “acceptable”.

Figure 12

Students’ management of cohesion and coherence in the paragraph.



Students effectively addressed the thematic during the text due to the development and design of the paragraph structure, also students used appropriate development of the arguments to solve their guiding question. Finally, students were able to complete and answer the guiding question about their process and empowerment of English by using authentic ideas. The students who obtained an “acceptable” grade demonstrated very limited use of connectors and punctuation marks, which made it difficult to understand the ideas.

2.3.2.2 Speaking skills. The main objective of this stage was to practice and test the speaking skill through the production of a video. The students had previously practiced speaking with other activities such as role plays, interviews and teamwork, but they were particularly excited about this product given that the final result would be shown to their families in the closing event of the course.

To come up with their final speech, the students first had to adapt their reflective paragraph to answer the question proposed. After doing so, the students practiced their final speech several times in multiple ways: individual repetition, couples' presentations, group presentations. They always received feedback from both, their mates, and the teacher, on their activities regarding specific aspects such as fluency, pronunciation, cohesion and use of grammar. At the end, those aspects regarding the speaking skill were the ones evaluated with the use of a rubric designed by the authors based on the TOEFL iBT Speaking Section Scoring Guide.

The rubric presented a scale to measure the students' performance qualitatively as low, acceptable, good and excellent, equivalent to the TOEFL iBT scale of 0 to 4. The participants were graded according to their performance in the video and the results are thoroughly described according to each section.

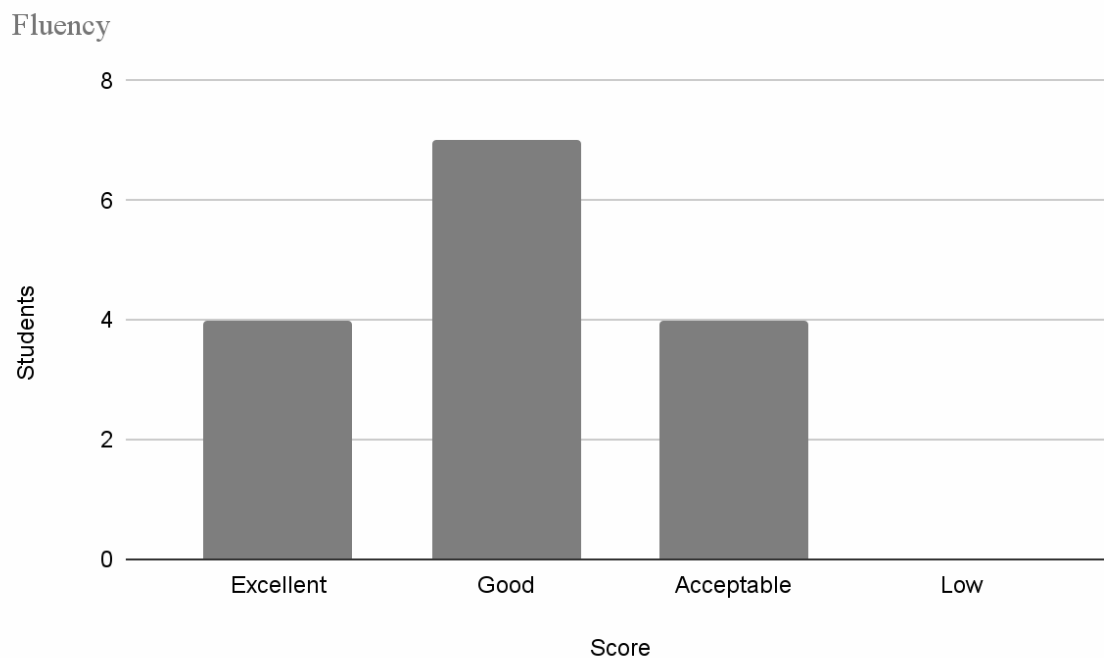
2.3.2.2.1 Video. This product lasts about twenty (20) minutes and is integrated by the personal speech of each one of the students and the serenity prayer recited collectively (Appendix J). It is important to comment that the producers of the video added subtitles in Spanish and sometimes they do not match the speech, besides, those subtitles were not taken into account. The speaking skills were analyzed in the video with the use of the rubric in regard to four aspects, namely, fluency, pronunciation, use of grammar, and coherence and cohesion.

- **Fluency.** In general terms, most of the students presented good performance as depicted in figure 13 First, some students achieved an *excellent* rank on the rubric. This score stated that the students had generally well-paced flow with no hesitation or pauses. Second, most of the students achieved the rank *good* on the rubric. This score stated that the student speaks with some hesitation and pauses but it doesn't affect intelligibility. In effect, most of the students demonstrated this skill by having very short silent pauses and hesitation during their speech.

On the other hand, few students were ranked as acceptable since they presented long or very short pauses and used filler words such as “ah”, “um”, “eh”, etc. affecting the understanding of the speech. This score stated that the student speaks with some hesitation and pauses, which affect intelligibility. Finally, none of the students had a low performance in this category.

Figure 13

Students' speaking fluency level.



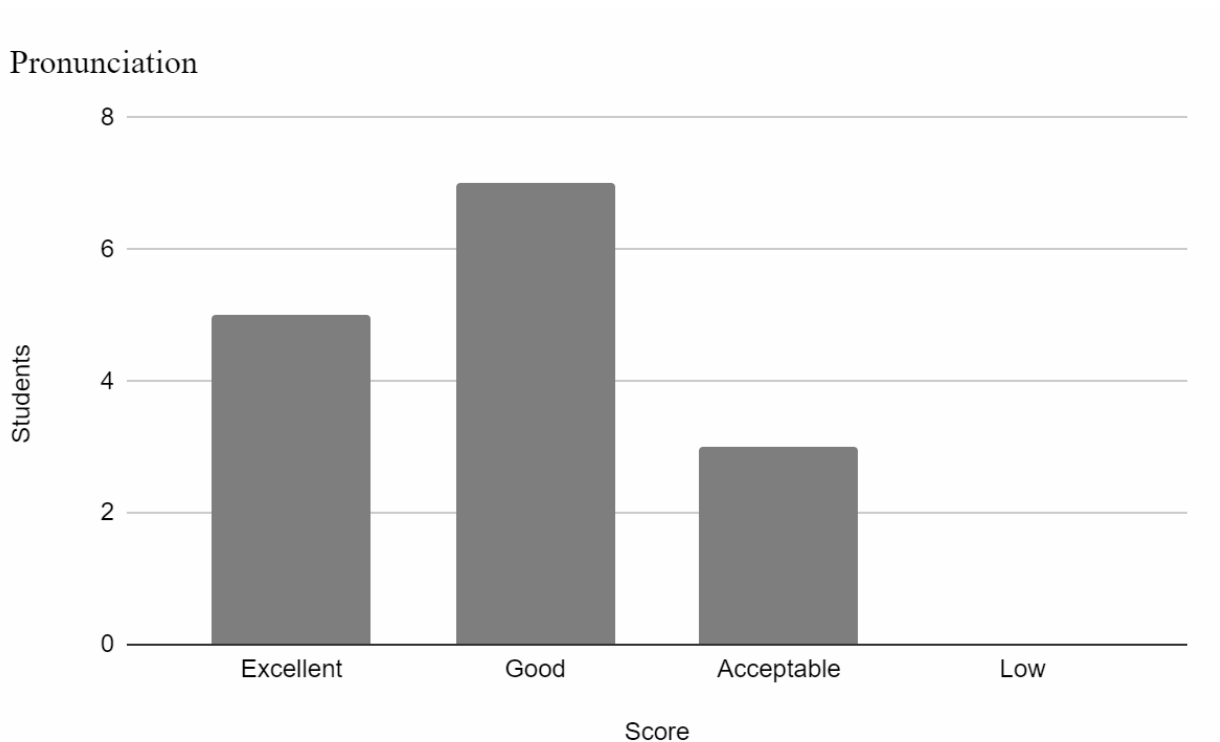
- **Pronunciation.** Regarding pronunciation, students presented a performance very similar to the fluency item as illustrated in figure 14. Some of the students achieved an excellent performance with the pronunciation of the words. These results were expected since the pronunciation of the speech was thoroughly practiced during multiple sessions. In this level the students' speech was expected to be clear even including minor pronunciation and intonation difficulties which do not affect overall intelligibility.

Most of the students, nevertheless, achieved the rank good with their speaking performance. These students' speech is generally clear with though minor pronunciation and intonation difficulties that may require listener effort at times although the overall intelligibility was not significantly affected. In this category were classified students who had some problems regarding particular words such as horizon, future, and work saying /jorizon/, /fiuchər/ and /wor/ respectively linked to other words that may confuse the listener.

Finally, a few students obtained the rank of acceptable in the evaluation speaking activity. In this rank, the speech is almost unintelligible and though listener effort is needed because of unclear articulation and awkward intonation. These difficulties cause that the understanding of the words may be hard in parts. It happened in situations where the students pronounced multiple words wrong, making it impossible to understand the meaning of the sentences.

Figure 14

Students' pronunciation.



- **Coherence and cohesion.** The classification of the students' performance according to the cohesion and coherence of their speech was more fluctuating as illustrated in figure 15. In general terms, the students' performance varied between acceptable and excellent. To be precise, just 4 students achieved the rank of excellent. To assign this value, we could observe that the speech

was well developed and coherent and that the relationships between ideas were clear, demonstrating a progressive structure that permitted easy understanding of the speech.

Additionally, five (5) students demonstrated a good level of cohesion and coherence in this task to end up as the most frequent rank. The students had a few difficulties structuring their speech. In this rank, the speech is mostly coherent and sustained. The overall development is to some degree limited and lacks a bit of elaboration. Moreover, the relationship between ideas may at times not be immediately clear. In that case, the listener might make an effort to understand and follow up the development of the speech. This is evidenced in cases where the student made wrong use of connectors or avoided some of them when they were necessary.

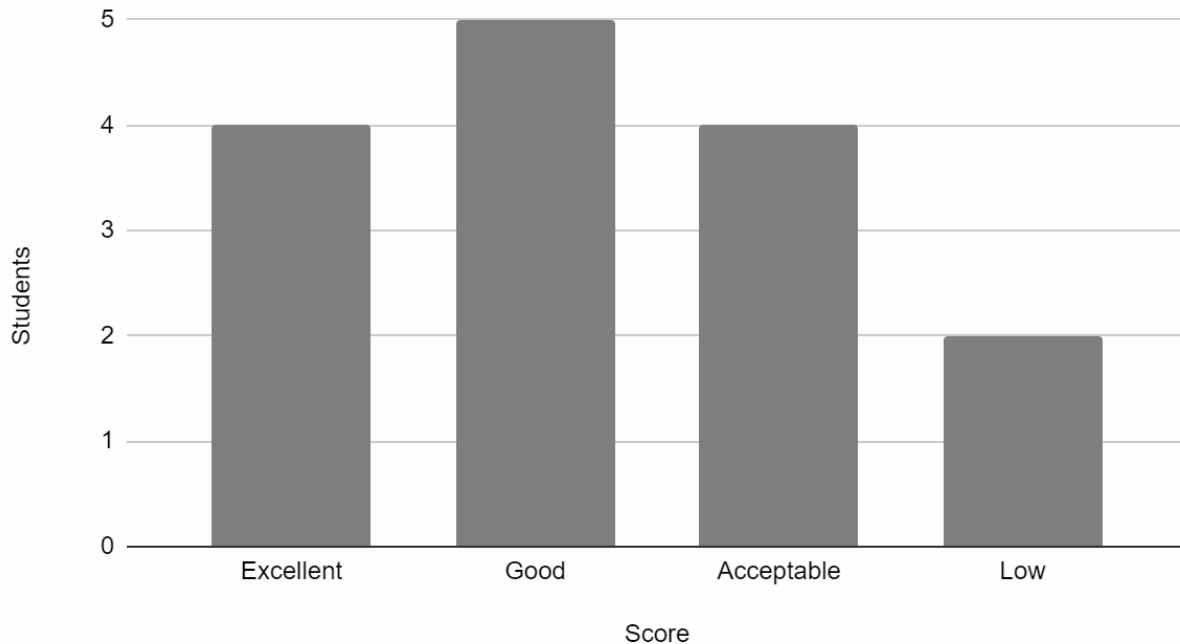
In third place, four (4) students were found to have an acceptable level of cohesion and coherence. In this rank the students had multiple difficulties with the progression of the speech and the transition between one idea and the other. In general, just basic independent ideas were stated with very limited elaboration on purpose of detailed information. Moreover, important information was vaguely expressed and the connection between these ideas and its arguments was unclear or not understandable due to the lack of linking words.

Finally, in this aspect a couple of students had serious problems regarding coherence and were classified in the low category. These students limited their performance to the expression of very basic ideas lacking substance in their speech. There was not a clear attempt to connect the ideas nor sufficient competence to successfully complete the task. It is valid to mention that different factors could influence this behavior independent of the student's speaking skills such as how nervous the students were at the moment of recording the video face to the camera.

Figure 15

Students' speaking coherence and cohesion.

Coherence and cohesion



- *Use of Grammar.* The students mostly demonstrated to use the grammar structures seen during the classes as illustrated in figure 16. The objective was to answer the question by elaborating their ideas with the use of different grammar structures. With this aim in mind, four (4) students successfully developed the speaking activity, correctly implementing diverse grammar structures to organize their speech such as the simple present, present progressive, and future tense. The speech is highly intelligible and presents very sustained information.

Additionally, most of the students (7) exhibited a good performance with the use of grammar. They were classified in this rank, given the proficiency that they demonstrated using the grammar structures. The students made use of some grammar structures correctly or with minor mistakes and the communicative purpose was understandable. For example, in the expression “English empower my life” avoiding the correct conjugation of the verb for the third person. In the

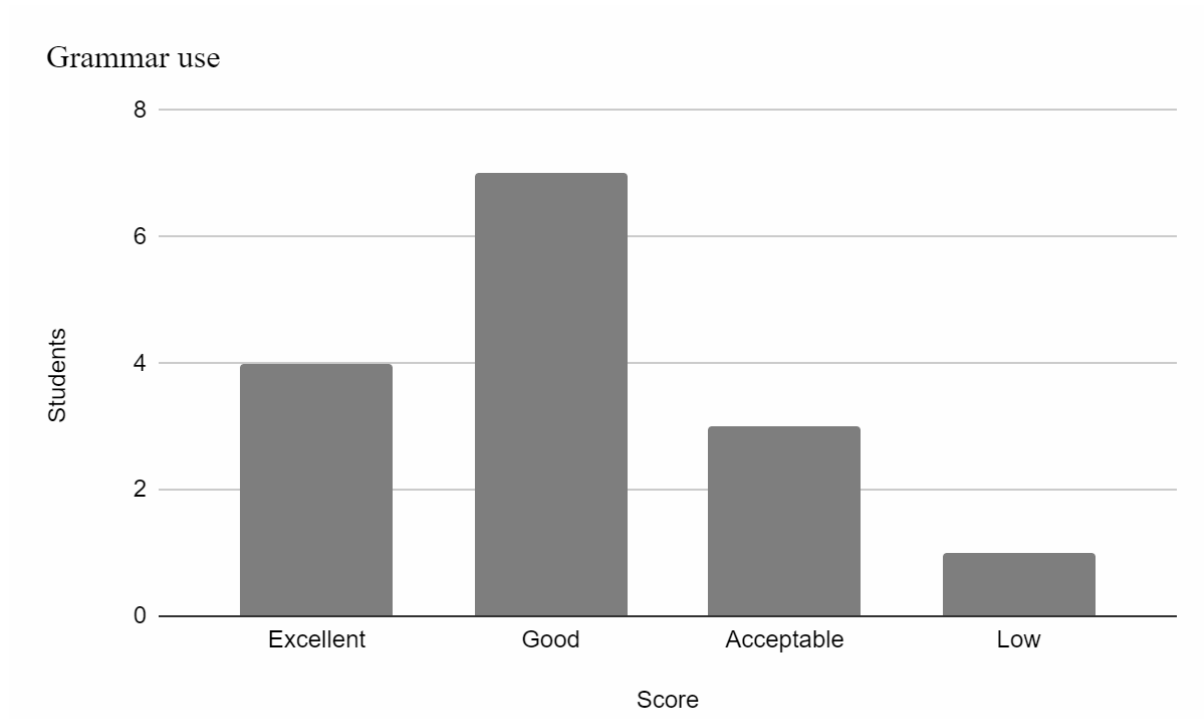
same way, the students employed some grammar structures instead of others that might be more accurate according to the context. For instance, in “my life is change” instead of “my life is changing” or “has changed” although the present perfect tense was not practiced.

On the other hand, a few students presented an acceptable level using the grammar structures to fulfill the product. These students use some grammar structures with multiple mistakes that affect the interpretation of the message such as in “I am like” instead of “I like” and “students and practice” instead of “to study and practice” confusing the verb study with the noun students and, consequently, giving a different sense to the expression.

Finally, just 1 student obtained a low performance in regard to the use of grammar. This student just used simple present tense with constant mistakes that affected the meaning of the message. The speech did not follow a determined structure and it was largely unintelligible requiring great effort from the listeners to try to understand the student's speech. Moreover, the content was minimally connected to the task.

Figure 16

Students' speaking use of grammar.



At the end of the course, students present more familiarity with most of the words' pronunciation. Students sounded like they were reading in Spanish the words of the class. One important factor we had to review a lot was the function of the period and how the pauses help to sound more natural at the moment of pronouncing the texts.

2.3.2.3 Metacognition of learning strategies

This information was gathered both at the beginning and the end of the pedagogical intervention. The main purpose was to compare the data before and after the intervention to see the changes that may occur in the students' metacognition of their learning strategies regarding their English productive skills: writing and speaking. The questions were graded from 1 to 5 on a Likert scale to facilitate the collection and compilation of the answers to be analyzed posteriorly. In that

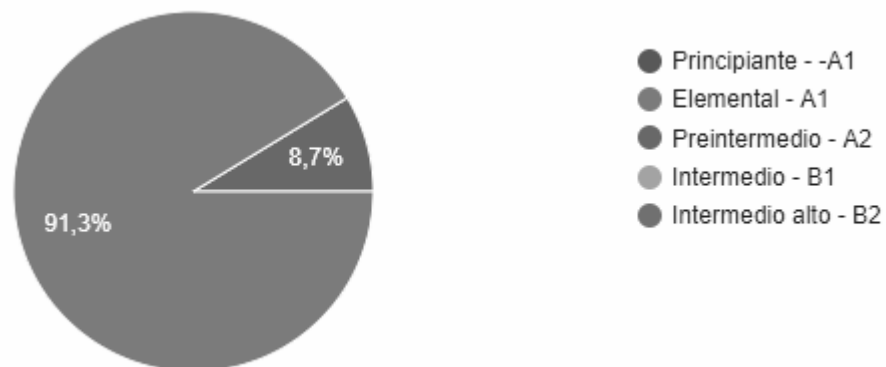
order of ideas, the results are going to be presented separately and after that, we will come up with the comparison and some conclusions.

The purpose of collecting data through the use of questionnaires that counts on simplicity, viability, reliability, precision, and adequateness for the problem (Kazi, & Khalid, 2012), was to gather in a more precise, fast, and concise way the demographic information and perspectives of the participants about the metacognition of the English productive skills as well as their needs. Moreover, we aimed to have a clear path to follow at the moment of carrying out the pedagogical intervention to guarantee the involvement of the English productive skills fostering its metacognition in inmates from the TCNH at CPMSbuc.

First of all, it is imperative to comment that as a metacognitive process, each of the students, based on their beliefs and knowledge, made an exercise of self-evaluation to answer the question: *Which English language level do you consider you have?* The question was stated in the first questionnaire to perceive what the students thought about themselves regarding their English level. Nevertheless, the results would be compared later with the level test applied previously to the first session in order to contrast what they think with the results. The answers are illustrated in figure 17.

Figure 17

Students' English level.



Most of the students (20) considered themselves to have Elementary A1 knowledge of English and only 2 considered themselves to be Pre-Intermediate A2 level. In contrast, nobody manifested to be Beginner -A1 nor a superior level. On the other hand, after applying the level test, we found that all the students were placed in the Beginner -A1 level. The placement test was designed by Pearson Education to evaluate English elementary knowledge. It had 50 questions evaluating two components, namely, vocabulary and grammar. If the students obtain less than 35 questions right, they are classified as -A1 but if they get more than 35 they are A1.

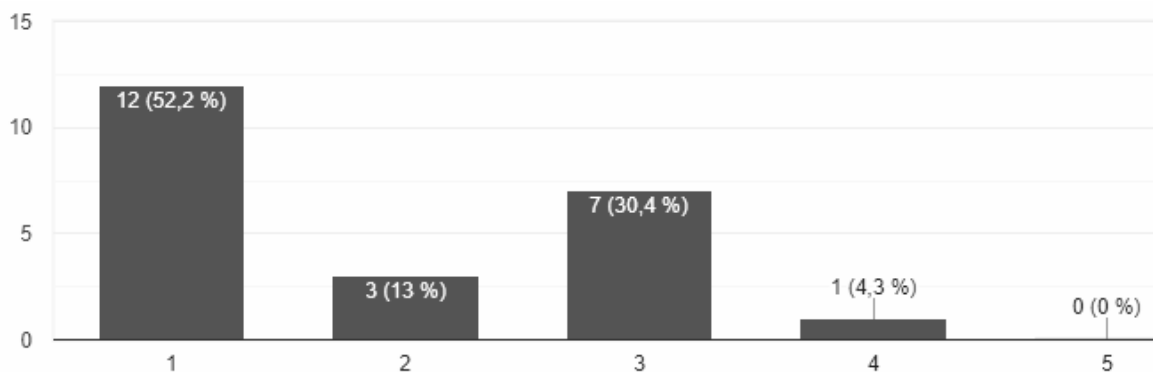
All the participants obtained less than 35 points in the placement test. At this point, we found a contradictory relationship between their metacognition and the results that demonstrated that they do not have the level that they believed. Nevertheless, we also considered more specific aspects of their English productive skills and we inquired about them in different sections of the questionnaire.

2.3.2.3.1 Before the pedagogical intervention. In the first questionnaire, a set of seven (7) questions were designed specifically to ask about students' metacognition of their English productive skills. It was written in Spanish due to the English level of the participants. The questions regard the proficiency they consider to have in writing and speaking in English. Also, we inquired about the students' considerations they may have about improving these skills.

The first question was about speaking skills: “*Do you consider that your English speaking skills are good enough to have a fluent conversation?*”. The answers are illustrated in figure 18. Most of the students (15) said that they totally disagree with that idea. It means that they consider themselves not having enough proficiency to maintain a fluent conversation in English. On the other hand, 7 students were not very sure and said that they may or not have those skills. Finally, just 1 student manifested that he was proficient enough, ranking 4 points out of the maximum 5.

Figure 18

Pre English speaking skills regarding fluency.

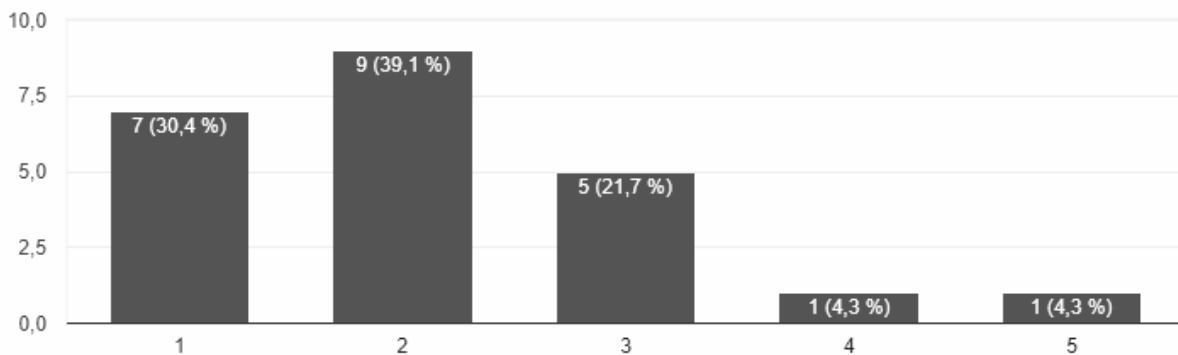


The second question inquired about the speaking skill too in regard to using vocabulary. The question was: “*Do you consider that your English speaking skills are good enough to communicate a concrete message?*”. As illustrated in figure 19, most of the students (16) consider that their speaking skills are not good enough to communicate a concrete message. 3 out of the 23

students demonstrated that they were not very sure and said that they may or not have those skills. Finally, 2 students demonstrated that they had very good English speaking skills to communicate a concrete message.

Figure 19

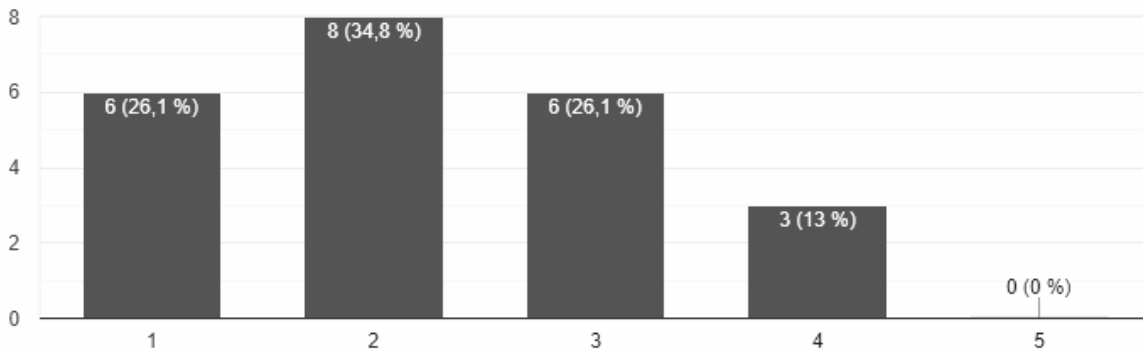
Speaking skills to communicate a concrete message.



The third inquiry was about writing skills to deliver a message. The question was: *Do you consider that your English writing skills are good enough to communicate a concrete message?* The answers of the students are depicted in figure 20. In this question, the opinions were more split although following the same trend. Most of the students (14) consider that their English writing skills are not good enough to communicate a concrete message. 6 out of the 23 students expressed that they were not very sure and said that they may or not have those skills. Finally, only 3 students said that they had good English writing skills to communicate a concrete message. Nobody ranked 5 in this question.

Figure 20

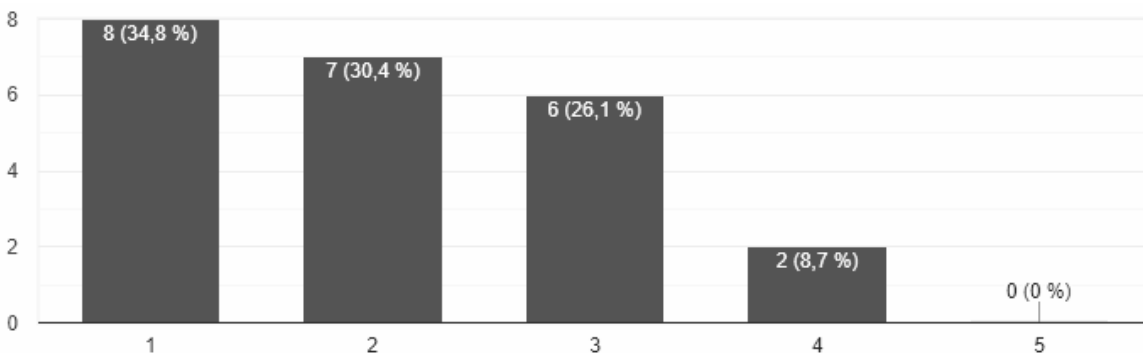
Writing skills to communicate a concrete message.



The fourth question was about writing skills in general: “*Do you think that you have good English writing skills?*”. The answers are illustrated in figure 21. Most of the students (14) said that they totally disagree with that idea. It means that they consider themselves not having enough proficiency regarding their English writing skills. On the other hand, 6 students were not very sure and said that they may or not have good writing skills. Finally, just 2 students declared that they had a good level, ranking 4 points out of the maximum 5. Nobody marked 5 points.

Figure 21

Students’ English writing skills level.

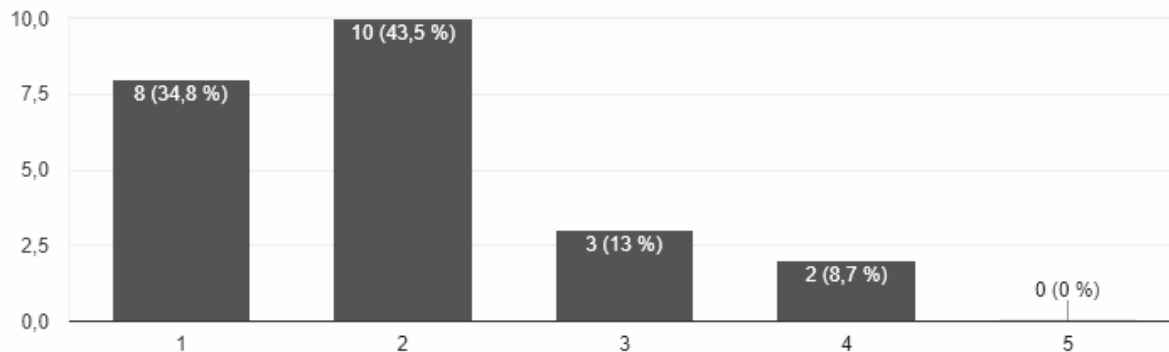


The fifth question was about speaking skills in general: “*Do you think that you have good English speaking skills?*”. The students’ answers are illustrated in figure 22. Most of the students (18) said that they do not have enough proficiency regarding their English speaking skills. In this case, only 3 students were not very sure and said that they may or not have good speaking skills.

At last, just 2 students indicated that they had a good level, ranking 4 points out of 5. Nobody scored 5 points as well as in the previous question regarding writing skills.

Figure 22

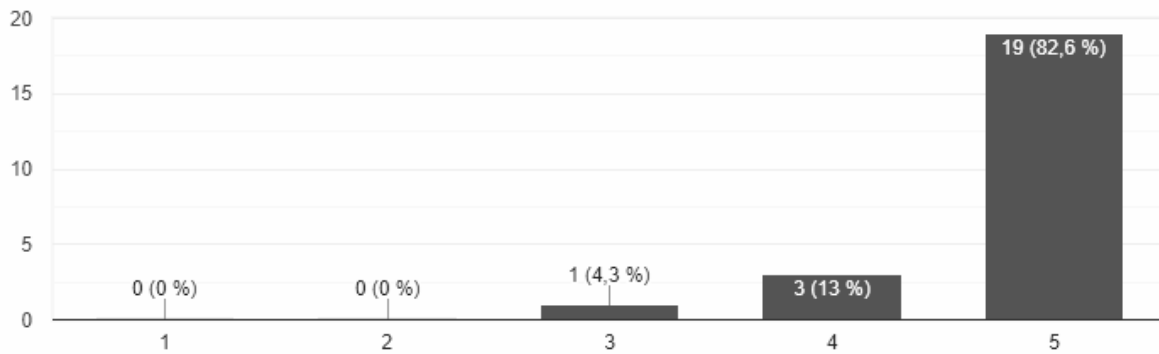
Students' English speaking skills level.



Finally, questions 6 and 7 referred to the considerations regarding the need to improve English productive skills. Question 6 was about writing: “*Do you think that you need to improve your English writing skills?*”. According to figure 23, most of the students (21) said that they totally agree with that statement. It means that those students recognized their lack of proficiency in writing in English and would like to improve. Additionally, just 1 student was not very sure about the dimension of his writing abilities and said that he may or may not improve his writing skills. Nobody marked 1 or 2 points.

Figure 23

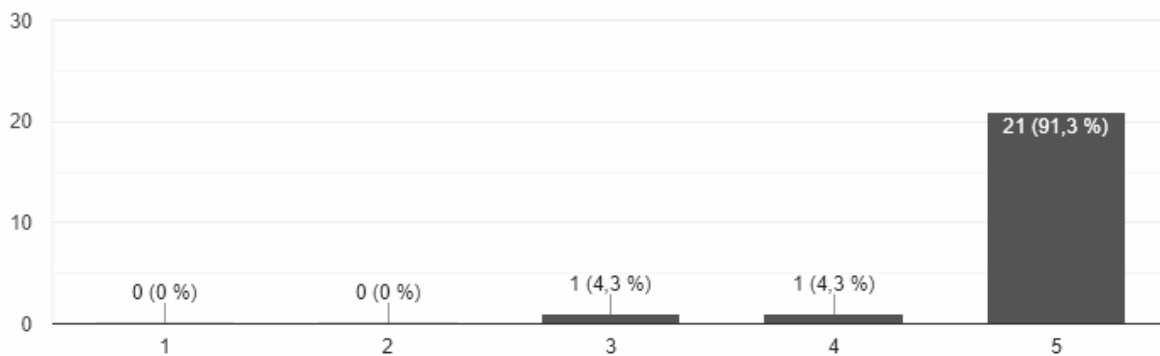
Need of improving writing skills.



Lastly, question seven (7) was about speaking: “*Do you think that you need to improve your English speaking skills?*”. Most of the students (22) said that they totally agree with that inquiry according to figure 24. In this case, those students recognized their lack of proficiency in speaking in English and they would like to improve. Additionally, just 1 student was not very sure about the dimension of his speaking abilities and said that he may or may not need to improve these skills. Nobody marked 1 or 2 points as well as in the previous question.

Figure 24

Need of improving speaking skills.

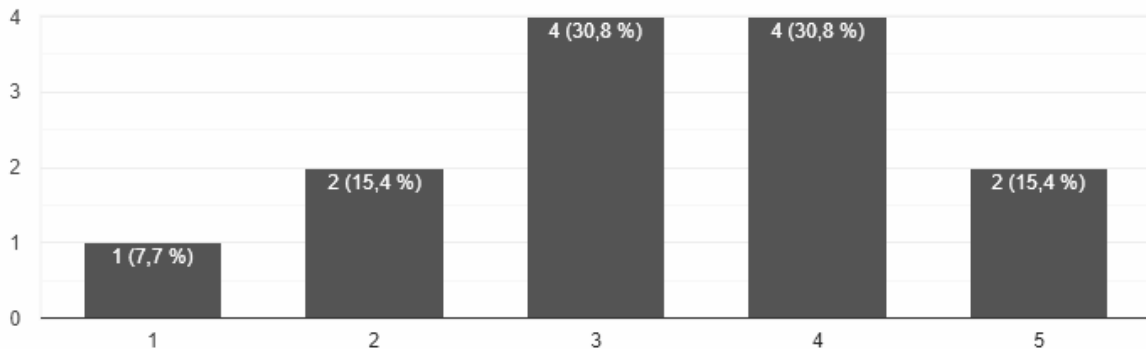


2.3.2.3.2 After the pedagogical intervention. The second questionnaire was integrated by a set of 10 questions regarding the participant's metacognition about their English productive skills after the pedagogical intervention. It was written in Spanish due to the English level of the participants. The first seven questions are directly related to the questions of the first questionnaire talking about inmates' English writing and speaking skills. The last three questions regard considerations of the English classes and how the participants felt about them. It is important to remember that only 15 students finished the course and, out of them, just 13 answered the last questionnaire.

The first question was about speaking skill in general: "*Do you consider that your English speaking skills improved?*". As illustrated in figure 25, half of the students (6) said that they agree with that idea. It means that they consider themselves to have improved their English speaking skills after the pedagogical intervention. On the other hand, 4 students said that they improved although not that much, ranking 3 points out of 5 on the scale. Finally, 3 students manifested that they did not improve their English speaking skills, scoring 1 and 2 points out of the maximum 5.

Figure 25

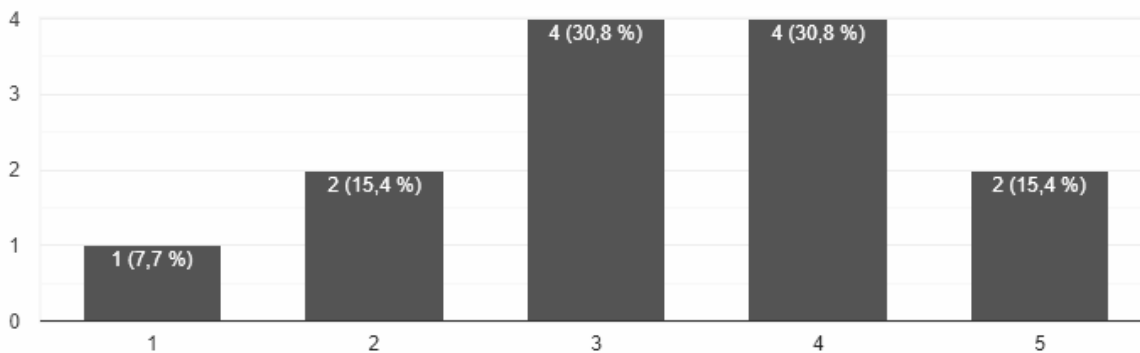
Improvement of English speaking skills.



The second question inquired about the speaking skill too in regard to pronunciation. The question was: “*Do you consider that your pronunciation in English improved?*”. It is significant that the answers to this question were the same as the previous one. As illustrated in figure 26, half of the students (6) said that they improved their English speaking skills in regards to pronunciation after the pedagogical intervention. In contrast, 4 students said that they improved although not that much, ranking 3 points out of 5 on the scale. Lastly, 3 students showed that they did not improve their English pronunciation marking 1 and 2 points out of 5.

Figure 26

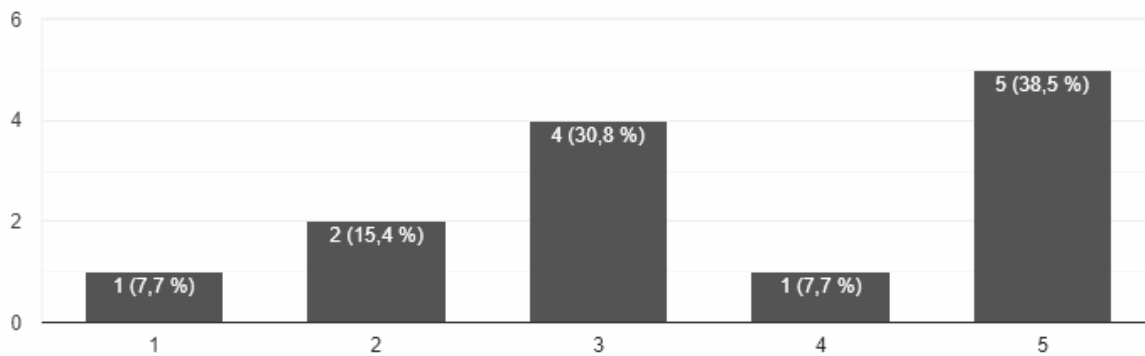
Improvement of English pronunciation.



The third question was about the speaking skill too but in regard to fluency. The question was: “*Do you think that you can speak in English with more fluency?*”. The answers are illustrated in figure 27. Again, the answers didn’t fluctuate. Half of the students (6) said that they considerably improved their English speaking skills in regards to fluency after the pedagogical intervention. On the contrary, 4 students said that they improved although not that much, ranking 3 points out of 5 on the scale. Finally, 3 students indicated that they did not improve their fluency speaking in English, marking 1 and 2 points out of 5.

Figure 27

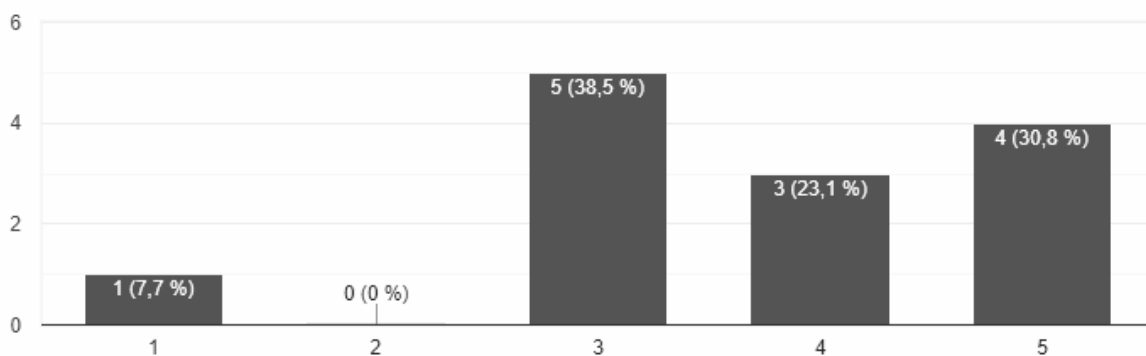
Improvement of English speaking fluency.



The fourth question was about general English writing skills: “*Do you think that your English writing skills improved?*”. The answers are illustrated in figure 28. In this skill, the answers finally fluctuated. Half of the students (7) said that they agree with that statement. It means that they consider themselves having achieved better results regarding their English writing skills. Besides, 5 students declared that they slightly improved their writing skills, choosing 3 points out of 3. Finally, just 1 student said that he did not improve his English writing skills, ranking 1 point. It is important to highlight that nobody marked 2 points.

Figure 28

Improvement of writing skills.

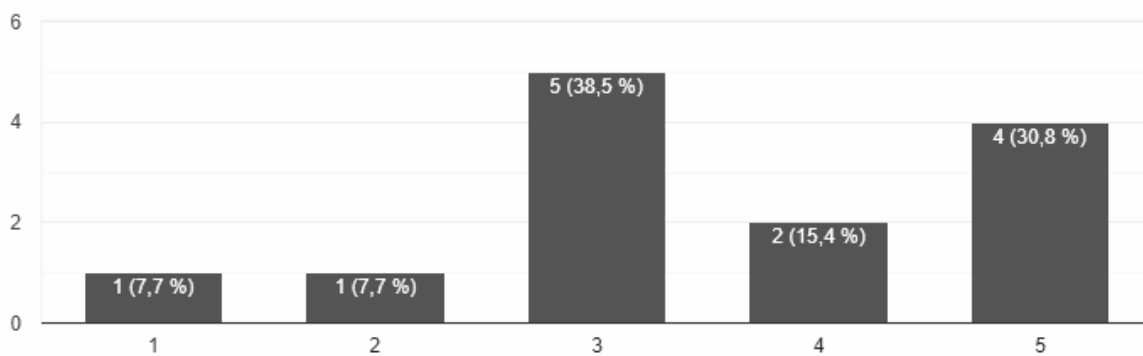


The fifth question was about writing skills again regarding length: “*Do you consider that you can write longer texts now?*”. The students’ answers are illustrated in figure 29. Half of the students (6) consider that they achieved these results by writing longer texts. Moreover, 5 students

expressed that they are now able to write longer texts a little bit, choosing 3 points out of 5. At last, 2 pupils indicated that they did not improve that much in this ability. It is important to state that so far the results have been positive in general taking into account that the students' answers are mostly over 3 points.

Figure 29

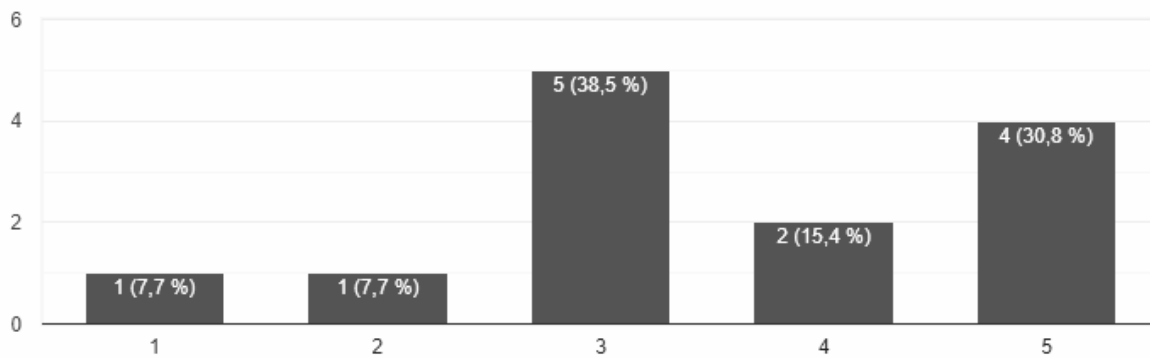
Writing longer texts.



The sixth question was also about writing skills although this time it was about grammar structures. The question was: “*Do you consider that now you can make better use of the grammar structures to write down your ideas?*”. The answers were exactly the same as the previous question as illustrated in figure 30. Half of the students (6) considered that they were able to use in a better way the grammar structures after the pedagogical intervention. Additionally, 5 students indicated that they slightly improved the use of grammar structures to write down their ideas, marking 3 points out of 5. On the contrary, 2 participants indicated that their use of grammar structures did not change significantly after the English classes.

Figure 30

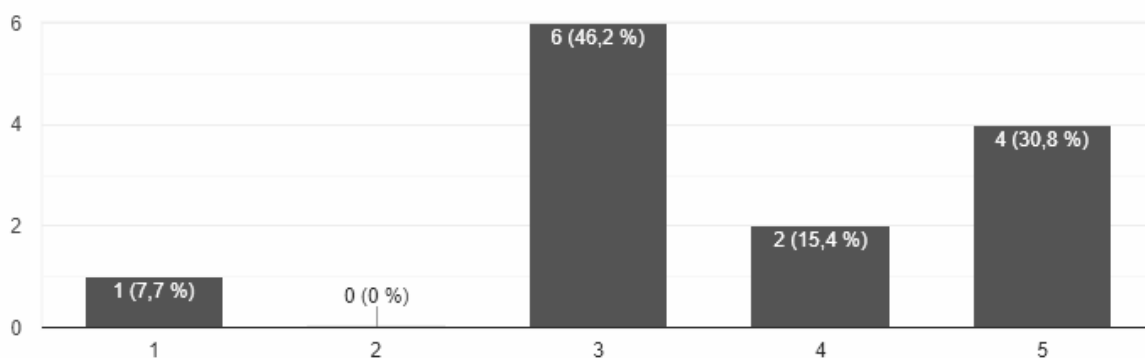
Improvement in the use of grammar structures.



The seventh question was about general English language proficiency. The question was: *“Do you consider that you improved your English language level?”* The vast majority of the answers were affirmative as is portrayed in figure 31. Half of the students responded that they definitely improved their English level after the pedagogical intervention. Also, other 6 students consider that their English level increased moderately, marking 3 points out of 5 on the scale. At last, just 1 student announced that his English level did not improve at all, selecting 1 point out of 5. It is noticeable that nobody marked 2 points.

Figure 31

Improvement of English language level.



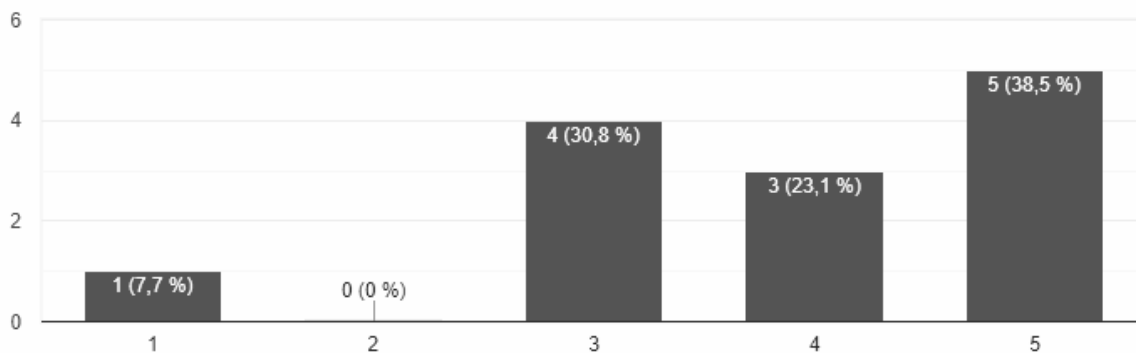
The eighth question regards the importance of the English classes on the students' metacognition. The question was: *“Do you consider that the English classes helped you to reflect on personal aspects, your skills, teamwork, your environment and your life project?”*. This

question aimed to find out how reflective the students felt that were the classes to help their metacognition. The answers are illustrated in figure 32.

The vast majority of the participants considered that the classes had a positive impact on their metacognition process. First, 8 students demonstrated that the English classes helped them to reflect on the aforementioned topics. Second, 4 students said that the English classes slightly helped them to reflect on their metacognition ranking 3 points out of 5. Finally, 1 pupil indicated that the English classes did not help him to reflect on his metacognition.

Figure 32

Reflection on metacognitive aspects.



The ninth question regards the importance of the English classes for the inmates' life projects. The answers were very similar to the previous question as is illustrated in figure 33. As mentioned in the section of products, the life project was the cornerstone of the pedagogical intervention. The question was: “*Do you consider that the English classes were important to think about your life project?*”. The majority of the answers were affirmative, being exactly the same as the previous question.

The majority of the students (8) indicated that the English classes and the English language, in general, were important to think about and develop their life projects. Moreover, 4 students

partially agreed with this idea, ranking 3 points out of 5. Finally, 1 student manifested that the English language was not important to plan his life project.

Figure 33

Role of English language in inmates' life projects.

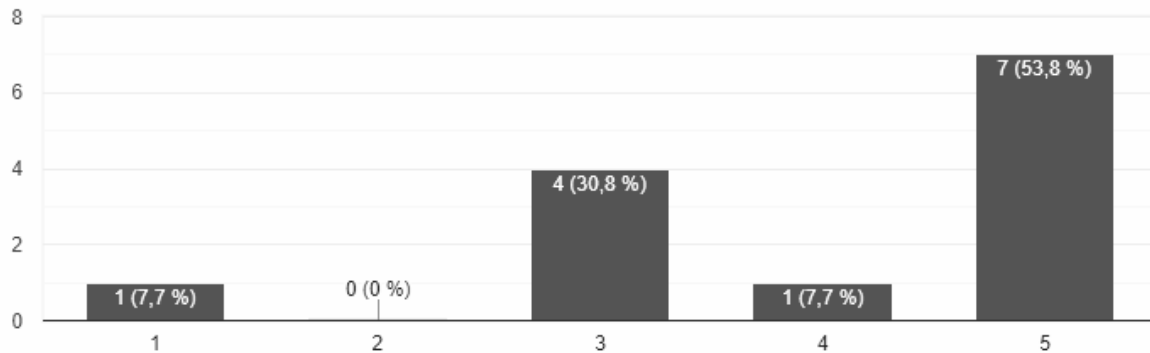
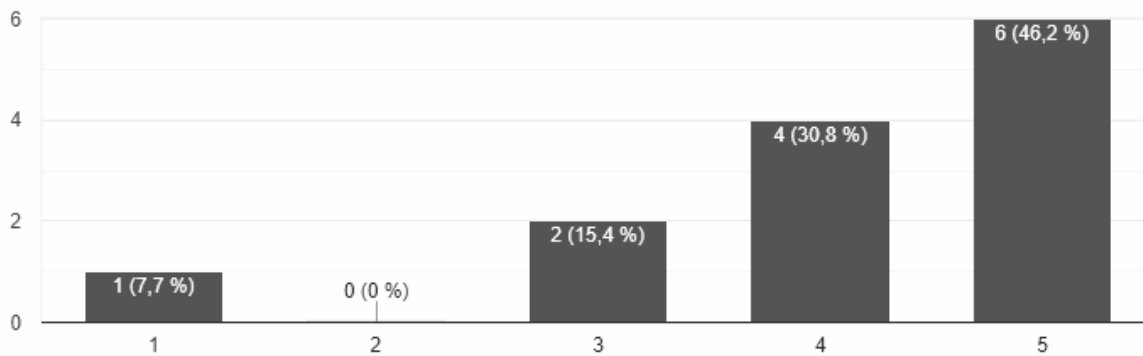


Figure 34 corresponds to the tenth and last question that was specifically about the metacognitive stimulation during the English classes. The question was: “*Do you consider that your self-confidence, self-esteem, learning skills and other values were stimulated during the English classes?*”. The vast majority of the answers were affirmative. First, 10 students indicated that the aforementioned values indeed were stimulated to help their metacognition process. Second, 2 students announced that these values were slightly reinforced, ranking 3 points out of 5. Finally, 1 student stated that these values were not stimulated at all, ranking just 1 point.

Figure 34

Metacognitive stimulation in English classes.



2.3.2.4 English learning perspectives. The motivation to learn something is very important when people start doing that action. Motivation is defined by Ryan and Deci (2000) simply as “to be moved to do something” (p.54). The participants demonstrated a high motivation towards the learning process of the English language. This is important because it guarantees the engagement and commitment of the students in the English course, obtaining better learning outcomes (Saeed & Zyngier, 2012). They said that they would like to learn English for different reasons such as personal or professional growth and trips.

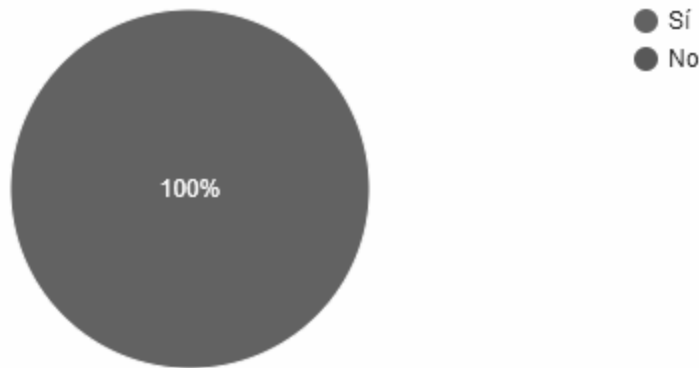
We can appreciate that the students have intrinsic motivation to learn the language as they want to study it in order to achieve personal goals. According to Corpus, McClintic-Gilbert, and Hayenga (2009), intrinsic motivation is inherent to the self, whereas extrinsic motivation originated from the outside of the person (p. 54). This means that people with intrinsic motivation are moved to do things for their own sake and personal satisfaction in the same way as the participants of this study express to do it by taking the English course.

According to the answers provided by the participants in questionnaire number one, they consider that the English language is useful and important as reflected in figure 35. All of the 23 initial students that answered the questionnaire answered affirmatively to the inquiry: “*Do you think that the English language is important?*”. At this point, we can affirm that the students are

aware of the advantages and benefits that learning English offers. In the next open question, the students gave more details about how English is important specifically to their lives.

Figure 35

Importance of English language to students.



The participants recognize the importance of English and express multiple reasons to learn the language. Regarding the open inquiry: “*Would you like to continue learning and practicing English? Why?*” The 23 participants answered affirmatively and stated varied arguments that we could identify and classify in 5 categories as observed in tables 1 to 5: “*personal growth*”; “*family and social life*”; “*job opportunities*”; “*traveling*”; and “*study*”.

Regarding the first category, “Personal growth”, the students considered that learning English would help them to achieve their goals and dreams. As represented in table 1, some of them stated that today it is a must to learn the language and that by doing so they would become more competent and suitable people for society. Some others simply said that it would be great to learn English and that the language would be useful for changing their lives.

Table 1

Students’ motivation to learn English: Personal growth

Personal growth

“poder llegar a cumplir mis metas”.

“es muy importante saberlo”.

“es muy fructífero y de provecho para mi vida cotidiana el trabajo, estudio y cualquier situación que pueda presentarse”.

“porque es útil para mi vida”.

“me vuelve una persona más apta para la sociedad y se que me sirve para un futuro en mi vida y poder alcanzar mis sueños y mis metas”.

“es necesario para el futuro en lo personal, social y laboral,”.

“para poner a prueba todas las capacidades que uno mismo tiene y no las ha desarrollado”.

“sería bueno aprender otro idioma”.

“es una nueva experiencia y un avance nuevo para la vida de uno”.

“lo interesante de conocer hasta dónde puedo llegar”.

“el inglés cambia la vida del ser humano en muchos aspectos”.

“ me gusta el inglés y son de mucha utilidad para mi vida”.

In the second category, “family and social life”, students proclaimed that they would like to learn English to be active agents in society and to share with their families. The students highlighted the importance of globalization and the role that English takes in it. They said that by knowing the language they could be able to communicate with people from other countries and make more friends. Also, some students remarked that they could practice English with their families and teach their children to help them with their school homework as stated in table 2.

Table 2

Students' motivation to learn English: Family and social life

Family and social life

“me permite interactuar libremente con otras personas”.

“creo es necesario para relacionarme con las demás personas”.

“hoy en día exigen algún idioma para hablar con amigos del exterior por facebook”.

“porque es útil para mi vida, para mi familia”.

“ porque mis hijos estudian y yo les podria ayudar con sus tareas”.

“me serviria para practicarlo con toda mi familia y aprender más”.

“con este idioma puedo interactuar con gente de diferentes partes del mundo”.

“ya que es un idioma que globaliza el mundo”.

Considering the third category, “job opportunities”, most of the students asserted that the English language definitely opens many doors as mentioned in table 3. Most of the students (17) commented on this topic. They said that English was very useful for almost any job. They considered that by learning the language the job opportunities for them would increase and it could even be possible for them to find a job abroad. Moreover, they highlighted the fact that a good employment would improve the quality of life for them and their family.

Table 3

Students' motivation to learn English: Job opportunities

Job opportunities
“se me abrirán muchas oportunidades”.
“es uno de los idiomas que hoy en dia es como ese fuerte ya sea en trabajos, viajes y es muy indispensable”.
“porque es un idioma que se relaciona con mis actividades”.
“es indispensable hoy en dia se le abre muchas puertas”.
“para conseguir algún empleo”.
“me serviria para cualquier trabajo”.
“con el puedo encontrar mejores opciones de vida como trabajos”.

“genera grandes oportunidades”.

“sirve para que se nos puedan abrir puertas”.

“veo en aprender un segundo idioma muchas oportunidades”.

“podemos adquirir trabajos en otros países”.

The fourth category identified was “traveling” and a few students commented on it. They indicated that they would like to learn English in case they have the opportunity to leave the country and travel abroad to communicate with the local people. Nevertheless, they do not express the motive of the journeys such as tourism, pleasure, employment, education, or something like that as depicted in table 4.

Table 4

Students’ motivation to learn English: Traveling

Traveling
“porque el día de mañana quiero salir del país”
“si algún día tengo la oportunidad de viajar por el mundo lo necesitaría”
“por la posibilidad de viajar en algún momento”
“para poder viajar a estados unidos donde mi familia y poder entender lo que me dicen ”

Finally, the last category was “study” and just a couple of participants talked about it as shown in table 5. They manifested that the English language would be important in case they continue studying a university program and this later could help them for job opportunities. They recognize the importance of studying to obtain better job opportunities, linked to the fact of being proficient enough in the English language.

Table 5

Students' motivation to learn English: Study

Study
“me genera conocimiento para algún día adquirir una tecnología en alguna universidad”
“es un idioma muy útil para un trabajo o estudio”

The participants expressed valuable arguments in favor of learning English for their lives. All of the answers are very valid and reflect what English means to people in a globalized world. Notwithstanding, they did not consider topics such as mass media, leisure, and entertainment, and enjoying the arts. This means that they have clear objectives with the English language as a means to improve their life quality by studying it and obtaining more job opportunities that might lead them to visit or live in a different context with their families and other people where English is fundamental.

3. Conclusions

Teaching ESL virtually in unconventional settings such as jail might be tough work compared to doing so in conventional places such as private schools. Nevertheless, the aims of the project were achieved to some degree with mostly positive outcomes. The huge majority of students perceived they improved their knowledge and proficiency about their English productive skills after the pedagogical intervention.

Regarding the writing skills, the progressive improvement was evidenced through the development of the three products. CV, letter and reflective paragraph including the final video. Students at the end of the intervention were able to propose longer sentences, following a determined grammar structure with better use of syntax, and morphology regarding the letters and word order in the sentences. Minor mistakes in spelling and word organization were presented at the end of the classes. All of this leads the students to have more confidence and willingness to even practice other languages as pupils stated in the post-questionnaire.

Moreover, in terms of cohesion and coherence, at the beginning it was difficult for students to connect ideas, they just wrote independent phrases. Nevertheless, by the end, students were able to keep the same theme in their productions, using a set of different connectors to have an easy flow of their writing pieces. Additionally, in most of the cases, sentences were complete ideas and each phrase has a reason to exist and not only to fill the piece of paper.

Speaking skills improvement was reflected in their fluency and confidence at the moment of reading out loud and expressing their ideas. Even though classes specifically about fluency were limited, students practiced along the course in multiple speaking activities and learners presented a noticeable advance in their willingness to participate in class and also out of the academic context; learners mentioned a desire to make new friends, teach family and start an English course in the therapeutic community. This is how many activities were focused on fostering the speaking interaction that allows fluency, among other factors to be developed, even when using interlanguage.

In terms of the pronunciation, pupils were able to produce more precise sounds in the English language but still having their natural Colombian manner of speaking, which we consider positive because the respect for the students' culture was a priority. Additionally, at the end, the

majority of pupils were able to identify and use the different tenses seen in class, demonstrating their improvement with a higher percentage of correctness than at the beginning of the intervention.

The students' English productive skills improvement evidenced in the product's outcomes was also supported by their own perceptions in the questionnaires. In the first questionnaire the students expressed their need and desire to improve their English writing and speaking skills. In the second questionnaire the students manifested, according to their own impressions, that they had significantly improved these skills after the pedagogical intervention and the development of the products, being competent enough to speak and write better and with more ease in order to communicate a message in English.

Moreover, in the pre-questionnaire, the students agreed on how important the English language could be to their lives. Their responses were classified in the categories, "personal growth"; "family and social life"; "job opportunities"; "traveling"; and "study" as the main aspects that motivate pupils to participate and learn how to improve their abilities. It is important to highlight that these topics were addressed in the development of the pedagogical intervention with activities that involved the metacognition and reflection on the self, to take advantage of their motivation and foster interest and participation. In consequence, in the second questionnaire the students manifested that their metacognition in regard to the productive learning skills as well as their self-recognition was stimulated in order to recognize their own capabilities to learn the language and implement it in their life projects.

Additionally, it is valid to highlight the role of assessment and the moment of providing students with it. Formative assessment helps students to feel comfortable and appreciated by teachers as the students mentioned. Feedback sessions were based on students' errors and provided with positive reinforcement adapted to their needs, in order to make a more significant experience

with memorable moments in a secure space of learning that would foster student's participation and, in consequence, would grant the learning process.

Similar to other research studies based on PBL, participants had a significant improvement in their productions. In this intervention, pupils also demonstrated an undeniable improvement in terms of knowledge. In particular, research about students' perspectives is one of the most common, and their findings are similar to findings in our intervention, proving a positive metacognition perspective from the majority of students.

In addition, as it was mentioned before, the classes were carried out in a technological context and several studies support the idea of using technology in education with different proposals. Talking specifically about unconventional settings such as jails, a few Colombian researchers compass this context. Finally, for research that implements an intervention with all previous specifications, there exists a minor number which also proves this research as an initiative for this thematic in the education field.

This research project also paves the way to associate the academia with local institutions that need its intervention as proof of social commitment. Particularly the Universidad Industrial de Santander with the CPMSbuc. This project fosters collaborative work between undergraduates and inmates, where both parties obtain benefits in multiple ways. Optimistically, we expect this project to reach and motivate future generations to work with people who really need their intervention helping to solve or overcome any problem and leading, in this way, to a better country for everybody.

Ambitiously, we expect this methodology to be adapted to similar contexts and used by researchers. Actually, something interesting is happening in the jail, Dg. Heriberto Florez mentioned that students liked the classes but mostly the English language, so Florez decided to

give permission to the best students of the course to teach other classmates from NH given that English language is not a subject implemented in the INPEC curriculum. We provided them with the material used along with the intervention and left the door open to answer questions and to guide in the coming classes.

In regard to limitations, we did not approach English level certifications based on the European framework, due to the pragmatic nature of the research. We only worked with one group given the purposes of the project. Besides, it would not have been possible to work with an experimental group in order to compare results between both teams given the fact that there is not a traditional English teaching subject at any level in jail.

Further, we did not take into account the way of receiving classes in this non-conventional context and we did not analyze whether the virtual implementation affects or not the learning process. Nevertheless, it is important to remark that in the conditions where the classes were developed, it was impossible to attend all the student's needs and to provide feedback properly on their activities in order to obtain better or more significant outcomes.

Multiple factors such as internet connection failure, limited class materials, limited equipment such as just one microphone for all the students, echo problems with the sound system, one screen not big enough where the students watched the teachers sharing the slides and activities affected the development and proper functioning of the classes. Despite this, the students always kept a good attitude to the English classes, motivated to participate and learn the language. Of course, it was not an ideal context for classes, but we did our best to create a safe atmosphere for everybody. The discipline was difficult to manage as we were far from them. However, the mature students did not get into trouble at any moment.

Finally, it is necessary to make some recommendations for future interventions. First, include sessions for spelling and basic morphology of the common words for the products. Second, utilize peer assessment in order to foster collaborative work and independent learners, especially due to the conditions of the classes and aspects such as logistics, frequency, and quality. Third, problems prevention for any circumstance at the moment of classes. Teachers should have plans for the limited available materials. Fourth and more important, expect and ask students for their best, never doubt about students' capacities of working.

References

- Abarca, A., Alpízar, F., Sibaja, G. & Rojas, C. (2013). *Técnicas cualitativas de investigación*. San José, Costa Rica: UCR.
- Ann L. B. (1978). "Knowing When, Where, and How to Remember: A Problem of Metacognition," in Robert Glaser, ed., *Advances in Instructional Psychology*, vol. 1 (Hillsdale, N.J.: Erlbaum. (p. 80).
- Arevalo, Q. J. (2019). *Incidencia de la ansiedad como factor influyente en el consumo y abuso de las sustancias psicoactivas en población privada de la libertad de la Comunidad Terapéutica Nuevos Horizontes del Establecimiento Penitenciario de Mediana Seguridad y Carcelaria de Bucaramanga EPMSC – Bucaramanga*. Universidad Nacional Abierta y a Distancia - UNAD. Escuela de Ciencias Sociales Artes y Humanidades. }
- Aryanti, N. W. V., & Artini, L. P. (2017, August). *The Impact of Problem Based Learning on Productive Skills and Attitude toward English Language Learning*. In 2nd International Conference on Innovative Research Across Disciplines (ICIRAD 2017) (pp. 15-20). Atlantis Press.
- Bajrami, L., & Ismaili, M. (2016). *The role of video materials in EFL classrooms*. *Procedia-Social and Behavioral Sciences*, 232, 502-506.
- Booth, J. A., & Richard, P. B. (1998). *Civil society and political context in Central America*. *American Behavioral Scientist*, 42(1), 33-46.
- Cocco, S. (2006). *Student leadership development: The contribution of project-based learning* (Unpublished Master's thesis). Royal Roads University, Victoria, BC, Canada.

- Corpus, J. H., McClintic-Gilbert, M. S., & Hayenga, A. O. (2009). Within-year changes in children's intrinsic and extrinsic motivational orientations: Contextual predictors and academic outcomes. *Contemporary Educational Psychology*, 34, 154-166.
- Creswell, J. W., & Creswell, J. D. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- Cross, D. R. & Paris, S. G. (1988). Developmental and instructional analyses of children's metacognition and reading comprehension. *Journal of Educational Psychology*, 80(2), 131-142.
- Dewey, J. (1959). *Dewey on education*. New York: Teachers College Press.
- Dewi, H. (2016). Project based learning techniques to improve speaking skills. *English Education Journal*, 7(3), 341-359.
- Dörnyei, Z. (2007). *Research Methods in Applied Linguistics: Quantitative, Qualitative and Mixed Methodologies*. Oxford University Press.
- Dörnyei, Z., & Taguchi, T. (2009). *Questionnaires in second language research: Construction, administration, and processing* (2nd ed.). Routledge.
- Dulcey, B. N. & Campos, M. M. (2008). *Helping Inmates From "La Modelo" Penitentiary To Fulfill Their English Academic Requirement In Their Rehabilitation Process*. Universidad Industrial De Santander; Faculty Of Human Sciences.
- Encalada, M. A. R., & Sarmiento, S. M. A. (2019). Perceptions about Self-recording Videos to Develop EFL Speaking Skills in Two Ecuadorian Universities. *Journal of Language Teaching & Research*, 10(1).
- Flavell, J. H. (1979). Metacognition and cognitive monitoring: A new area of cognitive-developmental inquiry. *American Psychologist*, 34(10), 906-911.

- Flores, J. (2012). Jail pedagogy: Liberatory education inside a California juvenile detention facility. *Journal of Education for Students Placed at Risk (JESPAR)*, 17(4), 286-300.
- Golkova, D., & Hubackova, S. (2014). Productive skills in second language learning. *Procedia-Social and Behavioral Sciences*, 143, 477-481.
- Hamachek, D. (2000). Dynamics of self-understanding and self-knowledge: Acquisition, advantages, and relation to emotional intelligence. *The Journal of Humanistic Counseling, Education and Development*, 38(4), 230-242.
- Helle, L., Tynjälä, P., & Olkinuora, E. (2006). Project-based learning in post-secondary education—theory, practice and rubber sling shots. *Higher education*, 51(2), 287-314.
- Hennessey, M. G. (1999). Probing the dimensions of metacognition: Implications for conceptual change teaching-learning. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Boston, MA.
- Hmelo-Silver, C.E. (2004). Problem-Based Learning: What and How Do Students Learn?. *Educational Psychology Review*, 16(3) [Online]. Retrieved from: https://www.researchgate.net/publication/226053277_Problem-Based_Learning_What_and_How_Do_Students_Learn
- Hung, V.H.K., Keppell, M. & Jong, M.S.Y. (2004). Learners as producers: Using project based learning to enhance meaningful learning through digital video production. In R. Atkinson, C. McBeath, D. Jonas-Dwyer & R. Phillips (Eds), *Beyond the comfort zone: Proceedings of the 21st ASCILITE Conference* (pp. 428-436). Perth, 5-8 December. Retrieved from: <http://www.ascilite.org.au/conferences/perth04/procs/hung.html>.
- Izumi, S. (2002). Output, input enhancement, and the noticing hypothesis. *Studies in Second Language Acquisition*, 24, 541–577.

- Kamelia, K. (2019). Using Video as Media of Teaching in English Language Classroom: Expressing Congratulation and Hopes. *Utamax: Journal of Ultimate Research and Trends in Education*, 1(1), 34-38.
- Kayi, H. (2006). Teaching speaking: Activities to promote speaking in a second language. *The Internet TESL Journal*, XII (11). Retrieved from <http://iteslj.org/>
- Kazi, A. M., & Khalid, W. (2012). Questionnaire designing and validation. *Journal of the Pakistan Medical Association*, 62(5), 514.
- Kirkgoz, Y. (2011). A Blended Learning Study on Implementing Video Recorded Speaking Tasks in Task-Based Classroom Instruction. *The Turkish Online Journal of Educational Technology* 10.4, 1-13.
- Kokotsaki, D., Menzies, V., & Wiggins, A. (2016). Project-based learning: A review of the literature. *Improving schools*, 19(3), 267-277.
- Krajcik, J. S., & Blumenfeld, P. C. (2006). Project-based learning. Sawyer, R. K. (Ed.). *The Cambridge handbook of the learning sciences*. Cambridge University Press. (pp. 317-333).
- Kuhn, D. & Dean, D. (2004). A bridge between cognitive psychology and educational practice. *Theory into Practice*, 43(4), 268-273.
- Kuhn, D. (2000). Metacognitive development. *Current Directions in Psychological Science*, 9(5), 178-181.
- Lai, E. R. (2011). Metacognition: A literature review. *Always learning: Pearson research report*, 24, 1-40.
- Lee, I. (2002). Project work made easy in the English classroom. *Canadian Modern Language Review*, (p.59) (pp 282-290).

- Martinez, M. E. (2006). What is metacognition?. *Phi delta kappan*, 87(9), 696-699.
- Merriam, S. B. (2009). *Qualitative Research: A Guide to Design and Implementation*. Jossey-Bass.
- Merriam, S. B., & Tisdell, E. J. (2015). *Qualitative research: A guide to design and implementation*. John Wiley & Sons.
- Moss, D. & Van Duzer, C. (1998). *Project-based learning for adult English language learners*. National Clearinghouse for ESL Literacy Education.
- Nunan, D. (1991). *Language teaching methodology: A textbook for teachers*. New York: Prentice Hall International.
- Park, S. H., & Ertmer, P. A. (2007). Impact of problem-based learning (PBL) on teachers' beliefs regarding technology use. *Journal of research on technology in education*, 40(2), 247-267.
- Peck, S. (1991). Recognizing and Meeting the Needs of ESL Students. In M. Celce-Murcia (Ed.), *Teaching English as a Second or Foreign Language* (pp. 363-372). Los Angeles: University of California.
- Pino, R. (2010). *Metodología de la Investigación*. Lima: Editorial San Marco.
- Pinzón Castañeda, R. J. (2014). English teaching through project based learning method, in rural area. *Cuadernos de lingüística hispánica*, (23), 151-170.
- Putri, N. L. P. N. S., Artini, L. P., & Nitiasih, P. K. (2017). Project-based learning activities and EFL students' productive skills in English. *Journal of Language Teaching and Research*, 8(6), 1147-1155.
- Ramadhani, Y. R., & Sir, A. R. S. (2018). *The Effect of Project Based Learning on Writing Business Letters*.

- Riggenbach, H., & Lazaraton, A. (1991). Promoting Oral Communication Skills. In M. Celce-Murcia (Ed.), *Teaching English as a Second or Foreign Language* (pp. 125-136). Los Angeles: University of California.
- Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25, 54-67.
- Saeed, S., & Zyngier, D. (2012). How motivation influences student engagement: A qualitative case study. *Journal of Education and Learning*, 1(2), 252-267
- Santhosh, D. (2019). *From Cell To Society: A Study On The Social Reintegration Of Released Prisoners In Kerala And Tamil Nadu*.
- Schiller, S. Z. (2009). Practicing learner-centered teaching: Pedagogical design and assessment of a Second Life project. *Journal of Information Systems Education*, 20(3), 369.
- Schraw, G. & Moshman, D. (1995). Metacognitive theories. *Educational Psychology Review*, 7(4), 351-371.
- Schraw, G., Crippen, K. J., & Hartley, K. (2006). Promoting self-regulation in science education: Metacognition as part of a broader perspective on learning. *Research in Science Education*, 36, 111-139.
- Sedarmayanti. (2009). *Sumber Daya Manusia dan Produktivitas Kerja*. Bandung: CV. Mandar Maju.
- Sherin, M. G. (2004). New perspectives on the role of video in teacher education. In J. Brophy (Ed), *Using video in teacher education*. *Advances in Research in Teaching* Volume 10. Elsevier: Amsterdam. (pp. 1-27).
- Sigmund, T. & Howard T. E. (1996). *Assessing Metacognitive Knowledge Monitoring* (New York: College Board, Report No. 96-1.

- Singh, B.S. (2016). Offender Rehabilitation and Reintegration: A South African Perspective, *Journal of Social Sciences*, 46 (1), 1-10.
- Smith, L. G., & Silverman, M. (1994). Functional literacy education for jail inmates: an examination of the Hillsborough County jail education program. *The Prison Journal*, 74(4), 414-432.
- Soto, S. T.; Espinosa, L.F.; Vargas Caicedo, E; Illescas; Fontaines-Ruiz, T.; Carrera, D. (2017). How Does Explaining Content Through Videos Benefit Language Learners? Esp Students Tell us About it. *Turkish Online Journal of Educational Technology*. Special Issue for IETC 2017. 385-391
- Spada, N., Jessop, L., Tomita, Y., Suzuki, W., & Valeo, A. (2014). Isolated and integrated form focused instruction: Effects on different types of L2 knowledge. *Language Teaching Research*, 18(4), 453–473.
- Stipek, D. J. (1993). *Motivation to learn: From theory to practice*.
- Stoller, F. (2006). Establishing a theoretical foundation for project-based learning in second and foreign language contexts. G. H. Beckett & P. C. Miller (Eds.), *Project-Based Second and Foreign Language education: past, present, and future* (pp. 19-40).
- Suparmo, M. Y. (2008). *Keterampilan Dasar Menulis*. Jakarta: Universitas Terbuka.
- Thomas, J. W. (2000). A review of research on project-based learning. Retrieved from http://www.ri.net/middletown/mef/linksresources/documents/researchreviewPBL_070226.pdf
- Thuan, P. D. (2018). Project-based learning: From theory to EFL classroom practice. In *Proceedings of the 6th International OpenTESOL Conference* (Vol. 327).

Ur, P. (1996). *A course in language teaching: Practice and theory*. Cambridge: Cambridge University Press.

Van Lam, N. T. (2011). Project-based learning in teaching English as a foreign language. *VNU Journal of Foreign Studies*, 27(2).

White, M. C., Duong, T. M., Cruz, E. S., Rodas, A., McCall, C., Menéndez, E., Carmody, E. & Tulsy, J. P. (2003). Strategies for effective education in a jail setting: the Tuberculosis Prevention Project. *Health promotion practice*, 4(4), 422-429.

Wittgenstein, L. (1958). *Philosophical Investigations*, 3rd ed., trans. G. E. M. Anscombe (Englewood Cliffs, N.J.: Prentice-Hall. (p. 6).

Appendix

Appendix A Questionnaire before the pedagogical intervention

PBL Teaching at 'Nuevos Horizontes' Therapeutic Community Inside the 'Modelo' Penitentiary Center of Bucaramanga. Seek for Tomorrow.

Este cuestionario fue adaptado por Jhon Durán y Jonathan Grass de cuestionarios hechos por diferentes investigadores, con el objetivo de identificar las perspectivas que los estudiantes tienen respecto a su propio nivel de Inglés. PBL o aprendizaje basado en proyectos es definido como

La identificación de estas percepciones, se realizará con los estudiantes del CLEI VI internos en la Cárcel Modelo de Bucaramanga miembros de la Comunidad Terapéutica Nuevos Horizontes a fin de establecer la relación que existe entre la metacognición de las estrategias y habilidades de aprendizaje y el proceso de aprendizaje Inglés como lengua extranjera. Sus respuestas serán útiles para el desarrollo de nuestra investigación.

Este cuestionario estará dividido en 4 secciones. La primera sección es el consentimiento informado de este proyecto de investigación. La segunda sección tendrá preguntas sociodemográficas tales como su edad, escolaridad, ocupación, entre otras. La tercera sección abarcará preguntas relacionadas con su familiaridad y percepción sobre el inglés y por último, la cuarta sección se enfocará en la metacognición de sus habilidades productivas de aprendizaje.

Toda la información proporcionada será confidencial y sólo se comunicará como datos de grupo sin información de identificación de los participantes. Todos los datos se mantendrán en un lugar seguro y sólo tendrán acceso a ellos las personas directamente involucradas en la investigación.

La participación en este estudio de investigación es voluntaria. Tiene el derecho de retirarse en cualquier momento o negarse a participar sin repercusión alguna.

Si tiene alguna pregunta sobre este estudio puede ponerse en contacto con Jhon Durán en jhonduranmendez@gmail.com, o Jonathan Grass en grassjonathan1@gmail.com.

*Obligatorio

8/9/21 9:46 PBL Teaching at 'Nuevos Horizontes' Therapeutic Community Inside the 'Modelo' Penitentiary Center of Bucaramanga. Seek for Tomorr...

1. He leído, entendido y doy mi consentimiento para participar en este estudio por mi propia voluntad. *

Marca solo un óvalo.

Sí

No

Información Demográfica

2. Nombre Completo *

3. Edad *

4. Sexo *

Marca solo un óvalo.

M

F

8/9/21 9:48 PBL Teaching at 'Nuevos Horizontes' Therapeutic Community Inside the 'Modelo' Penitentiary Center of Bucaramanga. Seek for Tomorr...

5. Nivel de escolaridad

Marca solo un óvalo.

- Primaria
- Básica Media
- Técnico - Tecnólogo
- Universitario
- Ninguno

Contacto
con el
idioma
Inglés

En esta sección, usted responderá a las siguientes preguntas relacionadas con su práctica de la lengua inglesa en su proceso de aprendizaje. Recuerde que no hay respuestas correctas o incorrectas.

6. ¿Hace cuanto estuvo practicando la lengua inglesa?

Marca solo un óvalo.

- Actualmente practico inglés
- Hace menos de un año
- Hace más de un año
- Hace más de dos años
- Nunca he practicado inglés
- Otro

7. 2. ¿Cuánto tiempo ha tenido contacto con el aprendizaje del inglés?

Marca solo un óvalo.

- Menos de un año
- Entre uno y dos años
- Entre dos y cinco años
- Más de cinco años
- Nunca he tenido contacto con el inglés
- Otro

8. 3. ¿En donde adquirió el conocimiento que tiene sobre la lengua inglesa?

Marca solo un óvalo.

- Colegio
- Universidad
- Instituto de lenguas
- De manera autónoma
- Otro

9. 4. ¿En qué situaciones utiliza el inglés?

Marca solo un óvalo.

- Educación
- Lectura o aprovechamiento de otras artes
- No lo utilizo
- Otro

10. 5. ¿Pienso que el idioma inglés es útil?

Marca solo un óvalo.

Sí

No

11. 6. ¿En qué situaciones le sería el inglés útil para su vida?

Selecciona todas las opciones que correspondan.

Estudio

Trabajo

Vida cotidiana

Familia

Ocio (lectura, televisión, cine, etc.)

Otro

12. 7. ¿Te gustaría seguir aprendiendo y practicando inglés? ¿por qué?

13. 8. ¿Qué nivel considero que tengo en inglés? *

Marca solo un óvalo.

Principiante - A1

Elemental - A2

Intermedio - B1

Intermedio alto - B2

Opción 5

8/9/21 9:46

PBL Teaching at 'Nuevos Horizontes' Therapeutic Community Inside the 'Modelo' Penitentiary Center of Bucaramanga. Seek for Tomorr...

Metacognición
de habilidad
productivas

En esta sección, usted responderá a las siguientes preguntas relacionadas con sus habilidades productivas de la lengua inglesa teniendo en cuenta la siguiente escala: (5) Totalmente de acuerdo, (4) De acuerdo, (3) Neutral, (2) En desacuerdo, (1) Totalmente en desacuerdo. Recuerde que no hay respuestas correctas o incorrectas.

14. 9. Considero mi habilidad de habla en inglés lo suficiente para sostener una conversación activa. *

Marca solo un óvalo.

	1	2	3	4	5	
Totalmente en desacuerdo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totalmente de acuerdo

15. 10. Considero mi habilidad de habla en inglés suficiente para comunicar un mensaje concreto. *

Marca solo un óvalo.

	1	2	3	4	5	
Totalmente en desacuerdo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totalmente de acuerdo

16. 11. Considero mi habilidad de escritura en inglés suficiente para comunicar un mensaje concreto. *

Marca solo un óvalo.

	1	2	3	4	5	
Totalmente en desacuerdo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totalmente de acuerdo

6/9/21 9:46 PBL Teaching at 'Nuevos Horizontes' Therapeutic Community Inside the 'Modelo' Penitentiary Center of Bucaramanga. Seek for Tomorr...

17. 12. Considero que tengo un buen nivel de escritura en inglés. *

Marca solo un óvalo.

	1	2	3	4	5	
Totalmente en desacuerdo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totalmente de acuerdo

18. 13. Considero que tengo un buen nivel de habla en inglés. *

Marca solo un óvalo.

	1	2	3	4	5	
Totalmente en desacuerdo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totalmente de acuerdo

19. 14. Considero que necesito mejorar mi nivel de escritura en inglés. *

Marca solo un óvalo.

	1	2	3	4	5	
Totalmente en desacuerdo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totalmente de acuerdo

20. 15. Considero que necesito mejorar mi nivel de habla en inglés. *

Marca solo un óvalo.

	1	2	3	4	5	
Totalmente en desacuerdo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totalmente de acuerdo

Agradecimiento

Gracias por su participación.

Appendix B Questionnaire after the pedagogical intervention

8/9/21 9:47

PBL Teaching at 'Nuevos Horizontes' Therapeutic Community Inside the 'Modelo' Penitentiary Center of Bucaramanga. Seek for Tomorr...

PBL Teaching at 'Nuevos Horizontes' Therapeutic Community Inside the 'Modelo' Penitentiary Center of Bucaramanga. Seek for Tomorrow.

Este cuestionario fue diseñado por Jhon Durán y Jonathan Grass a fin de contrastar la información proporcionada por los participantes al inicio de la investigación con la información que puedan suministrar después de la intervención pedagógica con el único propósito de identificar las perspectivas que los estudiantes tienen respecto a su propio nivel de Inglés.

La identificación de estas percepciones, se realiza con los estudiantes del CLEI VI internos en la Cárcel Modelo de Bucaramanga miembros de la Comunidad Terapéutica Nuevos Horizontes a través de un proceso de metacognición de sus estrategias y habilidades de aprendizaje y el mismo proceso de aprendizaje de Inglés como lengua extranjera. Sus respuestas serán útiles para el desarrollo de nuestra investigación.

Toda la información proporcionada será confidencial y sólo se comunicará como datos de grupo sin información de identificación de los participantes. Todos los datos se mantendrán en un lugar seguro y sólo tendrán acceso a ellos las personas directamente involucradas en la investigación.

Recuerde que la participación en este estudio de investigación es voluntaria. Tiene el derecho de retirarse en cualquier momento o negarse a participar sin repercusión alguna.

Si tiene alguna pregunta sobre este estudio puede ponerse en contacto con Jhon Durán en jhonduranmendez@gmail.com, o Jonathan Grass en grassjonathan1@gmail.com.

*Obligatorio

1. He leído, entendido y doy mi consentimiento para participar en este estudio por mi propia voluntad. *

Marca solo un óvalo.

Sí

No

Información Demográfica

8/9/21 9:47 PBL Teaching at 'Nuevos Horizontes' Therapeutic Community Inside the 'Modelo' Penitentiary Center of Bucaramanga. Seek for Tomorr...

2. Nombre Completo *

3. Edad *

Perspectivas

En esta sección, usted responderá a las siguientes preguntas relacionadas con sus perspectivas con base a su proceso de aprendizaje en las clase de la lengua inglesa teniendo en cuenta la siguiente escala:
(5) Totalmente de acuerdo, (4) De acuerdo, (3) Neutral, (2) En desacuerdo, (1) Totalmente en desacuerdo. Recuerde que no hay respuestas correctas o incorrectas.

4. Considero que mejoré mi nivel de habla en inglés. *

Marca solo un óvalo.

1 2 3 4 5

Totalmente en desacuerdo Totalmente de acuerdo

5. Considero que mi pronunciación en inglés mejoró. *

Marca solo un óvalo.

1 2 3 4 5

Totalmente en desacuerdo Totalmente de acuerdo

8/9/21 9:47 PBL Teaching at 'Nuevos Horizontes' Therapeutic Community Inside the 'Modelo' Penitentiary Center of Bucaramanga. Seek for Tomorr...

6. Considero que puedo hablar con más fluidez en inglés . *

Marca solo un óvalo.

	1	2	3	4	5	
Totalmente en desacuerdo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totalmente de acuerdo

7. Considero que mejoré mi nivel de escritura en inglés. *

Marca solo un óvalo.

	1	2	3	4	5	
Totalmente en desacuerdo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totalmente de acuerdo

8. Considero que ahora puedo escribir textos más largos en inglés *

Marca solo un óvalo.

	1	2	3	4	5	
Totalmente en desacuerdo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totalmente de acuerdo

9. Considero que ahora puedo utilizar bien diversas estructuras gramaticales para redactar mis ideas *

Marca solo un óvalo.

	1	2	3	4	5	
Totalmente en desacuerdo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totalmente de acuerdo

8/9/21 9:47 PBL Teaching at 'Nuevos Horizontes' Therapeutic Community Inside the 'Modelo' Penitentiary Center of Bucaramanga. Seek for Tomorr...

10. Considero que mejoraré mi nivel en general de conocimientos de la lengua Inglesa. *

Marca solo un óvalo.

	1	2	3	4	5	
Totalmente en desacuerdo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totalmente de acuerdo

11. Considero que las clases me ayudaron a comprender temas personales mis habilidades y mi entorno, el trabajo en equipo y mi proyecto de vida. *

Marca solo un óvalo.

	1	2	3	4	5	
Totalmente en desacuerdo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totalmente de acuerdo

12. Considero que las clases y el inglés son importantes para desarrollar mi proyecto de vida. *

Marca solo un óvalo.

	1	2	3	4	5	
Totalmente en desacuerdo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totalmente de acuerdo

13. Considero que mi confianza, autoestima, capacidad de aprendizaje y otros valores fueron estimulados durante las clases de inglés. *

Marca solo un óvalo.

	1	2	3	4	5	
Totalmente en desacuerdo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totalmente de acuerdo

8/9/21 9:47 PBL Teaching at 'Nuevos Horizontes' Therapeutic Community Inside the 'Modelo' Penitentiary Center of Bucaramanga. Seek for Tomorr...

14. Describa su experiencia de aprendizaje en las clases de inglés *

Agradecimiento

Gracias por su participación.

Google no creó ni aprobó este contenido.

Google Formularios

Appendix C Placement test**Beginner and Elementary Placement test**

Name: _____ Age: _____ Date: _____

The *Straightforward* test has 50 questions, each worth one point. The first 40 are grammar questions and the final 10 are vocabulary questions. The conversion chart below has been designed to assist you in making your decision but please note, however, that these bandings are a guide.

Total score	Level
0 – 35	Beginner (Pre A1)
36 – 50	Elementary (A1)

Grammar

- 1 _____'s your name? Thomas
 a How
 b Who
 c What
 d Where
- 2 This is Lucy and her brother, Dan. _____ my friends.
 a We're
 b I'm
 c You're
 d They're
- 3 _____? I'm from Italy.
 a Where are you from?
 b Where you are from?
 c Where from you are?
 d From where you are?
- 4 I'm from Milan. _____ is in Italy.
 a They
 b It
 c He
 d She
- 5 Excuse me, how _____ your last name? R-I-L-E-Y
 a spell
 b you spell
 c do you spell
 d spell you
- 6 Oh, _____ are my keys!
 a This
 b These
 c That
 d It
- 7 I'd like _____ omelette, please.
 a a
 b ↓
 c an

- d two
- 8 And here is your ____.
- a desk
- b desks.
- c a desk
- d an desk
- 9 My name's Pete and this is Sylvia. ____ doctors from France.
- a I'm
- b We're
- c She's
- d They're
- 10 Sorry, ____ Paul. My name's Eric.
- a I isn't
- b I is not
- c I aren't
- d I'm not
- 11 ____? No, he isn't.
- a Are they teachers?
- b Are you from Italy?
- c Is Mr Banning a teacher?
- d Is this your phone?
- 12 ____ is the school? It's 50 years old.
- a How many years
- b How much years
- c What years
- d How old
- 13 What is ____?
- a job Mary
- b Mary job
- c Mary's job
- d job's Mary
- 14 Your bag is next ____ the table.
- a on
- b to
- c in
- d of
- 15 ____ are the keys? On the table.
- a What
- b When
- c Where
- d Who
- 16 I go to work ____ train.
- a with
- b by
- c for
- d in
- 17 She ____ a dog.
- a not have
- b don't have

- c don't has
d doesn't have
- 18 Stephen ____ in our company.
a work
b works
c is work
d working
- 19 ____ they live in London?
a Are
b Is
c Do
d Does
- 20 ____ to the cinema.
a We not often go
b We don't go often
c We don't often go
d Often we don't go
- 21 When do you play tennis? ____ Mondays.
a On
b In
c At
d By
- 22 What time ____ work?
a starts he
b do he starts
c does he starts
d does he start
- 23 ____ two airports in the city.
a It is
b There is
c There are
d This is
- 24 There aren't ____ here.
a a restaurants
b any restaurants
c any restaurant
d a restaurant
- 25 I'm afraid it's ____.
a a hotel expensive
b expensive hotel
c expensive a hotel
d an expensive hotel
- 26 They ____ popular TV programmes in the 1980s.
a are
b were
c was
d is
- 27 ____ at school last week?
a Do you were

- b Was you
 c Were you
 d You were
- 28 Brad Pitt is a popular actor but I don't like ____.
 a him
 b his
 c her
 d them
- 29 We ____ the film last week.
 a see
 b saw
 c sees
 d were see
- 30 He ____ tennis with me yesterday.
 a doesn't played
 b didn't played
 c not played
 d didn't play
- 31 She was born ____ May 6th, 1979.
 a in
 b at
 c on
 d from
- 32 Where ____ last summer?
 a you went
 b did you went
 c do you went
 d did you go
- 33 Were you at the shops at 5 p.m. yesterday? No, I ____
 a didn't
 b am not
 c wasn't
 d weren't
- 34 Excuse me, ____ is the T-shirt? It's £25.99.
 a what expensive
 b how much
 c how many
 d how price
- 35 She's only four but she ____.
 a can read
 b cans read
 c can reads
 d cans reads
- 36 This party is boring. We ____ a good time.
 a don't have
 b aren't having
 c don't having
 d aren't have
- 37 Sorry, I ____ you at the moment.
 a can't help

- b don't can help
c can't helping
d can't helps
- 38 I ____ my computer very often.
a am not using
b don't use
c doesn't use
d am not use
- 39 It's my mum's birthday next week. I ____ her a present.
a buy
b buys
c am going to buy
d buying
- 40 What ____ do after school today?
a are you going to
b are you
c do you
d you

Vocabulary

- 41 Gina is married to John. He's her ____
a uncle
b husband
c wife
d parent
- 42 We usually ____ the shopping in a supermarket.
a make
b do
c have
d go
- 43 I love this watch! It's ____.
a cheap
b small
c beautiful
d ugly
- 44 He doesn't have a car so he often uses public ____.
a taxi
b transport
c car
d bus
- 45 I don't go to ____ on Sundays.
a job
b office
c factory
d work
- 46 Do you like Chinese ____?
a kitchen
b meal
c food
d cook

- 47 They hardly ____ visit us.
a ever
b sometimes
c never
d usually
- 48 I'm Jeff Caine. Nice to ____ you, Mr Caine.
a speak
b talk
c meet
d watch
- 49 Can I help you? Thanks, but I'm just ____.
a watching
b looking
c seeing
d shopping
- 50 Mandy is over there. She's ____ a blue T-shirt and jeans.
a having
b wearing
c doing
d walking

Appendix D CV

My profile		Name: <input type="text"/>	HOME										
Basic Info: Birthday: _____ Age: _____ Sex: _____ Profession: _____ Address: _____ Phone number: _____ Relationship status: _____		About me: _____ _____ _____ _____											
Likes _____ _____ _____ _____ _____	Dislikes _____ _____ _____ _____ _____	Abilities <table border="1"><tr><td>I can</td><td>I can't</td></tr><tr><td>_____</td><td>_____</td></tr><tr><td>_____</td><td>_____</td></tr><tr><td>_____</td><td>_____</td></tr><tr><td>_____</td><td>_____</td></tr></table>		I can	I can't	_____	_____	_____	_____	_____	_____	_____	_____
I can	I can't												
_____	_____												
_____	_____												
_____	_____												
_____	_____												
Activities Favorite movie: _____ Favorite music: _____ Favorite sport: _____ Favorite book: _____ Religious views: _____ Political views: _____ Hobbies: _____		Academic formation Institution: _____ Level: _____											
		Family and Friends Mother: _____ Best friends: _____ Father: _____ Children: _____ Couple: _____ Pet: _____											

My profile

HOME

Basic Info:

Birthdate: two March one thousand eight hundred and twenty
Age: thirty four
Sex: masculine
Profession: to hang with tapesticos
Address: WCH Horizonte
Phone number: 312 930 19 26
Relationship status: boy friend companion

About me:

^{aproximate}
 I am native colombian
 I am from Medellin
 favorite sport soccer to swim
 piratta love
 clever smart neat isolated
 alternately ambitious because it so
super super

Likes

to pursue obtainer
 to persist persistent
 to observe observator
 to forecast advisor
 to admire admirer
 to worship adorator
 to compose companion verser

Dislikes

to hide occultar
 to die to appear
 to hold on agarrar
 to out communicate comunico
 conflict conflict
 to confront confrontar

Abilities

I can	I can't
I can upholster	can't to be mad
I can to publish	can't swim
I can build	can't sleep
I can condense	can't to see
I can to call	can't escape

Academic formation

Institution: WCH Horizonte
Level: eleven

Activities


Favorite movie: star wars
Favorite music: freestyle on Rowan Roll
Favorite sport: soccer
Favorite book: Harari paper
Religious views: catolic
Political views: liberal
Hobbies: play game

Family and Friends

Mother: candida rosa **Best friends:**
Father: eduardo paul thou garcia
Children: dynamis marcel Alvaro leon
Couple: enari fernan luis forwards
Pet: rethelle-Audace victor rodriguez

My Profile

DESCRIPTION OF MY PROFILE



my name is Albert Taborda Taborda thirty four years old
 born from Medellin i like
 beard pretty long clean smart neat isolated attention
 ambitious because of special popping eyes occupation work
 fisioterapia thin strong sense of HUMOUR sensual serious
 Night Watchman serious responsibility positive overcoat
 supervivencia solitario sensible always decamer patient unconfident
 superficial oversensitive subtle fearful tempting hard work shy
 tolerant tender
 Jelas Jelas is
 Hello He is Albert Taborda He has two Daughters he is student the
 bogota university his two Daughters are intelligent his family live in
 Medellin He's short his wife is in house with their family
 he like play Soccer y eat much their parents are in the sky

Family and Friends	Activities
Mother: _____	Favorite movie: _____
Father: _____	Favorite music: _____
Children: _____	Favorite sport: _____
Couple: _____	Favorite book: _____
Pet: _____	Religious views: _____
	Political views: _____
	Hobbies: _____

COMUNAO TERAPÉUTICA
NUEVOS HORIZONTES
Luz Vides

My profile

Name: Camilo Andrés Remolina Vargas

Basic Info:

Birthday: Ten / December
Age: twenty Years Old.
Sex: Masculine
Profession: Estudent
Address: Cll 13 n 17 A 33 Bucaramanga
Phone number: Nothing
Relationship status: Single

About me:

I am Camilo Remolina have twenty years old
I live from Bucaramanga have two sister
my family is beautiful, my mother is
Graciela,

Abilities

I can	I can't
<u>I can Run all ways</u>	<u>I can't sleep</u>
<u>I can wear bicycle</u>	<u>I can't eat salad</u>
<u>I can dance always</u>	<u>I can't a dog</u>
<u>I can Gam^o Play Soccer</u>	<u>I can't play Basketball</u>
<u>I can play tennis</u>	<u>I can't smother</u>

Academic formation

Institution: San Vicente Ferrer
Level: High school student

Family and Friends

Mother: Graciela Vargas Best friends: _____
Father: Javier Remolina Jehova
Children: Not
Couple: Not
Pet: COB-candelo

Activities

Favorite movie: Scary movie 2
Favorite music: Rap and electronic
Favorite sport: play soccer
Favorite book: Bible
Religious views: Catholic
Political views: liberal
Hobbies: play video games

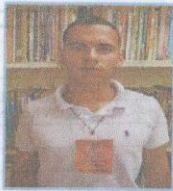
Likes

I like play soccer
I like play tennis
I like sleep
I like eat.
I like running
I like cook
I like dog

Dislikes

not like the rain
Not like the basketball
Not like to swim
Not like a food

DESCRIPTION OF MY PROFILE



I am Camilo Andres Remolina Vargas.
My Age is Twenty and my profession is student, My hobby favorite is play Video Games.
My mother is Graciela Vargas, My Father is JAVIER REMOLINA. My Birthday is ten is June
My Favorite actor is Arnold Schwarzeneger
My Friend is Jhon Chia and playes much Soccer but too player tennis it dog is Very dangerous and not like the cat.

Favorite music:	
Favorite sport:	
Favorite books:	
Religious views:	
Political views:	
Hobbies:	

Parents and Friends:	
Religion:	
Address:	
Phone:	
Country:	
City:	

My profile

Name: MY NAME IS CESAR AUGUSTO GARZON

[HOME]

Basic Info:

Birthday: THIRTY AUGUST AND
Age: THIRTY NINE
Sex: MAJCLINE
Profession: TECHNICAL AN REFRIGERATION
Address: RACE TEN WEST NUMBER ONE HUNDRED FIFTY
Phone number: NO HAVE
Relationship status: UNION FREE

Likes

I LIKE COOK
I LIKE WORK
I LIKE STUDY
I LIKE PLAY SOCCER
I LIKE CALISTENY
I LIKE PAIN
I LIKE WITHE

Dislikes

I NOT LIKE HUNT
I NOT LIKE FIGHT
I NOT LIKE LIFE
I NOT LIKE STEAL
I NOT LIKE THEEVIL
I NOT LIKE SHOUT
I NOT LIKE THE REJECTION

Activities

Favorite movie: STEP 1 THE GIGANTIC
Favorite music: MUSIC CHRISTIAN
Favorite sport: SOCCER
Favorite book: THE SEVEN SEED'S
Religious views: CHRISTIANITY
Political views: NONE
Hobbies: MOVIES

About me:

THERE IS MATTER VERY IMPORTANT
NOW. IS GOD THE MY FAMILY.
EXCEED MY LEVEL ACADEMIC, THE
PERSONAL THE SPIRITUAL THE
BEING HAPPY

Abilities

I can	I can't
<u>I CAN COOK VERY GOOD.</u>	<u>I CAN'T DINE SALT</u>
<u>I CAN WRITE</u>	<u>I CAN'T DAVE FAT</u>
<u>I CAN SWIM</u>	<u>I CAN'T GASE OUT</u>
<u>I CAN TROT</u>	<u>I CAN'T RAISE</u>
<u>I CAN SING.</u>	<u>I CAN'T WEIGH-WEIGHING</u>
	<u>I CAN'T CATCH LIQUOR</u>

Academic formation

Institution: LOGOS INTERNATIONAL UNIVERSITY
Level: _____

Family and Friends

Mother: <u>VICTORY</u>	Best friends: _____
Father: <u>SUNDAY</u>	<u>ANDREA</u>
Children: <u>SOFIA</u>	<u>WILFREDO</u>
Couple: <u>KELLY</u>	<u>OSCAR</u>
Pet: <u>SPAY</u>	<u>JORGE</u>

y - and

DESCRIPTION OF MY PROFILE

My name is CESAR AUGUSTO GARZON TAPIAS,
I AM FROM BUCARAMANGA COLOMBIA,
I AM THIRTYNINE YEARS OLD, I HAVE GOT SKIN MOKAY,
I HAVE GOT A GREAT WIFE AND ONE BEAUTIFUL DAUGHTER,
I HAVE A FAMILY LARGE, MY GRANDFATHER and my
GRANDMOTHER LEAVE OF EXIST. MY FATHER and my
MOTHER ARE IN BUCARAMANGA. MY
BROTHERS ARE IN BARRANQUILLA AND SANTAMARTA.
my PROFESSION IS TECHNICAL IN REFRIGERATION, I LIKE COOK, AND
WORK MUCH, STUDY, PAINT, ALWAYS MAINTAIN OCCUPY.
I NOT LIKE FIGHT, STEAL, THE EVIL, SHOOT, REJECT THE NOBODY.
I LIKE SEE MOVIES OF REFLECTION, MUSIC CHRISTIANITY,
TUDAY IN DAY I STUDY ENGLISH. THE ADMINISTRATION THE
COMPANYS, IN LOGOS INTERNATIONAL UNIVERSITI. IN CENTER
PENITENTIARY MODEL IN BUCARAMANGA, COMMUNITY NEW HORIZON.
I CAN MAKE MATTERS IMPORTANT IN MY LIBERTY.

Mother:	
Father:	
Children:	
Couple:	
Pet:	
Favorite movie:	
Favorite music:	
Favorite sport:	
Favorite book:	
Religious views:	
Political views:	
Hobbies:	

My profile

Name: HERIBERTO FLORES MORENO

Basic Info:

Birthday: October four
 Age: Fifty five years old
 Sex: male
 Profession: Teacher
 Address: Prision Model Buenavista
 Phone number: 3102510743
 Relationship status: married

About me:

oacno de mi I am teacher therapeutic
 I lead the community news
 horizonts in the prision in
 the city bucoramaya. I am
 phyropedagogist

Abilities

<p style="text-align: center; margin: 0;"><small>I can ^{superior}</small></p> <p>- I can teach a my students the new horizonts. - I can play volleyball with they.</p>	<p style="text-align: center; margin: 0;"><small>I can't</small></p> <p>I can't give the keys ^{dear} the students I can't invit the parks</p>
---	--

Academic formation

Institution: Logos International University
 Level: nivel Doctor work social

Family and Friends

Mother: <u>Helena</u> Father: <u>Pascual</u> Children: <u>Fredy - Jerson</u> Couple: <u>gloria</u> Pet: <u>Spay</u>	Best friends: <u>mejores amigos</u> <u>fredy</u> <u>Jerson</u>
---	---

Mascota

Activities

Favorite movie: Valuable promise
 Favorite music: Romantic
 Favorite sport: Basketball
 Favorite book: Horizonts the liberty
 Religious views: Catholic
 Political views: now have political
 Hobbies: music, ride horse

Likes

I like play
and run in
the parks. eat
dinner with
my sons in
the good restaurant
and visit my
mother.

Dislikes

I dislike the
mediocrity, and
students what
sleep in the
class and
now make
exercise

My profile

Name: Jhon Andres Garcia Perez
[HOME]

Basic Info:

Birthday: Five the month one thousand eight hundred
Age: thirty two
Sex: masculine
Profession: ssc Jockey Pinchadras
Address: New Horizonz
Phone number: 317 323 9515
Relationship status: married

me gusta
Likes

I likes played soccer
I likes eat much
I likes swim
I likes run
I likes con exercise
I likes write letters
I likes sleep
I likes cut

no gusta
Dislikes

I don't like smoke
I don't like quince
I don't like him friends
I dislike black cat
I dis like
I dis like
I dis like

Abilities

I can	I can't
<u>I can conduct marketing</u>	<u>can't have money</u>
<u>I can being better father</u>	<u>can't sleep during the day</u>
<u>I can being the better driver</u>	<u>can't swimming</u>
<u>I can have much money</u>	<u>can't sleep</u>
<u>I can have is van</u>	<u>can't to spy</u>

Academic formation

Institution: ren Horizonz
Level: eleven

Activities

Favorite movie: black 13
Favorite music: romantic
Favorite sport: soccer
Favorite book: bible
Religious views: catholic
Political views: none
Hobbies: soccer DJ Jockey


Family and Friends

Mother: mirian del castro **Best friends:** _____
Father: alvaro Garcia andrey lakorda
Children: sohan sebastian luis mendaza
Couple: yady duley niño luis arceida
Pet: paciencia carlos florez

4

My profile

DESCRIPTION OF MY PROFILE



mi name is jon andres. I am thirty two years old. stud in the university new horizon. mi address is race 5 con calle 27 #522 and my phone number is 317 723 7515. I like muscht playey secret. edad muscht. swim. run. and like wited letters but I dislike smoke. quarrel. and dislike bunk in the class the notes. my favorite movie is all the god and favorite music is Romantic. and my favorite sport is the soccer. me favorite book is the bible. I am the religious catholic. I not political views and me hobbies is soccer and Read.

I can run in the field but I can't run in the ladder. I can sleep in the night but I can't sleep in the class. I can ride bike but I can't walk naked. mi mother is mirian del carmen Perez and mi father away Garcia. my children is johan sebastian Garcia niño. my couple is gabry Duley and I have not got pet but my best friends is andrey taborda, Luis Almeida, Luis mendoza, carlos Flores

Family and Friends

Best friends: _____

Father: _____

Children: _____

Couple: _____

Pen: _____

Activities

Favorite movie: _____

Favorite music: _____

Favorite sport: _____

Favorite book: _____

Religious views: _____

Political views: _____

Hobbies: _____

My profile

LIBRO

Name: Jhon EDUARDO JIMENEZ CHIA

LIBRO

Basic Info:

Birthday: thirtlee / June
Age: twenty six years old
Sex: Masculine
Profession: Estudent
Address: cu 9 # 8-79 Florida
Phone number: Nothing
Relationship status: single

About me:

I am Jhon Eduard have twenty six years old
I live from clonickblanca, have two sister, my
family is beautiful, my mother is Jhon,
have one cat the cat grey is very
affectionate

Likes

Has likes it extreme
Has likes sing
Has likes game
Has likes a food
Has likes sun
Has likes walk
Has likes a music

Dislikes

Not like go school
not like the heat
not like the rain
Not like the soccer

Abilities

I can	I can't
<u>I can play tennis</u>	<u>I can't sleep</u>
<u>I can game play soccer</u>	<u>I can't sing</u>
<u>I can dance Always</u>	<u>I can't play basketball</u>
<u>I can walk Bicycle</u>	<u>I can't eat salad</u>
<u>I can run always</u>	<u>I can't a Dog</u>

Academic formation

Institution: codefac

Level: high school

Activities

Favorite movie: Top 2
Favorite music: electronic and rap
Favorite sport: play tennis
Favorite book: Bible
Religious views: Catholic
Political views: liberal
Hobbies: Play Games

Family and Friends

Mother: Blanca **Best friends:**
Father: Juan Josua
Children: Nadia
Couple: Not
Pet: Lucas

My profile

Name: Shony Alexis Castro Cabrera
[HOME]

Basic Info:

Birthday: twenty - may - ninety
Age: thirty
Sex: masculine
Profession: carpenter
Address: Street = twenty Nine - twelve avenue
Phone number: Five Four two Four five thirty
Relationship status: divorced

About me:

my mouth is big
I am tall
I am thin
I am male
I am is favorite red
I am eye blue

Likes

I like drink
I like foreign
I like SPORTS
I like entertainment
I like game play
I like soccer
I like Recreation

Dislikes

I dislike sport interest
I dislike the food animal
I dislike
I don't say random
I don't is a lady
I don't mercuric
I don't is, Salu
I don't is wine

Abilities

I can	I can't
<u>I can run</u>	<u>I can't run fast</u>
<u>I can talk Spanish</u>	<u>I can't play soccer</u>
<u>I can student</u>	<u>I can't see</u>
<u>I can may + bride</u>	<u>I can't swim</u>
<u>I can play soccer</u>	<u>I can't walk</u>
<u>I can tv television</u>	<u>I can't is to run</u>

Academic formation

Institution: low student school tonocual
Level: Bachiller

Activities

Favorite movie: my favorite movie thriller
Favorite music: my favorite music rap
Favorite sport: my favorite sport soccer
Favorite book: my favorite book shade game
Religious views: I'm christian
Political views: unbiased
Hobbies: my hobbies play soccer

Family and Friends

Mother: Rubia Helena **Best friends:** _____
Father: Roberto Castro
Children: Valery Sofia
Couple: Alexandra Cabrera
Pet: Sacha

My profile

Name: Juan Felipe Narvaez | HOME |

Basic Info:

Birthday: 20 march 1996
Age: 25 years
Sex: male
Profession: student
Address: actuality street 95 with avenue seven
Phone number: 3045677234
Relationship status: engaged

Likes

I like play video games and drive car in new cities with my girl friend and visit my family in valleupar I like much medellin

Dislikes

I don't like eat in class I dislikes slow fast in the city I don't like is Angry with my partner

Abilities

I can	I can't
<u>I can drive car</u>	<u>I can not speak italian</u>
<u>I can drink whisky with my girl friend</u>	<u>I can not fly in the space I can not play in class the english with Jonathan and John</u>
<u>I can much books the history in new horizonts</u>	

Academic formation

Institution: logos-University

Level: University one semester

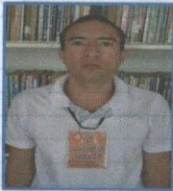
Activities

Favorite movie: the fast focus
Favorite music: the villenato
Favorite sport: the soccer
Favorite book: books the history
Religious views: Christian
Political views: Center Democrats
Hobbies: exercise and read

Family and Friends

Mother: luz Marina **Best friends:** _____
Father: Felipe Now have
Children: Now have
Couple: Whiana
Pet: Now have

DESCRIPTION OF MY PROFILE



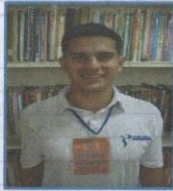
My name is Jhon
 I am from B. Williams
 I am thirty year old
 My favorite color is blue
 I am tall
 I am gay catholic

I am thin
 My favorite food is Spat
 I am gay play boys football
 I am Height was Sixty meter
 I can drive car fast
 I can Run in the field But I can't Run in the lapper
 I can Sleep in the night But I can't Sleep in the chair
 I can Ride motorcycle - But I can't walk naked
 My friend is Carlos an player with soccer but too player tennis
 My dog is very dangerous and not like the cat, my brother is called DuJan

<p>Best friends:</p> <p>Father:</p> <p>Children:</p> <p>Coaches:</p> <p>Pet:</p>	<p>Favorite sports:</p> <p>Favorite books:</p> <p>Religious views:</p> <p>Political views:</p> <p>Hobbies:</p>
--	--

My profile

DESCRIPTION OF MY PROFILE



MY NAME IS JOSEPH JOHANN CELIS LOPEZ, I AM TWENTY TWO YEARS OLD, STUDY IN THE UNIVERSITY NEW HORIZONS, MY ADDRESS IS STREET 12 # 54-04. AND MY PHONE NUMBER IS 32094163211. I LIKES MUCH PLAYER SOCCER, EAD MUCH SWIM PUM, AND LIKE WRITE LETTERS BUT I DISLIKES SMOKE, QUAREL, AND DISLIKES BLINK IN THE CLASS THE INGRES, MY FAVORITE MOVIE IS ALL THE GOOD AND FAVORITE MUSIC IS CRISTIAN AND MY FAVORITE SPORTS IS THE SOCCER, MY FAVORITE BOOK IS THE BIBLE I AM THE RELIGIOUS CHRISTIANITY I NOT POLITICAL VIEWS AND ME HOBBIES IS SOCCER AND READ.

I CAN RUN IN THE FIELD BUT I CAN'T RUN IN THE LADDER, I CAN SLEEP IN THE NIGHT BUT I CAN'T SLEEP IN THE CLASS, I CAN RIDE BIKE BUT I CAN'T WALK NAKED.

MY MOTHER IS STERIA LOPEZ VAJMES AND MY FATHER OSCAR RIVERA CELIS ABIZA MY SONS IS CALLED TWO IS LIAM JOSEPH CELIS LOPEZ AND MILAN JERRETH CELIS RAMBOS MY GIRL COUPLE IS KELLY DANIELA SIERRA JOYA AND I HAVE NOT GOT PET BUT MY BEST FRIENDS IS MARION LEITON AND MAIKOL MORENO AND JHAN GARCIA AND GOD. I CAN'T WIN THE RACE I CAN DANCE BETTER LATE THAN NEVER

Family and Friends	Activities
Best friends:	Favorite movie:
Mother:	Favorite music:
Father:	Favorite sport:
Children:	Favorite book:
Couple:	Religious views:
Pet:	Political views:
	Hobbies:

My profile

Name: JOSEPH JOHANN COHS LOPEZ

| HOME |

Basic Info:

Birthday: MAY 26 1996

Age: 25 years old

Sex: male

Profession: waiter - Bar, student

Address: street 17 # 54 - 04

Phone number: 3209963211 - CARRASS

Relationship status: MARRIED

About me:

I am JOSEPH COHS. I live in Bixadomanga and I am studying. Two brothers, my family is united, my mother is STELLA LOPEZ. my father is OSCAR COHS, have one dog PITBULL the color black is very dangerous, two children is MIAN JURETH COHS LOPEZ and LIAM JOSEPH COHS LOPEZ

Likes

I like sweets and candy

I like play soccer

I like studying

I like waiter - bar

I like chef

I like playing chess

I like studying English

Dislikes

I don't like studying

I don't like pocket

I don't like drink

I don't like party

I don't like cats

I don't like chicken

I don't like beans

Abilities

I can	I can't
<u>I can speak English</u>	<u>I can't not speak itech</u>
<u>I can drive car</u>	<u>I can't not play the piano</u>
<u>I can waiter - barman</u>	<u>I can't not see games</u>
<u>I can cook</u>	<u>I can't not fly</u>
<u>I can swim</u>	<u>I can't not sing</u>

Academic formation

Institution: INSTITUTE SIMON BOLIVAR

Level: eleven, level and technical waiter - bar

Activities

Favorite movie: _____

Favorite music: POP ROMANTIC IS MUSIC FAVORITE

Favorite sport: MY FAVORITE SPORT IS SOCCER

Favorite book: MY BOOK FAVORITE IS BIBLE

Religious views: MY RELIGIOUS IS CHRISTIAN

Political views: MY POLITICAL IS DEMOCRACY

Hobbies: MY HOBBIES IS PAINT

Family and Friends

Mother: STELLA LOPEZ NEMES **Best friends:** _____

Father: OSCAR PLEUSO COHS COHS

Children: ONE LIAM JOSEPH COHS LOPEZ TWO MIAN JURETH COHS LOPEZ

Couple: Kelly Ramirez kyle siera

Pet: one dog PITBULL

My profile

Name: Juan Carlos Vargas Fonseca.

Basic Info:

Birthday: December
 Age: thirty
 Sex: Male
 Profession: butcher
 Address: street 67 # 10E31
 Phone number: 6431442
 Relationship status: married

About me:

My mouth is big
 I am tall
 I am thin
 I am Mult.
 I am is tooth red
 I am eyes blue

Likes	Dislikes
I like <u>television</u>	I don't like <u>envy</u>
I like <u>play soccer</u>	I don't <u>sleep</u>
I like <u>to eat cheese</u>	I don't <u>cry</u>
I like <u>to take wine</u>	I don't <u>say redness</u>
I like <u>playing chess</u>	I don't <u>is</u> <u>tooth</u>
I like <u>to travel</u>	I don't <u>mercantiles</u>
I like <u>to map</u>	I don't <u>is</u> <u>salad</u>
I like <u>to dance</u>	I don't <u>is</u> <u>want</u>

Abilities

I can	I can't
I can <u>run</u>	I can't <u>run fast</u>
I can <u>speak</u> <u>song</u>	I can't <u>play soccer</u> <u>in the class</u>
I can <u>student</u>	I can't <u>see</u>
I can <u>mount</u> <u>bride</u>	I can't <u>swim</u>
I can <u>play</u> <u>soccer</u>	I can't <u>walk</u>
I can <u>to</u> <u>television</u>	I can't <u>is</u> <u>tooth</u>

Academic formation

Institution: New Horizont

Level: 1th semester

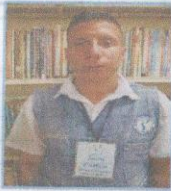
Activities

Favorite movie: Simpson
 Favorite music: Christian
 Favorite sport: Soccer
 Favorite book: Jattop
 Religious views: Catholic
 Political views: None
 Hobbies: Television

Family and Friends

Mother: Florcia Fonseca B. Best friends:
 Father: Jose Fernando Vargas A. Elvira Peña
 Children: Yes, one Alexandro Quintero
 Couple: Yes Johan Quintero
 Pet: NO Alexandro Quintero

DESCRIPTION OF MY PROFILE



My name is Juan Luis - my daughter is Florie Gabriel. - I am thin
I am from Guayaquil - my mother is Florie Kloria - My favorite food is Spaghetti
I am thirty years old - my wife is Florie Yenny - I am dark eyes green
I like play Soccer - my grandfather is Florie Israel - My mouth is big
My hair is normally blue - my grandmother is Florie Elvira - my sister is Florie Olyra
I am tall - my brother is Florie John -
- see is my beautiful family

I wake up 4:45 - I get up - I get undressed - then to take a shower - I get dressed -
I comb my hair - I have breakfast - I brush my teeth - I go to school night net - I go home
I have lunch - I brush my teeth - I do my homework - I go to the night class
after - I have dinner - I watch T.V - I finally I get bed 9:00 -

Daily Routines

My profile

Name: Marlon Hains Cacao Mantilla
[HOME]

Basic Info:

Birthday: 27-12-90
Age: 30
Sex: Male
Profession: STUDENT
Address: _____
Phone number: _____
Relationship status: Married

About me:

My name is Marlon cacao
I am from Bucaramanga
I am 30 year old
I like chocolate
I like Boxing
I like Blue

Likes

I like Play soccer
I like driving
I like class
I like Dog
I like Blue
I like Party
I like surprise

Dislikes

I don't like cat
I don't like Red
I don't like class
I don't like sad
I don't like lemon
I don't like Hourse
I don't like Problems

Abilities

I can	I can't
<u>I can Soccer</u>	<u>I can't Cat</u>
<u>I can football</u>	<u>I can't Red</u>
<u>I can swim</u>	<u>I can't Thief</u>
<u>I can Dog</u>	<u>I can't mitigate</u>
<u>I can Boxing</u>	<u>I can't Kidney</u>

Academic formation

Institution: _____
Level: _____


Activities

Favorite movie: avengers
Favorite music: Anuel
Favorite sport: Boxing
Favorite book: Bible
Religious views: CHRISTIANITY
Political views: _____
Hobbies: Movies

Family and Friends

Mother: Yolanda Mantilla **Best friends:** _____
Father: Eduardo cacao MIGUEL
Children: 4 Tania
Couple: YES Tatiana
Pet: Dog-Pog Ualety

DESCRIPTION OF MY PROFILE



My Name is Marlon Hans, I am from Bucaramanga
I am 30 years old I like chocolate I like Boxing
My father Eduardo Alirio My Mother Yolanda
My Brother Miguel My sister Tania
I like sport I like much eat My colour favorite is Blue
My fruit favorite is Pear My Dog is Pug I am Max

I like country I like travel I like manage motorcycle I like December
I am student the logos international university

<p>Favorite movie:</p> <p>Favorite music:</p> <p>Favorite sport:</p> <p>Favorite book:</p> <p>Religious views:</p> <p>Political views:</p> <p>Hobbies:</p>	<p>Favorite and friends:</p> <p>Father:</p> <p>Children:</p> <p>Couple:</p> <p>Pet:</p>	<p>Activities:</p> <p>Like:</p>
--	---	---------------------------------

#6

My profile [HOME]

Name: LATON SILVA MARLEN JONATHAN

Basic Info:

Birthday: TWENTYNINE THE MARCH THE 1986

Age: THIRTYFOUR

Sex: MASCULINE

Profession: ESTUDENIS

Address: RACE 16 D34 2D1-08

Phone number: 3164297471

Relationship status: SOLITARY

About me: 70 504 0100

I AM LATON I AM FROM SUCARATANGA I AM STUDY IN THE COLLEGE NEW HORIZONS, I LIKES PLAYER SOCCER BUT DISLIKES SMOKE AND QUARREL IN THE FRIENDS. MY FAVORITE MOVIE IS ALL THE GOD

Likes

I LIKES PLAYER SOCCER

I LIKES EAT MUSCH

I LIKES SWIM

I LIKES RUN

I LIKES CAN EXERCISE

I LIKES WATER BATTERS

I LIKES SLEEP

I LIKES CUT

Dislikes

I DON'T LIKE SMOKE

I DON'T LIKE QUARREL

I DON'T LIKE BUNK IN THE CLASS

I DISLIKES BLACKHEAD

I DISLIKES

I DISLIKES

I DISLIKES

Activities

Favorite movie: ALL THE GOD

Favorite music: CHRISTIAN

Favorite sport: SOCCER

Favorite book: SHINE

Religious views: CHRISTIANITY

Political views: NONE

Hobbies: SOCCER, READ

Abilities

I can	I can't
<u>I CAN RUN IN THE FIELD</u>	<u>I CANT TO CALL</u>
<u>I CAN SLEEP IN THE NIGHT</u>	<u>I CANT QUARREL</u>
<u>I CAN SWIM</u>	<u>I CANT RUN IN THE LADDER</u>
<u>I CAN BUILD IN NEW FUTURE</u>	<u>I CANT TOUCH THE FLOWERS</u>
<u>I CAN JUMP</u>	<u>I CANT INSULT</u>
<u>I CAN RIDE BIKE</u>	<u>I CANT WALK NAKED</u>

Academic formation

Institution: NEW HORIZONS

Level: L LEVEL INGLISH

Family and Friends

Mother: NANCY SILVA **Best friends:** _____

Father: ALMOY LATON MARCOL MORENO

Children: BRYAN LATON JOSET SELIS

Couple: MARIA GOD

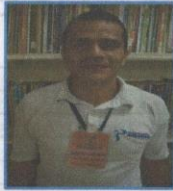
Pet: ESPAY

#2

DESCRIPTION OF MY PROFILE

My profile

PRESENTAR COMO ESCRIBO
MI HIJO SE LLAMA



MY NAME IS MARLON LAYTON, I AM THERTY FOUR YEARS OLD, STUDY IN THE UNIVERCTY NEW HORIZONTS, MY ADRES IS NACE 1603# 201-08 AND MY PHONE NUMBER IS 31164297471. I LIKES MUSCH PLAYER SOCCER, EAD MUSCH, SWIN, RUM, AND LIKES WITER LETTERS BUT I DISLIKES SHORE, FIGHT, AND DISLIKES BUNK IN THE CLASS THE INGLES, MY FAVORITE MOVIE IS AILLS THE GOD AND FAVORITE MUSIC IS (CRISTIAN) AND MY FAVORITE SPORT IS THE SOCCER, ME FAVORITE BOOK IS THE BIBLE I AM THE RELIGIOUS CHRISTIANITY I NOT POLITIAL VIEWS AND ME HOBBIES IS SOCCER AND READ.

I CAN RUN IN THE FIELD BUT I CANT RUN IN THE LADDER, I CAN SLEEP IN THE NIGHT BUT I CANT SLEEP IN THE CLASS, I CAN RIDE BIKE BUT I CANT WALK

MY MOTHER IS NANCY SILVA AND MY FATHER ARNOLY LAYTON MY SON CALLED BRAYAN LAYTON MY COUPLE IS MARIA AND I HAVE NOT GOT PET BUT MY BEST FRIENDS IS MARCOL MORENO, JOSET SELIS AND GOD

Family and Friends	Activities
Mother:	Favorite movie:
Father:	Favorite music:
Children:	Favorite sport:
Couple:	Favorite book:
Pet:	Religious views:
	Political views:
	Hobbies:

My profile

[HOME]

Basic Info:

Birth day: twenty-two/november/nineteen-seven

Age: 23 years old

Sex: masculine

Profession: student

Address: Carretera N: 28-22 district Santander

Phone number: not have

Relationship status: Single

About me:

I am Michael David Moreno Corzo have twenty-three years old I live from Bucaramanga have one brother my family is beautiful my mother is Fanny my brother and you play Soccer have one dog Pitbull the color black is very dangerous

Likes

I like paint

I like play Soccer

I like singer

I like Pet

I like movie

I like Study

I like swim

Dislikes

I don't like fight

I don't like to insult

I don't like to steal

I don't like Smorse

I don't like to lie

I don't like sleep web

I don't like drive cars

Abilities

I can	I can't
<u>I can speak English</u>	<u>I can not ride a horse</u>
<u>I can ride a bike</u>	<u>I can not play the piano</u>
<u>I can swim</u>	<u>I can not fly</u>
<u>I can paint</u>	<u>I can not drive accur</u>
<u>I can cook</u>	<u>I can not smoke</u>

Academic formation

Institution: Institute Francisco de Paula Santander

Level: eleven level

Activities

Favorite movie: my villainous favorite

Favorite music: summer is music favorite

Favorite sport: my sport favorite is Soccer

Favorite book: my book favorite is Bible

Religious views: my religious is Christian

Political views: my political is Democracy

Hobbies: my hobbies is paint

Family and Friends

Mother: is Fanny Moreno **Best friends:** _____

Father: haven't _____

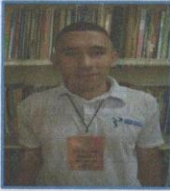
Children: haven't _____

Couple: haven't _____

Pet: one dog Pitbull _____

Description de mi Perfil
DESCRIPTION OF MY PROFILE

My profile



my name is michael David Moreno Costa I am twenty-three years old. I am from Bucaramanga I have one brother, my address is Race eight apartment number twenty-eight - twenty-two my mother is Fanny Moreno Costa She to like plants much I have one dog Pitbull color Black to is very clever I have not couple and either children. I like Much play Soccer and swim, swim, Run and like write letters But I Dislike smoke to fight and dislikes Blink in the class the English my Favorite Movie is My villainous Favorite and Favorite music is pop and my favorite sport is Football, My Favorite Book is the Bible I am the religious christian I not political views and my Hobbies is Soccer and Singer

I can run in the Field But I can't run in the ladder, I can sleep in the night But I can't sleep in the class, I can ride motorcicly But I can't walk Naked

My Friend is Marlon leyton and plays much Soccer but too player tennis It day is very dangerous and not like the cat, my brother is called Duvan Eduardo mibreno a have twenty-three years old.

Pet: _____ Couple: _____ Children: _____ Father: _____	Hobbies: _____ Political views: _____ Religious views: _____ Favorite book: _____ Favorite sport: _____
---	---

My profile

HOME

Name: Sergio Alejandro Medina

Basic Info:

Birthday: 22 September 1997
 Age: twenty three
 Sex: masculine
 Profession: students
 Address: street 4B number 3-54 villa Helena sur
 Phone number: 395198197
 Relationship status: single

About me:

I am Sergio Alejandro Medina Beltran have
twenty three year old I live from Florida
have one brother, my family is beautiful, my mother
is Teresa, my brother and you play games, have
one dog the color black is very dangerous

Likes

I like play soccer
I like music
I like food
I like cook
I like to see television
I like udeyball
I like sleep

Dislikes

I don't like weed
I don't like basketball
I don't like

Activities

Favorite movie: Captain America
 Favorite music: secret - Anuel
 Favorite sport: play soccer
 Favorite book: Bible
 Religious views: Christian
 Political views: None
 Hobbies: play videogames

Abilities

I can	I can't
<u>I can Run</u>	<u>I can't swim</u>
<u>I can play games</u>	<u>I can't</u>
<u>I can write</u>	
<u>I can jump</u>	
<u>I can dance</u>	

Academic formation

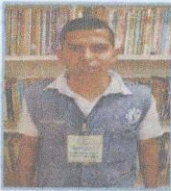
Institution: _____
 Level: _____

Family and Friends

Mother: Maria Teresa Medina Best friends: _____
 Father: not Fabian Torres
 Children: Mathias - Santos
 Couple: not
 Pet: dog

My profile

DESCRIPTION OF MY PROFILE



My name is Sergio Alejandro Medina Beltran I am twenty three years old I am from Florida Blanca I have one brother my address is Ponce Calle 4A # 3-54 Villa Helena for my mother is Teresa Medina Beltran she to like boil much I have dog color black to is very clever I have not couple and have sons, my sons called Mathias and Santiago I like Math play Soccer Eno much, swim, Rom and like witer lettes But I dislike smoke, quarel and dislikes plink in the class the english my favorit movie is Captain American favorite and favorite music is Reggaeton and my favorite sport is football, My favorite book is the Bible I am the religious christian I not political views and my hobbies is play videogames I can run in the field but I can't run in the ladder, I can sleep in the night but I can't sleep in the class, I can ride motorcicly but I can't walk naked My friend is Edgar Guateopi and plays much soccer but too plays tennis it dog is very dangerous and not like the cat

Address: _____

Phone: _____

Religion: _____

Political views: _____

Couple: _____

Sex: _____

Hobbies: _____

Political views: _____

Religious views: _____

Favorite book: _____

Favorite sport: _____

Favorite music: _____

Favorite movie: _____

My profile

Name: Sergio Andres Ballester Santos

Basic Info:

Birthday: four nine

Age: twenty five

Sex: MASCULINE

Profession: STUDY

Address: New Horizontes

Phone number: can't

Relationship status: I SINGLE

About me:

Hi my name is Sergio I am from Bucaramanga My like tennis

Likes

He likes a MUSIC

He likes walk

He likes Run

He likes a food

He likes game

He likes sing

He likes it extreme

Dislikes

have not got sleep

have not got think

have not got clean

have not got night

have not got smother

have not got hunting

have not got mad

Activities

Favorite movie: Shary

Favorite music: romantic

Favorite sport: soccer

Favorite book: bible

Religious views: not

Political views: not

Hobbies: Play soccer

Abilities

I can	I can't
<u>I CAN DANCE ALWAYS</u>	<u>I CAN'T smother</u>
<u>I can wear bicycle</u>	<u>I CAN'T sleep</u>
<u>I can game play soccer</u>	<u>I CAN'T smother</u>
<u>I can run always</u>	<u>I CAN'T game</u>
<u>I can play tennis</u>	<u>I CAN'T S...</u>
<u>I CAN eat breath</u>	

Academic formation

Institution: _____

Level: _____

Family and Friends

Mother: Senaidd Best friends: _____

Father: OHon I NOT that

Children: I NOT I NOT sleep

Couple: I NOT I NOT smother

Pet: I NOT I NOT -light

My profile

DESCRIPTION OF MY PROFILE

Hi My name is Sergio Baniero My profession is
STUDY ENGLISH My food favourit is fish. How old Twenty
five ^{years old} I can dance I have a Bicycle
I can't sleep class I can't Game in class
chess I has got a car

Address:
Phone number:
Relationship status:

I like:
Dislike:

Activities:
Favorite movie:
Favorite music:
Favorite sport:
Favorite book:
Religious views:
Political views:
Hobbies:

Family and friends:
Father:
Mother:
Best friends:
Couple:
Pet:

My profile

ID CARD
Name: YESID OLIVER TOROZA JAIMES

Basic Info:

Birthday: 28 of October

Age: Twenty seven year old

Sex: Masculino

Profession: Student

Address: Calle 27 #29 B 268 Barquisimeto Aron

Phone number: no have

Relationship status: Single

About me:

I am Yesid have 27 year old like the soccer my Profession is student of english have a daughter very beautiful I like dance I like eat fish

Likes

I like the music

I like play soccer

I like the color red

I like see a birds

I like watch TV

I like go swimmer

I like play station

Dislikes

I dislike skate

I dislike the tennis

I dislike look

I dislike the pitbull

I can	I can't
I can play chess	I can't say
I can run very quick	I can't listen very good
I can play soccer	I can't a mathematics
I can to walk a street	I can't eat hamburgers
I can jump high up	I can't high up

Academic formation

Institution: ejercito

Level: Grade 11

Activities

Favorite movie: my more favorite is rapida y furiosa

Favorite music: my music favorite is Ft Rap

Favorite sport: my sport favorite is ft soccer

Favorite book: haven't book favorite

Religious views:

Political views:

Hobbies: Play chess

Family and Friends

Mother: Maria H JAIMES Best friends: I haven't friends

Father: Ilbando TOROZA

Children: Sofia TOROZA

Couple: haven't

Pet: haven't Pet

Appendix E Letter

Hello ni name es AlbertH Andrey taborda i am years
 old thirty four i am from medellin i like bicycle good
 day greetings i get up with tall blessings of god

My soul twin god Bless you And you keep in the Hellow of
 is Man
 Me A rush heart cant witer this letter in the which you
 go a count of much wat net A Help to be in new Horizons
 promise that really in new Brother in new cousin in new
 friend and new son i an englis study to will teach A
 erika and A you also followin study acounting to the
 Help the you enterprise i will not A consume DRESS
 with the favor the god And aprovement more the time
 with you

i am not A waste more my time i cant not waste it
 new opportunities that ne give good


And i cant Being Better is yours memory is thirty one
 part ten of the tomorrow it is memory A the street A
 river All ne memory A you i love much

look Nara y michelle Jeanpierre y nariol is going A
 crash ses continue with he i am A estudy A race Next
 year But not studing tecnology

i shall have it sent letter quit Always A you Bless
 i cant help thanking in you Al to soul twin

i am where sleepies with ni sister in house i am waiting
 that for the moment perfect for you to be with he
 she's the one who is ni sister

AlbertH Andrey taborda



CACUA

My Mother God Bless you, and you keep in the hollow
of his hand

Me a musick vallerato can witer this letter in the
whicht you go a count it muschl wat me a help to
Be in new horizons

Promise that realy in new mother in new
cousin in new friend and new son I am
english study to will teach a Brothers and
Miguel and Tania study english to the help
the you enterprise I will not a cousome Dionys
with the favorite the God and I can being
Better

It's triti past ten of the tamerrow it's sorry
memory the stroll a river, all me memory a you
I love much

I can't help thinking in you it is con the
25th five floor go the views are great
I hope that one day you will come to us
and stay with now to improve as a
person and have a better future

I LOVE MOTHER

HOMEWORK

18/05/21.

By: Camilo ANDRES REMOLINA VARGAS

HELLO FATHER

MY LETTER WANT THE TO WANT, TO
COUNT WHAT. THIS IS ONE EXPERIENCE
NEGATIVE, DIFFICULT BUT IS NECESSARY WHY,
RECAPACITE.

ALWAYS YOU THINK, GOOD LUCK IN LIFE.
WHAT'S AND BE PATIENTS WHEN LONG EAST,
TO MAKE EXERCISING. AFTER EXERCISING
EAT LIKE A BREAD. THE EARLY BIRD CATCHES
THE WARM. THERE IS A TEACHER IN NEW
HORIZONS, THERES A COURT IN NEW HORIZONS,
THERE IS A DOG, AND CAT.

WHAT AND BE PATIENT FAMILY. AFTER MY
EXPERIENCE IN NEW HORIZONS AND MY
ENGLISH CLASS.

BAY BAY FATHER.....

LETTER FOR MY MOTHER

FOR: VICTORIA TAPIAS
OF: CESAR GARZON
DATE: 18 MAY 2021

HELLO MOTHER

SIGHT I HURT SEFT DURING MUCH TIME.

TODAY THE LIFE TAKE NEW DIRECTION.

EN NEW HORIZONS WI CLIMB SLOWLY.

GOD MY GUIDED WORD STRONG FOR AM BEST,

NOW I WILL SEARCH THE HAPPYNESS WHAT

TODAY I HAVE GOT IN MY LIFE NEW.

I'M GOIN TO ENJOY HOW NEVER MY NEW

OPORTUNITY, WHAT MY GOD MI OFFER

TANK BY THOU SUPPORT UNCONDITIONAL.

I DO NOT PLAY MY LIBERTY.

I WILL HAVE A RESTAURANT WHIT MY

FAMILY, WE WILL BE HAPPY FOREVER

I LOVE MOTHER

BAY...

ATT. CESAR YOU SON

Hello my friend you like name it is
 Cesar you have years old twenty nine
 you like It is A Pets Dogs a horse
 & heteronts he like this is a calistenics
 you have a family mother, father, son
 etc. is a life family, all morning
 lets go to practice a calistenics
 and walk street I have a cat it
 have name a chiki It is like
 eat a mouses in the house my family
 in the center city they are like from a
 groups my family a have breakfast
 a live lets go to play soccer in the
 night I like party's it is a weekend
 Good bye friend

Att Cesar Perera

Hello son:

I am studying english with the university Industrial of Santander.

My teachers are jon and jonathan, They are excellent teachers, I have one hundre students in the community New Horizons and I give them personal motivation classes, they have problem of drug, they have community a crime and are overcoming. They are ready to go in liberty, working to foot of their family.

I will teach others boys. what will arrive the community

Bye

Heri flores

Hello my name is Jhon Andres GARCIA
 I am years old thirty two four I am from Bucaramanga
 I like I am DJ-JOK, my soul twin God bless you and you
 keep in the Hellow of is Han
 me a musk merry can write this letter in the which
 you go account it must wait me a help to be in
 new horizons promise that really in new brother
 in new cousin in new friend and new son I am
 in his study to will teach a Elena and a you also
 Follo win study aconyng to the help the you
 enterprise I will not a consume drugs with the
 favor the god and a provecare more the time
 with you. I am not a waste more my time I can
 not waste it new opportunity that me give good
 and I can't being beter is thirty past ten of the
 tomorrow it is sunny memory a the street a river
 all me memorie a you I have much look hard y
 Diego Alejandro GARCIA Pardo y Jhon Sebastian GARCIA Nino
 is going a crash yet continue with he I am a etody
 a race the next year but not studying technology
 I shall have it sent letter quick at was a you
 bless I can't help thinking in you at to soul twin
 I am where sleeping with mi sister in house I am
 waiting for the women perfect for soul to be with
 He she is the one who is mi sister.

Jhon Andres GARCIA Perez

MY BEAUTIFULL SISTER

My soul tuven god bles you and yo keep in the
 Helbow of is hand, me a musek merri can witer
 this letter in the which you, I a count it musch
 wat me a help to be in New Horizont promise that
 bealli in new brother in new cousin in new friend
 an new son can Inglis study to will teach a criky
 and a you also followin study accountiny to the
 Help the you unteppise.

I will not a consume dross with the favor the god and
 approvecare more the time with you, I an not a waste
 move my time is can not waste it new opportunity
 that me give you.

And I can't being betay is twenty fourt part ten of
 the tomaw it is sunny memora of the stioit a
 river all me memora of you I love much.

look nam is going a crash yes continue, with he I am
 a study a face the nex year but not studing tecnology

JOHN CHIA

Johnny Castro
my soul seven god
blues you and need
in the Hellow de is mind
me a count it nose wat
me a I lak is exerSais I
am From Bucaramanga
city Nort the profesion
gain carpinter
AIT = Johnny

HI JOSEPH JOHANN celis lopez
 GREET: MOTHER
 MY MOTHER GOD Bless you, AND you keep IN THE Hollow
 OF HIS HAND.
 ME A MUSCİK POP CAN WİTER THIS LETTER IN THE WHICH
 YOU GO A COUNT IT MUSCH wat me A HELP TO BE IN
 NEW HORIZONTS
 PROMISE THAT REALY IN NEW MOTHER, IN NEW COUSIN,
 IN NEW FRIEND AND NEW SON. I AM ENGLISH STUDY
 TO WILL TEACH A BROTHERS AND GİOTHER AND JAİDER STUDY
 İNGİSH TO THE HELP THE YOU ENTERPRISE
 I WILL NOT A CONSUME PROGS WITH THE FAVORİTE THE GOD
 AND I CAN BEİNG BETTER.
 İ'S TWENTY-FİVE PAST TEN OF THE TOMORROW İT İS SUNNY
 MEMORY THE STROLL A RİVER. ALL ME MEMORY A YOU İ LOVE
 MUCH.
 İ SHALL HAVE İT SENT QUICK, ALWAYS A YOU DRESS İ CAN'T
 HELP THİNKİNG İ AM A STUDY A RACE THE NEXT YEAR
 BUT NOT STUDY TECHNOLOGY.
 İ CAN'T HELP THİNKİNG İN YOU İT İS CON THE 25TH
 FİVE FLOOR GO THE VIEWS ARE GREAT. İ HOPE THAT ONE
 DAY YOU WILL COME TO USA AND STAY WITH NOW TO
 İMPROVE AS A PERSON AND HAVE A BETTER FUTURE
 I love mother
 Sender: JOSEPH JOHANN celis lopez
 closing

Date: 18 May 2021
 Eighteenth May twenty twenty one

Letter for God

Hello God I am happy in new horront where
Can do guide my partings I have an
Daughter she is Beautifulh I'm studying english
in new horronts my family is happy with is god
my guide toward an new life here what work
strong for am best now I will search the happyness
what today I have got in my life new I'm open
to enjoy how never my new opportunity what my
god me offer thank by thow support incondi-
tional I do not play my liberty... I want to
have a different future for me and my family...

I love God.

NAME Juan Carlos Vargas Fonseca ☺

LETTER FOR MY MOTHER

For : Luz Marina Navas
 of : Juan Felipe Narvaez
 Date : 18 May 2021

Hello Mother I'm very good in the community New horizons
 I'm studying English with the university industrial of Santander I
 have a girlfriend beautiful she lives in Tenerife and we are happy
 Always my family are good must make the things very good to now
 arrive this place before I was consumer of the drug now I'm free
 of the drug. when go out of this place I will go of fest with women
 beautiful and visit my teachers John and Jonathan after I will live in Tenerife
 with my girlfriend will study psychology with the UDI from my house and will
 can have good friends, I will have a car fast sport my brother will play
 in a team important of Colombia will study English and Italian for speak
 two languages and teach my family. I will have much money to help
 people with problem the drug I and my family will be happy forever

I LOVE MOTHER

Att Juan Felipe Narvaez N
 Tu hijo - Your son

MARLON LAITON SILVA

DATE: 18TH MAY 2021
EIGHTEENTH-MAY-TWENTY-ONE
TWENTY-ONE

ME SOUL TWIN...♥♥♥

Hi:

MY SOUL TWIN GOD BLES YOU, AND YOU KEEP IN THE
HOLLOW OF HIS HAND. ME A MUSH MERRI CAN WITER THIS
LETTER IN THE WHICH YOU GO A COUNT IT MUSCH WAT ME A HELPTO
BE IN NEW HORIZONTS. PROMISE THAT REALLY IN NEW BROTHER IN
NEW COUSIN, IN NEW FRIEND AND NEW SON.

I AM ENGLISH STUDY TO WILL TEACH A VALENTINA AND A YOU
ALSO FOLLOWING STUDY ACCOUNTING TO THE HELP THE YOU ENTERPRISE.
I WILL NOT A CONSUME DRUGS WITH THE FAVOR THE GOD AND
A PROFIT MORE THE TIME WITH YOU. I AM NOT A WASTE MORE
MY TIME. I CAN NOT WASTE IT NEW OPORTUNITY THAT ME GIVE GOD.
AND I CAN BEING BETTER.

IT'S TWENTY-FIVE PAST TEN OF THE TOMORROW IT IS SUNNY, MEMORY
WHEN TO GO OUT THE STROLL A RIVER. ALL ME MEMORY A YOU, I LOVE
MUCH.

LOOK! NIKOL IS GOING A CRASH YES CONTINUE WITH HE.

I AM A STUDY A RACE THE NEXT YEAR BUT NOT STUDING TECNOLOGY.

I SHALL HAVE IT SENT LETTER ALWAYS A YOU DRESS.

I CAN NOT HELP THIN KING IN YOU

ONLY FACES HAPPY

😊😊😊😊

AT: TO SOUL TWIN

letter

Date: 18th MAY 2021

eighteenth-May-twenty, twenty one.

Greet: Brother.

Sorry For not writing earlier but I'am been incredibly busy
I got Prisoner

You writing. to speak it fine what I am, I hope in
to go out. Fast to are How you.

I have much desire the Seeing quick our Friendship.
is VERY beautiful, I am Estudy English. in New horizon
Can you help me prayer. to what all this fine I wake
up. at Five. I brush my teeth, I take a Shower, I get
dressed at Six-thirty, I breakfast at six-Forty, I got to
Study at Seven-thirty normally I always after class
I want what you are fine, I won't go out until what
to Change. I am goin to better. person. I will am
teacher the English. and help. a children.

good luck.

I love. Brother.

Sender: Michael David Gorano Corzo

closing.

letter

Prep MY SISTER

MY SOUL TOUEN GOD BLES YOU AND YOU
KEEP IN THE HELLOW OF IS HAND ME A WIFE SONIA
CAN WITER THIS LETTER IN THE WHICH YOU GO A
COUNT IT MUSCH WAT MEA HELP TO BE IN NEW
BROTHER IN NEW COUSIN IN NEW FRIEND AN NEW SON
CAN INGLISH STUDY ACCOUNTING TO THE HELP THE YOU
ENTERENSE WILL NOT A CONSUME DROBS WITH THE
FAVOR THE GOD AND APROVE CARE MORE THE TIME
WITH YOU I CAN NOT A WASTE MORE MY TIME I CAN
NOT WASTE IT NEW OPORTUNITY THAT ME GIVE GOD
AND I CAN'T BEING BETTER IS TWENTY SIX PAST TEN OF
THE TOMORROW IT IS SUNNY FINISH CONTINUE.

ATM: Sergio Barrero Santos

♥ LETTER PREP MY SISTER ♥

MY SOUT TUVEN GOD BLES YOU AND YOU
 KEEP IN THE HELLOW OF IS HAND ME A
 WIFE HELENA CAN WITER THIS LETTER IN
 THE WHICH YOU GO A COUNT IT MUSCH
 WAT ME A HELP TO BE IN NEW Hori
 zont PROMISE THAT BEALLI IN NEW
 Brother IN new Cousin IN New friends
 and new Son can ENGLISH STUDY
 acoun TING TO THE HELP THE YOU entere
 rise will not a conyums Drags wh-
 ith the favor THE GOD and prove
 care more THE TIME WITH YOU I
 an not a waste more my TIME I
 can not waste it new afortunity
 that my give GOD and I can't Being
 Betar IS TUVenta SIX Past Ten of
 Tomorrow It IS Sunny mamory
 continue with finish.

ATT: YESID Tolozca

Appendix F Reflective paragraph

Thony Alexis Castro Cabrera

Hi my name is Thony the class of english are a exelent where I learnt to read and listen, when go out want to teach my sons they are my life also to me comunicate with much people. I can teach my camily topics basics of englis how listen conversations in english of other people, my life change I'm better person and I going will make the things good and I will help my family working much and changin my friends

Hello!

In this moments I'm feel happy
I learnt news experiences about
the English.

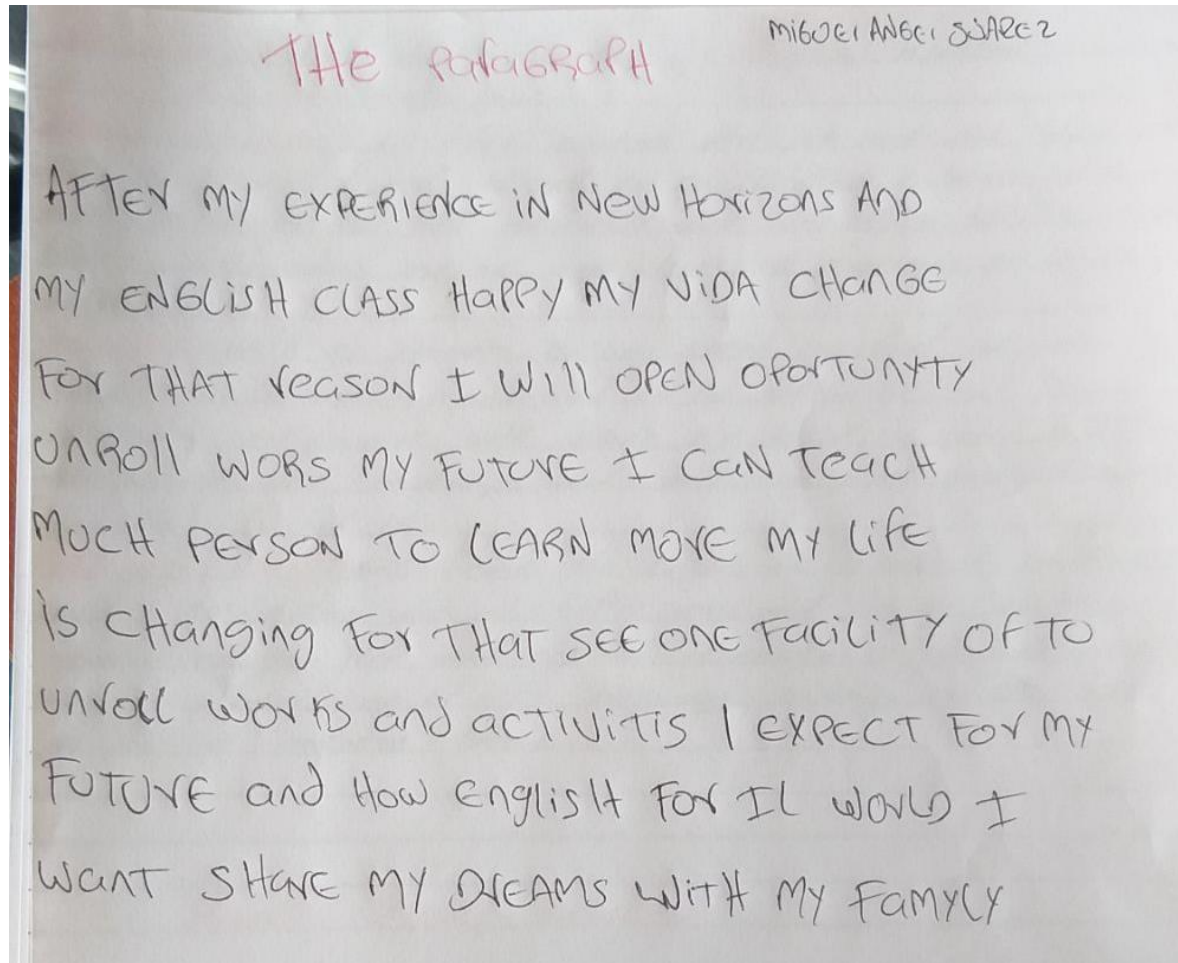
I want to learnt more English to my
next trip to the United States
and have much friends Americans.

My family are happy because speak
better the languages difficult the
speak also of write. But I going will
learnt everyday more.

I like study English because I can speak
with others persons to finish and I
have better life. I will study more
English and teach to my boys of
the community.

Thanks.

Att: ~~F~~RIBERTO FLORES MORENO
May 24th (2021)



My name is Albert H. Andrey Laborada I am from Medellin
 I am years old thirty four
 personal response in studies English what I am and do to use in
 my life everyday and to teach in my childrens I to indicates
 how to use in one life personal and then in my brother now
 that apraise color use of apprentice how experience in news
 horizons
 to share with my friends of one sweet consultant of one
 context double bass of salvation in of relationship of
 sociability in general with whole my world for now to set up
 este culture with learning and with love pride and demands
 of exist in last life
 his experiences ser to use the English in whole it personal
 and to compare dar an better way and to give another
 reason in my life and ser but examples to my family in to
 questions daily of it life everyday so many in the home
 as in all apraise labour

Albert H. Andrey Laborada

Albert H

Nombre: mi name is Jhon ANDRÉS GARCÍA PERÉZ i am from: bucaramanga.

Personal Response im estudy english whit Him end dot to use in my life everyday and to teach in my childrens i to indicate how to use in one life personal and then in my brother now that apraise estoy use of apprentice work experience in new horizons.

to share with my friends of one sweet consultant of one context double bass of salvation in of relationship of sociability in general with whok Him world for you to set up este culture with learning and with love pride and demanding of exist in lat life

Key experiences set to use the english in whok it personal and to comprice day on better way and to give another reason in my life and set but exemplary to my family in 10 questions daily of it life everyday so many in the home as in all apraise labour

JHON ANDRÉS GARCÍA PERÉZ

Name: Cesar Pedraza

Date: 24th. may-2021.

Hi!

In this moments. im feel happy I learnt news. Experiencies. about the English. I wont to learnt more English. to my next trup. to the USA and have much. Friends. americans.

my Family are happy because speak bether. the lenguages. difficult the speak also of write. But I going will learnt everyday more. I can helps in one Future. I can. to learn speak and read. texts the English. me motive. you be a better person that look difficult but god will help with iam much blessed. For the opportunity of you be part of its. Comunity when it is new. horizons.

LATON SILVA MARLON

DATE:
TWENTY-FOUR MAY TWENTY-TWENTY ONE

AFTER MY EXPERIENCE IN NEW HORIZONS AND MY ENGLISH CLASS I FEEL THAT MY LIFE IS CHANGING FOR THAT SEE ONE FACILITY OF TO UNROLL WORKS AND ACTIVITIES. I WANT TO HAVE A DIFFERENT FUTURE FOR ME AND MY SISTER. I CAN TRAVEL TO EUROPE TO LEARN MORE ALSO I WILL SHARE MY DREAMS WITH MY FAMILY, I CAN LEAVE THE DRUGS AND I CAN WILL WORK IN THE RESTAURANT INTERNATIONALITY. EMPOWERS MY LIFE AND READ TEXTS HE MOTIVE YOU BE A BETTER PERSON. THAT LOOK. DIFFICULT BUT GOD WILL HELP WITH IT. I AM MUCH BLESSED FOR THE OPPORTUNITY OF YOU BE PART OF IT'S COMMUNITY. WHEN IT IS NEW HORIZONS.

Name: JOSEPH JOHANN celis Lopez Date: 24th May 2021

Twenty fourth May twenty twenty one

AFTER my experience in New Horizons and my English class I feel that my life is changing for that see one facility of to unroll works and activities. I want to have a different future for me and my family, I can help in one future also I can to travel a The United States to with to recapture the statue the Liberty. I am going to talk about what I expect for my future and how English empowers my life I can learn speak and read texts also. I'm having a great time for that reason I expect to study more. The English me motive you be a better person. That look difficult. But god will help with it I am much blessed for the opportunity of you be part of **IT'S** community.

MARLON HANS CACUA MANTILLA

After my experience in new Horizons and my English class I feel I want to have a different future for me and my family I am going to talk about what I expect for my future and how English empowers my life is changing for my future that see one facility of to control works and activity I want to have a different future for me and my family I can help in one future also I can travel at the Statue of Liberty I am going to talk about what I expect for my future and how English empowers my life I can learn speak and read texts also I'm having a great time for that reason I expect to study more the English me motivate you be a better person that look difficult but God will help with it I am much blessed for the opportunity of you be part of its community where it is new Horizons

Date: 23th May 2021

After my experience in New Horizons and my English class I feel that my life is changing for that see one facility of to unroll works and Activities I want to have a different future for me and my family I can help in one future also I can to travel a the United States to with to recognize the statue the liberty I am going to talk about what I expect for my future and how English empowers my life I can learn speak and read texts also I'm having a great time for that reason I expect to study more the English me motive you be a better person that look difficult but god will help with it I am much blessed for the opportunity of you be part of its community when it is New Horizons

Name = Sergio Alejandro Medina Beltran

DATE: 24 MAY 21
NAME: CESAR AUGUSTO GARZON TAPIAS

NEW HORIZON GIVES ME THE OPORTUNITY OF
STUDY AND PRACTICE THE ENGLISH.
I'M HAPPY WITH THE AND WORK THE ENGLISH.

MY PLANING A LONG PERIOD IS HELPS A
PERSON.

I WILL KNOW COUNTRIES AND I BETTER MY
LIFE STYLE. AND OPORTUNITY OF WORK.
I'M GOING TO TALK ABOUT WHAT I
EXPECT FORM MY FUTURE AND HOW ENGLISH.

STRENGTHEN MI LIFE I CAN LEAR SPEAK
AND CREAD. THE ENGLISH.

ME MOTIVE YOU BE A BETTER PERSON THAT,
LOOK DIFFICUT BUT GOT WILL IT.

I'M MUCH BLESED FOR THE OPORTUNITY
OF YOU BE PART OF ITS COMUNITY.
WHEN. IT IS NEW HORIZONS

IT WILL BE BETTER THAT CONSUME DRUGS

•The Paragraph•

after MY experience in new horizons and of have
 después de mi experiencia en nuevos horizontes y de tener
 my class of English I'm secure what my life have
 mis clases de inglés estoy seguro que mi vida tendrá
 a change. For that see in the English many opportunity
 un cambio por que veo en el inglés muchas oportunidades
 for out forward want to have a different future
 para salir adelante quiero tener un diferente futuro
 for me and my family want travel to EEUU for
 para mí y mi familia quiero viajar a Estados Unidos para
 learn more and carry out my sleep that is to give
 aprender más y realizar mi sueño que es darles
 a future to my family. I can leave the DRUGS
 un futuro a mi familia puedo dejar las drogas
 and work in a restaurant international and
 y trabajar en un restaurante internacional y
 do much thing for my still life and for the of my
 hacer muchas cosas para mi estilo de vida y para el de mi
 family I'm secure that with the help of God the
 familia estoy seguro que con la ayuda de Dios lo
 I can achieve
 puedo lograr.

YESID TOLOZA

The Paragraph

After My Experience in New
Horizons My class English i feel
Tha My life is Beautiful I can
CHANGING for THAT See My life
facility for THAT I can developed a
works AND I want To have a
future diferent for My AND My
family I want Travel for it world
I want SHare MI DREAMS WITH
MY family AND country want Travel
all AND NOT CONSUME DROGS

Sergio Barrero

Appendix G Sample certificate



Appendix H Rubric for Speaking

Student					
Aspect	Excellent	Good	Acceptable	Low	Observations
Fluency	Generally well-paced flow with minor hesitation or pauses	Speaks with some hesitation and pauses but it doesn't affect intelligibility	Speaks with some hesitation and pauses, which affect intelligibility	Speaks with too much hesitation and fillers, which affects intelligibility.	
Pronunciation	The speech is clear. It may include minor pronunciation and intonation difficulties which do not affect overall intelligibility	The speech is generally clear with though minor pronunciation and intonation difficulties that may require listener effort at times	Speech is basically unintelligible, though listener effort is needed because of unclear articulation and awkward intonation.	Consistent pronunciation, stress and intonation difficulties cause considerable listener effort.	
Use of grammar	Uses all the grammar structures seen in class accurately.	Uses most of the grammar structures seen in class accurately.	Uses some of the grammar structures seen in class with some mistakes.	Uses some grammar structures seen in class with a lot of mistakes.	
Cohesion	Speech is well developed and coherent; relationships between ideas are clear.	Speech is mostly coherent and sustained. Overall development is somewhat limited, usually lacking elaboration. Relationships between ideas may at times not be immediately clear.	Mostly basic ideas are expressed with limited elaboration. Relevant substance may be vaguely expressed. Connection of ideas may be unclear.	Limited relevant content is expressed. The speech lacks substance beyond expression of very basic ideas. Speaker may be unable to sustain speech.	

Appendix I Rubric for Writing

Student					
Aspect	Excellent	Good	Acceptable	Low	Observations
Morphology	Almost always writes correctly the words	Sometimes writes correctly the words but does not affect intelligibility	Has some mistakes regarding the letter order of the words causing effort to the reader	Hardly ever writes correctly the words difficulting its comprehension.	
Syntax	Almost always uses adequately sentence structure	Sometimes uses adequately sentence structure but does not affect intelligibility	Has some mistakes regarding the word order in the sentence causing effort to the reader	Hardly ever uses adequate sentence structure difficulting its comprehension.	
Grammar	Almost always uses correctly varied grammar structures seen in class.	Uses accurately some grammar structures with minor mistakes seen in class.	Uses a few grammar structures seen in class with some mistakes that affect intelligibility.	Hardly ever uses grammar structures seen in class and many mistakes are perceived.	
Coherence and cohesion	Almost always uses accurate linking words to connect ideas and always follows an organized sequence.	Sometimes uses linking words accurately to connect ideas. Sometimes follows a sequence of ideas.	Uses correctly few linking words to connect ideas and hardly ever follows an organized sequence of ideas	Hardly ever uses linking words to connect ideas and does not follow an organized sequence of ideas	

Appendix J Students' video

<https://drive.google.com/file/d/1tIAlMPEPCLc5QBT1j6IBxGam6HuxhAM-/view?usp=sharing>

Appendix K Consent form**Formulario de consentimiento para ser sujeto de investigación****Introducción**

Esta investigación es realizada por Jonathan Grass y Jhon Durán en Cárcel y Penitenciaría de Mediana Seguridad de Bucaramanga (CPMSbuc) para determinar si la implementación de la enseñanza PBL mejora las habilidades productivas del inglés y las estrategias de aprendizaje metacognitivo en los internos. El estudio se llevará a cabo con miembros del Programa de Licenciatura en lenguas extranjeras con énfasis en Inglés y está supervisado por la profesora Tatiana Mikhailova.

Procedimiento

Si decide participar en este estudio, participará en una entrevista. En la cual, se le harán una serie de preguntas sobre su contexto, conocimientos y perspectivas en cuestión del mejoramiento de sus habilidades productivas en la lengua Inglesa. La entrevista consta de unas 12 preguntas y durará aproximadamente 20 minutos; Para esta sección, también pedimos permiso para grabar la entrevista.

Riesgos/Malestares

No hay riesgos por su participación en este estudio.

Beneficios

El participante tendrá la oportunidad de atender una secuencia didáctica que le permitirá desarrollar o fortalecer sus habilidades productivas de la lengua inglesa además de experimentar el proceso de aprendizaje de la lengua en cierta medida.

Confidencialidad

Toda la información proporcionada será confidencial y solo se informará como datos grupales sin información de identificación. Todos los datos, incluidas las entrevistas, se guardarán en un lugar seguro y solo las personas directamente involucradas en la investigación tendrán acceso a ellos.

Participación

La participación en este estudio de investigación es voluntaria. Tiene derecho a retirarse en cualquier momento o negarse a participar por completo.

Preguntas sobre la investigación

Si tiene preguntas sobre este estudio, pueden comunicarse con Jonathan Grass en grassjonathan1@gmail.com, Jhon Durán en jhonduranmendez@gmail.com, o Tatiana Mikhailova mikhailova_tatiana@yahoo.es.

He leído, entendido y recibido una copia del consentimiento anterior y deseo por mi propia voluntad participar en este estudio.

Firma: _____ **Fecha:** _____