

English in a rural area: Integrating community and foreign language teaching

Leidy Juliet Cárdenas Herrera

Undergraduate Thesis to opt for the Title of B.A. in Foreign Language Teaching with emphasis
on English

Director

Edga Mireya Uribe Salamanca

PhD *Didactique des langues et des cultures*

Universidad Industrial de Santander

Faculty of Human Sciences

School of languages

B.A. in Foreign Language Teaching with emphasis in English

Bucaramanga

2023

Dedication

I want to dedicate this project to my family. To my dad, who has walked next to me in every step I have taken. To my mom, who has always had a word of encouragement and support. To my brother and sister, who have always celebrated my accomplishments. To my aunt, who has always taken care of me. To my boyfriend, who has always believed in me. To Chente, Gastón and Maxy, who have brought joy to my life. To God, who has made all this possible.

Acknowledgments

I want to thank the people at Acapulco for welcoming me into their community and allowing me to explore and learn from it. To the students in fifth grade for their disposition and enthusiasm to learn. To the head teachers in fifth grade for giving me the space within their classes and supporting me during the development of the project. To my director for her guidance and kind words. To my family for encouraging me to persuade my goals.

Table of content

| | |
|---------------------------------------------------------------------------|----|
| Introduction | 11 |
| 1. Objectives | 13 |
| 1.1 General objective | 13 |
| 1.2 Specific objectives | 13 |
| 2. Problematization: Foreign language teaching in rural areas in Colombia | 14 |
| 2.1 Teaching English in rural areas | 14 |
| 2.2 Research question | 15 |
| 2.3 Justification: Language and communities | 15 |
| 3. Theoretical framework | 16 |
| 3.1 Background: Integrating CBP and language instruction. | 16 |
| 3.2 Theoretical bases | 18 |
| 3.2.1 Language and culture | 18 |
| 3.2.2 Community-based pedagogies | 19 |
| 3.2.3 Didactic strategies | 20 |
| 3.3 Legal framework | 21 |
| 4. Methodology | 22 |
| 4.1 Type of research | 22 |
| 4.2 Hypothesis and variables | 23 |
| 4.3. Sample and sampling | 23 |

| | |
|-----------------------------------------------------|----|
| 4.4. Activities implemented | 24 |
| 5. Results | 27 |
| 5.1 Getting to know the community. | 27 |
| 5.2. About the students. | 32 |
| 5.3. In the classroom. | 36 |
| 5.3.1 Building knowledge. | 38 |
| 5.3.2 Discovering my school | 41 |
| 5.3.3 This is Instituto Miguel Sánchez Hinostrroza. | 45 |
| 6. Conclusions | 48 |
| References | 51 |
| Appendices | 56 |

List of tables

| | |
|------------------------------------------------------------------------------|----|
| Table 1. Activities to be carried out during the project | 25 |
| Table 2. Students' answers to how they usually feel during the English class | 34 |
| Table 3. Class schedules | 36 |
| Table 4. Summary at the stages of the project | 37 |

List of figures

| | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| Figure 1. Location of Santander within the Colombian map. B. Girón within the Santander map. C. Acapulco within the Giron Map. D. Route between Universidad Industrial de Santander and Acapulco. | 24 |
| Figure 2. “All about me” worksheet. | 32 |
| Figure 3. Example of students’ mini books. | 39 |
| Figure 4. Example of the classroom descriptions created by the fifth grade students. | 46 |
| Figure 5. Example of the classmates’ files created by the fifth grade students. | 47 |
| Figure 6. 54 Students and the research teacher. | 48 |

List of Appendices

| | |
|----------------------------------------------------------------------------------------------|----|
| Appendix A. Interview questions to the fifth grade teachers and the community members. | 56 |
| Appendix B. Survey to explore students' demographics and their insights on English learning. | 57 |
| Appendix C. Example of the reading exercises carried out during the class. | 58 |
| Appendix D. Worksheet an example of a listening exercise. | 60 |
| Appendix E. "All about you" worksheet. | 62 |
| Appendix F. Final exam and students' survey. | 63 |

Abstract

Title: English in a rural area: Integrating community and foreign language teaching^{1*}

Author: Leidy Juliet Cárdenas Herrera^{2**}

Key words: community-based pedagogies, language, culture, rural schools, English skills.

Description:

Historically, in Colombia, rural areas have been neglected and their community trades have been overlooked or disregarded. Educational policies are not the exception, especially the ones ruling foreign language teaching in which limitations, such as the lack of resources at the schools and the teachers' domain of the language, have not been taken into consideration. In this qualitative study, the objective was to enhance students' sense of belonging to their school community while developing their foreign language skills. With that aim, the school community and its members were used as a valuable pedagogical resource during the English class, where students had to use the language in the description of school spaces and classmates' characteristics. The project allowed students to have a stronger connection with their school and classmates while using their English skills beyond the repetition of structures and grammatical rules.

1* Undergraduate Thesis.

2** Faculty of Human Sciences. School of Languages. B.A. in Foreign Language Teaching with emphasis on English. Director. Edga Mireya Uribe Salamanca PhD *Didactique des langues et des cultures*.

Resumen

Título: inglés en la vereda: Integrando la comunidad y la enseñanza de la lengua extranjera^{3***}

Autor: Leidy Juliet Cárdenas Herrera^{4****}

Palabras clave: pedagogías basadas en la comunidad, lenguaje, cultura, escuelas rurales, habilidades en inglés.

Descripción:

Históricamente, en Colombia, las comunidades rurales han sido relegadas y sus características ignoradas. Las políticas en educación no son la excepción, especialmente las relacionadas con la enseñanza de lengua extranjera, donde las limitaciones de las escuelas, tales como la falta de recursos y de conocimientos en el idioma por parte del personal docente, no se han tomado en cuenta. En este estudio cualitativo, el objetivo era mejorar el sentido de pertenencia de los estudiantes a su escuela rural mientras desarrollan sus habilidades en el idioma inglés. Con ese objetivo, la comunidad estudiantil fue usada como un recuerdo pedagógico valioso que los estudiantes emplearon para crear descripciones de los espacios dentro de su escuela y los miembros de la comunidad. El proyecto permitió a los estudiantes tener una mayor conexión con su escuela y sus compañeros mientras hacían uso de los aprendidos en su clase de inglés más allá de la repetición de estructuras y reglas gramaticales.

^{3***} Tesis de grado.

^{4****} Facultad de ciencias humanas. Escuela de idiomas. Licenciatura en lenguas extranjeras con énfasis en inglés. Directora. Edga Mireya Uribe Salamanca PhD *Didactique des langues et des cultures*.

Introduction

The process of globalization has contributed to the emergence of English as the language for international communication. Authors such as Bonilla and Tejada-Sánchez (2016) had discussed the central role of the language in today's society for conveying meaning in global settings (p. 186). Moreover, the ability to communicate in English is seen as an advantage, not only in educational settings but also in the job market. That is the result of the portrayal of the English language as a sign of “development, progress, richness, and prosperity” (Bonilla & Tejada-Sánchez, 2016, p. 193). Following this trend, the Colombian government has developed a series of educational policies focused on promoting foreign language instruction (Coleman, 2011, as cited in Cruz, 2018). In fact, since 1994 within the *Ley general de educación*, the ability to read and hold a conversation in a foreign language is a desirable outcome for Colombian students (p.188).

Nowadays, under the *Colombia bilingüe* program, language standards have been set regarding the linguistic topics that have to be taught, and the proficiency level that students must reach by the end of the school year. These policies have been instructed for the entirety of Colombian schools, without taking into account aspects such as their geographical disposition, the schools' resources or the teachers' training in foreign language teaching. As a result, students in rural areas have been put at a disadvantage; as Bonilla and Cruz-Arcila (2014) explained, overlooking the students' realities has created social and cultural implications that affect their foreign language development (p. 118). Moreover, Cruz (2018) states that the idea of English as a tool for better opportunities is usually not aligned with rural communities' beliefs, problems, and desires (p.363) which can be a barrier for students to feel motivated to learn.

Colombia has developed its standards of competence in English in alliance with the British Council and based on guidelines from the Common European Framework (MINEDUCACIÓN, 2006, p.6). Álvarez (2008) criticizes this approach by stating that importing standards only contributes to the perpetuation of the native-like speaker as the desirable goal of the learning process (as cited in Bonilla & Tejada-Sánchez, 2015, p.189). Imposed standards also overlook the fact that the cultural needs of the speakers in a foreign language classroom differ from the ones of native speakers, and therefore require a different approach (Jebahi, 2013, p. 220). Nieto (2017) invites teachers to be the bridge between students' worlds at home and in the classroom (p.131). She claims that teachers have the responsibility to include learner experiences in their language development, moving beyond the standardized curriculums (p.134).

In this document, the researcher will state the objectives of this project, as well as explain the context and justification of it. A theoretical framework will be presented before introducing the methodology that guided this research. After that, the results of the intervention and the conclusions drawn from it will be listed.

1. Objectives

1.1 General objective

To describe the impact of community-based pedagogies on the enhancement of fifth grade students' sense of belonging to their rural community, in a primary school, through the development of language skills in their English class.

1.2 Specific objectives

1. Identify the aspects within fifth-grade students' rural communities that can be a source of knowledge for pedagogical interventions by conducting observations and applying closed-ended surveys and interviews with members of the community.

2. Analyze the data, provided by the data collection tools, in order to integrate it with the topics that fifth-grade students are required to study during their English lessons according to the *Derechos básicos de aprendizaje* and the school curriculum.

3. Implement, within the English classes, didactic strategies that take into consideration the community aspects previously identified in the rural context of fifth-grade students at Acapulco.

2. Problematization: Foreign language teaching in rural areas in Colombia

2.1 Teaching English in rural areas

Historically, in Colombia, there have been essential differences between rural and urban areas beyond their geographical distribution. Particularly in education, Lakin and Gasperini (2004) (as cited in Bonilla & Cruz-Arcilla, 2014, p, 118) listed “lack of schools, overcrowded classrooms, underequipped schools, children required to work, and teachers being under-qualified as well as not supported and poorly remunerated” as some of the reasons behind public and rural schools inequality. According to Cruz-Arcila (as cited in Paredes-Mendez, Troncoso-Rodriguez & Lastra-Ramirez, 2021, p. 126), the deficiency of pedagogical and infrastructural resources in rural institutions creates additional challenges and disadvantages when implementing educational policies.

Further, the teaching of English in a rural area faces the teachers with the questions of how to present to students the sociocultural aspects of the target language and, especially in the case of rural communities, how to reconcile different views of the world. In the *Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés*, the Minister of education includes the discussion about culture as a core element in foreign language classrooms. However, it is the culture of the English-speaking countries being highlighted when stating that developing language competencies allow students to explore their social skills as well as to know the cultural aspects of the target language (MINEDUCACIÓN, 2006). Bringing cultural spheres to the classroom that are far from the ones of rural students is discussed by Frasser (1997) (as cited in Cruz, 2018, p. 66), who highlights that rural communities have experienced what he calls a “cultural misrecognition”. Cruz (2018) adds to this idea by claiming that rural lifestyles and people have been seen as inferior

(p.66). Moreover, most of the time, teachers in charge of the classrooms in rural settings do not belong to the rural community and therefore are unaware of its cultural representations. Sharkey (2012) explains that when teachers do not have the knowledge about local cultural practices and pretend to develop a sense of community within the classroom, most of the time their efforts impose their view of the world over the one of the students (p. 10).

2.2 Research question

Taking into consideration the educational context previously exposed, this investigation aims to answer the question of how fifth-grade students from a rural school in Acapulco, Giron, Santander, develop a sense of belonging to their community using the experiences from their English class through a community-based methodology.

2.3 Justification: Language and communities

Language is the vehicle that users have to describe their reality. In fact, Bonilla and Cruz-Arcila (2014) account for language as a tool for human expression integrating social and cultural spheres (p, 119). Therefore, it is crucial for teachers in language education to seek opportunities to bring culture to the classroom. As Saldaña and Velez (2019) describe, the acknowledgement of the diversity of views within the classroom is the starting point of transforming education in a way that it can answer to the actual needs of students and foster in them a cultural awareness (as cited in Fernet-Betancourt, Saldaña & Salas, 2021). Moreover, within an English as a foreign language classroom, when students are faced with the possibility of using the language to talk about what is familiar to them, there is an increased interest in learning it. As Palacios and Chapetón (2014) noted “when EFL class activities are related to students' real lives, they feel motivated, committed, and willing to take an active part in the class as it becomes enjoyable and meaningful” (as cited in Bolaños et al., 2018, p. 277). Paredes-Mendez, Troncoso-Rodríguez and Lastra-Ramírez (2020)

mention that it is desirable to use the learners' surroundings in pedagogical constructions throughout community-based pedagogies (CBP) that invite students to reflect on their connections with the reality in which they live (p. 126).

In that sense, teachers can use the classroom as a space to foster students' critical thinking. As Rincon and Clavijo (2016) state, "students' communities are places full of inspiration; if they are properly worked into the EFL classroom, they can provide language practices that give students a voice and the power to be critical actors of their own realities" (p. 69). Therefore, the foreign language teacher has to keep in mind that all learners are part of a local community that has its own linguistic richness, cultural values and social practices, that cannot be taken away from them while introducing the foreign language (Nieto & Turner, 2012, p. 66).

3. Theoretical framework

3.1 Background: Integrating CBP and language instruction.

There have been studies that implement CBP within the foreign language classroom with positive results. For instance, in 2018, Bolaños et al. conducted a project with the aim of improving the cultural awareness and language skills of ninth-grade students in Acapulco, Girón (p. 275). They used the information collected through questionnaires, interviews, and observations to create two pedagogical units that included topics related to students' surroundings and community. Each unit had its own objectives, input and assessment (p. 278). To bring learners closer to their community, the researchers planned field trips where students could interact with local spaces and their people. During these visits, learners gathered information using their L1 to be later used as input for the proposed activities within the pedagogical units (p. 81). In their final remarks, Bolaños

et al. (2018) stated that using the community as a pedagogical source benefits students' identities and their perception of diversity while empowering them to be critical actors in their reality (p. 286).

Another study considering CBP was carried out by Sharkey. In her paper, she described the first outcomes of her research involving students from Bogotá, Colombia and New Hampshire, USA (Sharkey, 2012, p. 9). Even in a different context, she realized that students share the challenges of seeing their local knowledge being represented in their language classes in contrast to standardized visions of the world (p. 9). In this study, the participants were pre-service teachers using CBP in their teaching practices. From her findings, the author described that these pedagogies are valuable since they are creative alternatives to traditional models, and more importantly help students to develop a critical awareness of the environment in which they live (p. 12).

Cruz (2018) work is one more example of CBP and language teaching. In his study, he interviewed teachers to know their insights on foreign language teaching in rural settings. He was particularly interested in their teaching practices and professional knowledge (p. 67). The researcher found that teachers in rural areas used strategies such as creating prayers in English to integrate the culture and religious beliefs of the students within the class (p. 70). Teachers also used translanguaging to create a bridge between students' culture and linguistic background and their representation within the target language, in this case, English. One of the examples given was the use of terms such as "*que chimba*" (p. 72). Cruz (2018) concluded that when teachers are aware of sociocultural aspects within students' surroundings, they are able to negotiate between the cultural background of the learners and the cultural values of the target language. He also

highlights the importance of making teachers participants in the creation of education policies since they are key actors in the learning process (p. 75).

3.2 Theoretical bases

3.2.1 Language and culture

Fornet-Betancourt (2012) refers to culture as the peculiarities in the ways of life of a certain community (as cited in Fornet-Betancourt, Saldaña & Salas, 2021, p. 6). Fornet-Betancourt et al. (2021) add to the concept by stating that culture also includes the experiences and relationships that human beings create and are part of their identity (p. 6). People are who they are because of their relationship with their surroundings. In language teaching, Cortazzi and Jin (2017) define culture as “cultural products (e.g. literature, art, music), and cultural information (facts on history or geography) [...] behaviours and attitudes, and the social knowledge that people possess to interpret experiences” (as cited in Moya-Chaves, Moreno-García & Núñez-Camacho, 2018, p. 2).

Traditionally, in foreign language classrooms, the focus has been on the teaching of cultural products from the target language leaving aside other aspects involving culture. Fornet-Betancourt et al. (2021) refer to these cultural products and the impact that globalization has had on the belief of a society with no cultural boundaries, which for the authors requires the creation of frontiers to preserve local cultures and facilitate a pluricultural environment (p. 8). According to Moya-Chaves, Moreno-García and Núñez-Camacho (2018) “teachers want their students to be competent in the language, in spite of cultural differences.” (p. 2). Byram (1989) on the other hand, explains that language entails all the aspects of the culture, and speakers are expressing their cultural background even with their choice of words; therefore when speakers analyze and comprehend a speech they are studying the culture of a particular community (p. 41).

3.2.2 Community-based pedagogies

Shakes (2012) refers to these pedagogies as “curriculum and practices that reflect knowledge and appreciation of the communities in which schools are located and students and their families inhabit” (as cited in Rincon & Clavijo, 2016, p. 69). In this approach, teachers use the students' environment as an input for developing pedagogical interventions. According to Paredes-Mendez, Troncoso-Rodriguez and Lastra-Ramirez (2021) in CBP “teachers and learners can nurture learning that occurs locally, and which conceives of the environmental space as a primary resource for pedagogical decisions” (p. 127). However, it does not imply that teachers have to move away from what is established in the schools' curriculums or in national regulations, on the contrary, CBP is an opportunity to engage students with the content and enrich the teaching and learning processes (Sharkey, 2012, p. 11). In addition to the enrichment of the curriculum, CBP can have a positive influence on the development of linguistic skills within the foreign language classroom. As Palacio and Chapetón (2014) explain, relating classroom activities to “students' real lives” makes the learning meaningful and motivates them to take an active part in the learning process (as cited in Bolaños et al., 2018, p. 277).

Although beneficial, the implementation of CBP requires a commitment from teachers and it can be challenging for them, since they have to take the role of a researcher studying the community and identifying the situations that can be valuable to include within the classroom. According to Murrell (2001), teachers become “educators who actively research the knowledge of the cultures represented among the children, families, and communities in which they serve . . . as a means of making meaningful connections for and with children and their families” (as cited in Paredes-Mendez, Troncoso-Rodríguez & Lastra-Ramírez, 2021, p. 127). Although it can be demanding, using CBP is also rewarding. According to Sharkey, Clavijo-Olarte and Ramirez

(2016), these pedagogies allow teachers to be autonomous and take ownership of their classrooms by adapting the curriculum and offering students different alternatives to reach the desirable language goals (p. 316).

3.2.3 Didactic strategies

For Carabelli (2021), education is a process where students learn the skills and concepts, they need to understand the society around them and be critical and active members of it (p. 62). Teachers have a central role within the process, and as Farrel (2018) describes “educators should go beyond repetition of methodologies and must face problems and different given situations by reflecting and making informed and contextualized decisions” (as cited in Carabelli, 2021, p. 63). Moreover, teachers have a significant tool while developing their didactic strategies which is the classroom itself and the learning input that educators can find in there. According to Sadovsky (2005) “classes are communities of production of knowledge as teachers learn with students while trying to understand their points of view” (as cited in Carabelli, 2021, p. 68).

Education is constantly evolving, and the role of the teacher does it as well. Zamora and Chaves (2011) state that teachers nowadays are “more culturally responsive” and undergo processes of reflection and understanding, while encouraging students to be respectful and tolerant of their culture and the culture of others around them (p. 284). A teacher that can identify and respond to the cultural needs of his students can lead a more successful learning process. Following this trend, Cunningham and Cresco (1993) talk about the success in education and the role of educators who want to innovate their classroom practices and the reflection of their teaching actions (as cited in Zamora and Chaves, 2011, p. 285). Within the possibilities to bring culture to the classroom, Seelye (1984) proposes activities such as “culture capsules, culture clusters, culture

assimilators [...] culturegrams, role-plays, critical incidents, field work” (as cited in Zamora and Chaves, 2011, p. 286).

3.3 Legal framework

As stated before, learning English is becoming an increasing necessity to answer a globalized society's needs. Bonilla and Tejada-Sánchez (2015) have highlighted the central role of foreign language education in Colombia as a way to achieve global communication (p. 186). According to the Colombian Ministry of Education (MEN for its initials in Spanish), the country's language policies have been developed with the purpose of having citizens able to communicate in English, following international standards, who can lead processes of cultural exchange, international communication and global economy (Ministerio de educación nacional, 2004 as cited in Roldan & Peláez, 2017, p. 123). The MEN follows the methodological foundations proposed by The Common European Framework of Reference for Languages: Learning, Teaching, and Assessment (CEFR) which encourages the use of a task-based teaching approach where learners use the language in everyday situations (Galvis, 2011, p. 199).

In 1994, the Colombian Congress approved the *Ley general de educación* which stated that the acquisition of at least one foreign language was a goal for Colombian education (Roldan & Peláez, 2017, p. 125). In the last twenty years, the Colombian government has proposed a series of programs with the aim of improving English instruction at schools. In 2004, the *Programa Nacional de bilingüismo* (PNB) started. It had an initial scope of 15 years in which, with the support of the British council, it was expected to boost English language learning (Bonilla & Tejada-Sánchez, 2015, p. 187). In 2013, the PNB was strengthened by the *Ley de bilingüismo* which modified the *Ley general de educación* giving English the characteristic of a tool for future

professional development (p.188). As stated by Roldan and Peláez (2017), *Programa Colombia Bilingüe 2014-2018* was presented in 2015 as a way to encourage Colombian students to learn English, presenting the language as a useful tool for improving education and job opportunities (p. 126).

4. Methodology

4.1 Type of research

For this study, a qualitative approach was selected. According to Newby (2014) through a qualitative approach, it is possible to understand “how people choose to live their lives, the meanings they give to their experiences and their feelings about their condition” (p. 103). Qualitative research is therefore concerned with why and how the events are developed. It also allows knowledge to be constructed taking into consideration different stands on the problem which is of value when studying a community. As Newby (2014) highlights, the possibility to include different sources of information within the analysis of a phenomenon is one of the strengths of a qualitative approach (p. 104). In addition, Jebahi (2013) accounts for qualitative approaches to be fit when researching culture since that last one is far from following a positivist paradigm (p. 218).

Within the approach, the chosen method was action research. This type of research allows teachers to take an active part in the research process by developing interventions within their own classrooms, to address problems that concern their students with the objective to motivate change (Burns, 1999 as cited in Lee McKay, 2006 p, 30). It is also a feasible method because of the possibility that this offers to move from the problem to a goal while reflecting on the process and the results (Newby, 2014, p. 103). However, the reflection done in action research goes beyond the

pure analysis of the data gathered. As Kemmis and McTaggart (1992) explain, the method requires a “problem posing” stand where teachers are motivated not only to improve a situation but also to learn from the improvement in order to continue assessing the impact that the intervention can have (as cited in Lee McKay, 2006, p, 31).

4.2 Hypothesis and variables

The hypothesis of this study states that there is a positive impact on using community-based pedagogies to enhance fifth-grade students’ sense of belonging to their rural community while developing their language skills in their English as a Foreign language class. The dependent variable to consider for this research is the fifth-grade students’ sense of belonging to their rural community while the independent ones correspond to the use of the community-based pedagogies as strategies within the language classroom and the English linguistic competence that fifth-grade students have.

4.3. Sample and sampling

The study was conducted at a rural school in Acapulco. Acapulco is located within the rural area of Girón, in Santander. Taking as a reference the *Universidad Industrial de Santander*, it is a forty one minute car ride to commute the 23,5 km between the university and the town (see figure 1). Acapulco has around 6.000 inhabitants and it is a thriving town with water supply and electricity in almost every household. Acapulco’s public school was founded in 1960. The school’s vision seeks to promote community values while training students in the use of technology and a foreign language. Nowadays, the school holds approximately 700 students from pre-primary to secondary education. At the school, there are two fifth grade courses, 5A and 5B. In 5A class there are 19 students while in 5B there are 21. Their ages are between 9 and 12. Most of them live in Acapulco and belong to a medium to low social class.

Figure 1.

Location of Santander within the Colombian map. B. Girón within the Santander map. C. Acapulco within the Giron Map. D. Route between Universidad Industrial de Santander and Acapulco.



Note: Figure A and B were adapted from Wikipedia, 2012. Figure C from Alcaldía de Girón. Figure D from Google 2023.

The sample for the study is non-probabilistic since only this particular fifth grade students from this rural school was chosen. According to Cohen, Manion and Morrison (2018), this type of sampling allows the researcher to address a particular issue (p. 223); in the case of the present study, how to develop in this sample a sense of belonging to the community by using the experiences from their English class. It is also a convenience sampling because the researcher had previous contact with one of the fifth-grade teachers which made it easier to approach the school principal, parents and students.

4.4. Activities implemented

This project was carried out during the first school term from January to March. Both courses, 5A and 5B had English class for two hours on Tuesday. The classes at the school started at 12:30 pm and ended at 5:50 pm. There was a 20 minute break from 3:30 to 3:50 for students to

eat some snacks and play around the school. During that first school term it was expected to have ten classes. The activities carried out during the project intended to be organized as follows.

Table 1.

Activities to be carried out during the project.

| Activity | W1 | W2 | W3 | W4 | W5 | W6 | W7 | W8 | W9 | W10 | W11 |
|---------------------------------------------------------------------------------------------------|----|----|----|----|----|----|----|----|----|-----|-----|
| Interviewing the teachers and members of the community. Visiting the school and the town. | | | | | | | | | | | |
| Meeting fifth grade students. | | | | | | | | | | | |
| Applying the Cambridge placement test. | | | | | | | | | | | |
| Introducing the selected English topics to students. | | | | | | | | | | | |
| Applying students' knowledge on the description of the spaces at their school and school members. | | | | | | | | | | | |
| Presenting students' work to the other members of the school community. | | | | | | | | | | | |

Before the start of the school term, the researcher visited Acapulco to learn more about the town and its people. This stage implied observations and interviews with members of the community. A journal was used during this phase to keep track of school features and community traits during the observations. These notes were taken following Burns (2009) remarks on how they should be objective in the description of the situation being studied, and therefore should not include the researchers' remarks. However, the author mentions that there should also be a

reflection and evaluation of the notes after each observation (p. 57) which was done by organizing the information gathered after each visit. In addition, pictures were taken of the school and spaces around the community. These last ones were visited with the guidance of one of the inhabitants of the town who took the researcher on a tour around Acapulco.

Semi-structured interviews were conducted with the fifth grade teachers and four members of the community at Acapulco. Burgess (1984) refers to interviews as a “conversation with a purpose” (as cited in Burns, 2009, p. 74). In this case, semi-structured interviews were carried out since these draw from a specific set of topics but also allow to build upon participants’ answers (Burns, 2009, p. 75). A detail on the questions asked to the teachers and the member of the community at Acapulco can be found in appendix A.

During the first two weeks of classes, the activities developed had the aim of knowing the fifth grade students, their insides on their school community and their English proficiency level. For this stage surveys were used. Burns (2009) mentions that one of the advantages of using these is that they allow the collection of various responses in a short span of time (p. 81). In addition, students took a placement test to determine the level of their language skills.

The information collected during the previous stages was analyzed following Hernández-Sampieri and Mendoza (2018) statement that the purpose of the analysis has to be exploring the data and giving it a structure as units and categories. This organization should describe the patrons present in the answers with the objective to understand the concepts and make connections with the available knowledge (p. 465). For the first process of categorizing, an inductive coding was done. According to Burns (2009), this type of coding requires researchers to examine the data repeatedly to notice and use the patterns in the responses to create categories (p. 107).

After that, a content analysis was carried out. As Newby (2014) explains, this type of analysis “is concerned with the significance and meaningfulness of the communication” (p. 488). According to Lee McKay (2006), it involves an exercise of identifying key constructs within the data allowing the creation of a set of representative categories (p. 57). It has the advantage that it can be applied to different sources whether oral or written (Hernández-Sampieri, 2018, p. 33) which is of value since for the present study different sets of data will be used. For content analysis, it is necessary to define the universe, the units of analysis, and the categories of analysis. The first one refers to the larger set of information, the second one deals with the segments of content that can be placed within the categories and the last one is the levels where the units of analysis are categorized (Krippendorff and Bock, 2008, as cited in Hernández-Sampieri, 2018, p. 34)

The information selected was adapted into the didactic strategies that were implemented during the first term of the school year with the fifth grade students. According to the school’s syllabus, the topics to develop were to ask and provide personal information, such as name, age, place of residence, among others, and school subjects and supplies. As a final task for the first term, students had to select a space from their school and describe it, highlighting its importance while using the vocabulary and grammar learned during the English classes. In addition, they had to choose a member of the school community and create a file with personal information about that person as well as curious facts they found out about them.

5. Results

5.1 Getting to know the community.

Acapulco has one main street where you can find small businesses such as markets, hardware stores, stationers, and hair salons. The town is a popular destination among cyclists who

visit it mostly at the weekends. For that reason, it is common to find stores where you can buy cold drinks like sodas, juices, water, and beer at the entrance of Acapulco. As one of the community members explained, having a business is an economic activity that has become more popular in recent years. However, it is not the only one. There are people who own farms where they grow lemons, passion fruit and avocados. Others work in one of the businesses around the main street or go to one of the surrounding cities to work. There is a bus that can take you to those near cities, Bucaramanga, Piedecuesta, Floridablanca and Girón, it goes around Acapulco's main street every half an hour and it costs \$2.800.

When asked about what they liked about their community, most of the participants agree on how safe they felt living there and how peaceful it was. Participant A expressed that Acapulco was a great place to live and that many people have moved in looking for the tranquillity that the town offers. Participants B and C agreed on how convenient the location of the town was and how easy it was to find groceries and other house and school supplies. Participant D also added how accessible it was to go to the near cities. In relation to Acapulco's community, participants C and D highlighted how close the people living there were. For instance, in participant C's case, she has lived in Acapulco her whole life and has had the same childhood friends, who also went to school with her and continue being her neighbours, who have supported and accompanied her in all instances of her life. Despite living in Acapulco for only two years, participant D expressed that he was surprised at how welcome people have made him feel and how kind and given the community was. He said that they were always ready to help those in need and that he could see how young kids are being raised with values and empathy for other members of the community.

Concerning the school, Instituto Miguel Sánchez Hínestroza is located two blocks away from Acapulco's main street. The land where the school is located used to be one big property

owned by Miguel Sánchez Hiestroza, who donated it in 1960 to build the town's church and school. The classes started with twelve students in one classroom, and today the school has over 700 students, ten classrooms, two bathrooms, one restaurant, the teachers' room, and the principal's office. The school has grown with government resources and the effort of the community. Participants A and B, who have lived in Acapulco the longest, expressed how proud they feel of how the school has changed. "Hicimos bazares para construir los primeros dos edificios, luego la alcaldía ayudó con los nuevos pero las primeras construcciones las sacó la comunidad" remembers participant A, when asked about the school's history. The head teachers at 5A and 5B, who have been working in Acapulco for 25 and 31 years respectively, also remember how the community was involved in the building of the school, 5B teacher said "al principio no teníamos agua, nos tocaba con los estudiantes de once y algunos papás ir a la quebrada para llenar baldes y poder tener algo de agua en el colegio". It is possible to say that being able to organize themselves to work on the improvement of the space, which is beneficial for everyone, shows Acapulco's community collective agency, something that Boni, Millán and Millán (2017) described in other rural communities where the participation of their members fosters the possibility to carry out projects that intend to satisfy the needs of the community members (p. 224). Although the Instituto Miguel Sánchez Hiestroza school has grown, the number of classrooms is not enough for all of the students, so they have a morning and afternoon schedule. The fifth grade students, who are the focus of this project, take their classes during the afternoon.

As for the teachers, the head of the 5A class has 32 years of experience while the head teacher at 5B has been teaching for 31 years. Both teachers have postgraduate degrees in *Administración de instituciones educativas*. They have a combined experience of 30 years working with primary students from first grade to fifth grade. The head teacher at 5A explained that she

enjoys working with students in primary school, especially between 9 and 11 years old, because she feels she can connect with them better and highlights the values that most students share. Both teachers agree on their preference for working with students in rural communities, since, according to them, students are more respectful and eager to learn. In this case, teachers are able to identify values and behaviours that they appreciate, which helps them to connect with their students at Acapulco. Having teachers find that connection through shared attitudes is something that Bonilla and Cruz-Arcila (2014) also found when interviewing rural teachers. “There is an intrinsic cultural match as the teacher feels identified with the values of the discourse community”, this helps them to connect with students’ reality and motivates their job as teachers who are willing to preserve those community values (p.124). In addition, since both teachers have been working for so long in the rural school at Acapulco, they have developed a close relationship with most students and their families. As stated for the head teacher at 5A “Los siento como mis nietos porque en la gran mayoría yo le di clases a los papás”.

Regarding the English lessons, both teachers said that they were in charge of the classes, even though they did not have, what they considered, the necessary language skills to do it. The head teacher at 5B said that it was a challenging task, and he did not feel comfortable teaching the subject. He admitted that he was teaching basic elements according to his English knowledge. In his case, the classes were focused on vocabulary and some grammatical aspects. He did not speak in English because he did not feel confident in his pronunciation, and for the same reason, he expressed that he could not train the students as he wished he could. The head teacher at 5A said that she had taken an English course at college but had only completed one cycle. She used videos during her class to explain the things she did not know. According to her “los llevo a la sala de

informática, cuando está el espacio y el internet funciona, y vemos videos donde explican la gramática”.

Both teachers claimed that they did not have the necessary tools to teach an English class, in reference to their domain of the language and the technological resources available at the school. They explained that it could be easier to teach if they had access to the internet in the classroom, a speaker to do listening exercises or a video beam to enrich the lessons with videos. They also talked about the impossibility to use textbooks or the difficulty to have dictionaries. Teacher at 5B said “yo trato de usar un libro para guiar las clases pero solo lo pudieron comprar 6 niños, de todas formas lo usamos pero no es lo mismo porque a los niños les toca trabajar en grupos con un solo libro”. It can be noted that teachers were frustrated because they felt that they were not presenting students with all the tools they should have regarding their language learning. This is something that has been found in other studies. For instance, according to Bonilla and Cruz-Arcila (2014), the socio-economic challenges that teachers have to face in rural schools, affect the learning opportunities of learners, and it leads to teachers feeling pessimistic about what they can teach and offer to students (p.126).

In the development of the classes, the head teachers explained that they were trying to follow what is stated in the *Derechos básicos de aprendizaje* and the school curriculum, but once again they highlighted the difficulty to reach certain standards. A similar situation can be found in Roldán and Peláez (2017) study. They interviewed teachers on the relevance of the national language policies at schools, to which participants answered to be an example of the efforts made regarding teaching English as a foreign language, but they also acknowledge how detached these policies were from the reality of communities around Colombia, and the available resources for teachers to implemented what was stated (p. 128). When it comes to the school curriculum, it is

important to notice that the one provided was last updated in 2021 and, despite being the same school grade, the two groups, 5A and 5B, studied the topics in a different order according to what the teachers could organize for the week's lesson.

5.2. About the students.

During the first week of school, the author of this research used class time to introduce herself to students and explain to them what was going to be the class dynamic during the first school term. Two activities were done that first day. In the first one, the students had to complete the “All about me” worksheet. They were asked about their name, age, favourite food and thing, and were required to draw their family (see Figure 2). The activity had the objective not only to start getting to know the students, but also to have a first impression of their skills when giving personal information. The teacher's introduction and the development of the worksheet took the first 40 minutes in both classrooms, 5A and 5B.

Figure 2.

“All about me” worksheet.



During the remaining time of the class, the group worked on the vocabulary activity called “Row race”. The exercise implied taking into consideration the DBAs for the previous course, which means fourth grade and the school’s curriculum. However, not all the vocabulary listed on those documents was evaluated, the researcher decided to draw from the DBAs that students could name animals, use adjectives to describe them and make comparisons (MIEDUCACIÓN, 2016), while from the school’s curriculum, it was selected words related to food. During the activity, the teacher wrote a category on the board and the students, who were organised in rows, had to go to the front and write as many words as possible, related to the stated category, in one minute. That activity allowed the teacher to have a grasp on students’ vocabulary and spelling, as well as, how well they could remember the topics from previous courses. In the class journal from that day, it was written that students could write an average of five words in every category, and they were confused about the spelling of certain words, especially the ones related to adjectives.





The next week, students in 5A and 5B took an exam to have an overview of their English skills. For this study it was taken into consideration that it was the first term of the year, therefore, students were evaluated for the expected level reached at the end of fourth grade, which, according to the MEN, should be A1.1 following the Common European Framework of Reference for Languages (MINEDUCACIÓN, 2016). The exam was adapted from a free version offered by Cambridge. Since the access to internet at the school was limited, learners took the test on paper. It had fifteen questions with sections on vocabulary, reading and listening. The questions included topics like animals, clothes and weather that were listed on the school curriculum for the fourth grade. Students in 5A got an average score of 6.9 out of 15, while learners in 5B got 6.6.

At the end of the test, students also received a short survey that they answered anonymously (see appendix B). It was designed in Spanish to facilitate students’ comprehension

and participation. From it, it was possible to ensure that, the age range in the two fifth grade courses was between nine and eleven. In addition, the majority of students lived in Acapulco, except for one that lived in Bucaramanga and had to commute every day to go to school. 20 students responded that they have lived all their lives in Acapulco, while 5 other students said that they move to the town about three or four years ago. 7 students, most of them from 5B class, claimed to be living in Acapulco for a short time, two of them, who were brothers, had arrived in the town just three days ago. The learners were also asked to select how did they feel during their English class. Their answers can be seen in table 2.

Table 2.

Students' answers to how they usually feel during the English class.

| How do you feel during the English class? |  |  |  |  |
|--------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Number of students | 22 | 8 | 3 | 0 |

In addition, to the question if they study English at home, 17 students answered yes, while 10 said no. There were six students who did not answer that question. Regarding the importance of learning English, only one student answered that it was not important, and he explained that it was because he did not have internet at his house and therefore could not study. In his case, the economic factors were conditioning his perception of the language and his opportunity to develop his English skills, a reality that has been previously described by Bonilla and Cruz-Ardila (2014) when saying that the context of many students in rural areas prevent them from accessing extra sources for language practising, and therefore affects their motivation and the improvement of their language skills (127).

The other students at fifth grade selected yes as their answer to if it was important to learn English, and they gave various reasons. Some of them considered it important but they thought about the subject as another thing to learn at school, as one of them explained “si es importante porque aprendemos más de lo que sabemos”. Another student also expressed “sí porque puedo aprender a hablar inglés y aprender con eso muchas cosas más”. Furthermore, English was considered as an important requirement to travel to other countries, as one of the students wrote “es importante porque si nos vamos a otro país ya sabemos”, while other said “si es importante porque uno se puede defender cuando vaya a cualquier país”. They describe the English language as a tool when saying “porque es muy importante saber este idioma para lograr grandes cosas” and “porque a veces hay muchos trabajos en inglés”. This vision of English as an important subject, that could be a valuable asset for students, is contrary to what has been reported in the literature. For instance, Roldán and Peláez (2017) interviewed members of the community on their perception of the promotion of the English language within the schools. Some of them said that it was not necessary to learn English since the students would not have job opportunities where they were required to speak a foreign language. Others stated that English did not have an important role in the students’ life because they were not in contact with English speakers, and therefore, were not encouraged to learn the language (p. 133). When analyzing the current emigration situation at Colombia it is possible to find a reason for students’ perception. This is a growing phenomenon with the number of people leaving the country increasing every year. Data from 2022, indicates that 547.000 people left Colombia with the intention to settle in another country, which means that 1 in 100 Colombians chose to emigrate (Torrado, 2023). The popular belief of having better opportunities working at English speaking countries, like the United States, has grown and, as Bonilla and Cruz-Arcila (2014) mention, the reality of communities and their culture can be

transformed by social factors such as media which at the same time will affect students' perceptions and priorities (p. 126).

5.3. In the classroom.

During this first term, it was expected for students to have two hours of lessons every week, during the 10 weeks between January and March. However, the number of classes was reduced due to different activities scheduled by the *Secretaría de educación en Girón*, school events, such as *Interclases* and the head teachers having to be absent due to sickness. In addition, some of the classes were shorter than the expected two hours, due also to the reasons listed before. The duration of the classes, as well as the reasons for changes in the schedule, can be seen in detail in table 3.

Table 3.

Class schedules.

| Class number | Class duration | About the class |
|---------------------|----------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| 1 | Incomplete One hour class | The <i>Programa de alimentación escolar</i> had not started so the students were leaving school at 3:30 |
| 2 | Complete | Two hour lesson with both groups 5A and 5B |
| 3 | Incomplete One hour and a half with every group | Teachers had a meeting with the principal. The students arrived at school at 1:30 pm |
| 4 | Complete | Two hour lesson with both groups 5A and 5B |
| 5 | Complete | Two hour lesson with both groups 5A and 5B |
| 6 | Cancel | The teachers had to attend a <i>Sindicato de Educadores de Santander</i> meeting |
| 7 | Incomplete One hour and a half class | Students started the <i>Interclases</i> activities with two football matches |
| 8 | Cancel | Both head teachers were on medical leave |

| | | |
|----|------------------------------|----------------------------------------------------------------------------------------|
| 9 | Incomplete One hour class | Students had the matches for the <i>Interclases</i> and a sports activity with Cajasan |
| 10 | Complete | Two hour lesson with both groups 5A and 5B |

According to the school curriculum, during the first term, fifth grade students had to learn about greetings, asking and giving personal information, and school supplies. In the DBA, it was stated that students were expected to use simple and short sentences to express what they like and do not like, as well as to describe their hobbies while engaging in short conversations with their classmates by asking and giving personal information (MINEDUCACIÓN, 2016). These were taken into consideration when designing the didactic sequence to be implemented. The researcher wanted to highlight the Instituto Miguel Sánchez Hiestroza since most of the topics were related to school settings. However, not only focus on the infrastructure of the school, but also on the people in it, such as teachers, workers, and of course students. Table 4 shows a summary of the three stages in which the project was divided and a general overview of the activities carried out.

Table 4.

Summary at the stages of the project.

| Stage | Objective | Activities |
|-----------------------|-------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Building knowledge | To present the vocabulary related to classroom objects. | <p>*My mini book: Worksheet with some school supplies that the students will organize as a book.</p> <p>*Crossword: Student read the clues and write the name of the school object.</p> <p>*This is my school: Students will read about Eduardo's, Ana's, and Marcos' school.</p> |
| Discovering my school | To describe the spaces and objects that can be found around the school. | *Where is this?: Students will watch a video about the different spaces at the school trying to guess which one it is. |

| | | |
|---------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | To give and ask for personal information to members of the school community. | <i>*This is our school:</i> Students will work in groups to describe one of their school rooms. <i>*All about you:</i> Students will ask a member of the school community for their personal information. |
| This is Instituto Miguel Sánchez Hinestroza | To share with the school community the student's descriptions about the spaces around Instituto Miguel Sánchez Hinestroza and its community members. | <i>*This is our school:</i> Students will present to the school the descriptions they created about the school rooms. They will also show the files on the community members. |

5.3.1 Building knowledge.

During this stage, students were presented with the vocabulary to name spaces around the school and supplies within the classroom. At the same time, they studied the grammatical structure of there is and there are. For this, the classroom was used as a source of knowledge, since students were invited to name the objects they could find in their school room. In class three, students worked on the creation of a mini book. This was a worksheet with seven common school supplies that they had to color and arrange as a book. They were supposed to bring their mini books to all the classes because they contained part of the vocabulary they were learning (see Figure 3). In order to introduce other words; the class played a memory game using the board. Students had to try to relate the object to its name. At the beginning of the activity, students were reluctant to participate because they were sure they wouldn't know the answers, but once we started the game, and they saw they had the teacher's and the classmates' help, they were more eager to participate. Because this class had a shorter duration, it was only possible to introduce the vocabulary.

Figure 3.

Example of students' mini books.



In classes four and five, the groups continued working on learning the vocabulary and grammar structure. To drill the vocabulary, various activities were carried out. One of them was Hangman, where students could also practice spelling, the other were crosswords, and whispering chains. In this last one, the class was organized by rows and every row was a team. The teacher gave a word to the last person in the row, and the students had to whisper it to the person in front. The first student on the row had to write the answer on the board. About these activities, it was written in the class journal, “Today, the teacher could notice that students enjoyed competing against each other and they were very excited every time their team finished first and had the correct answer. Also, during this group activity, students who are usually shy and reluctant to participate were willing to do it because they had their classmates ruling for them”.

As the classes progressed, students were also using more vocabulary. They would create sentences like “¿me prestas el eraser?” o “¿de quien es este red pen?”. These interventions, where students used both Spanish and English, are examples of translanguaging which García defines as

“the act performed by bilinguals of accessing different linguistic features or various modes of what are described as autonomous languages, in order to maximize communicative potential” (as cited in Rincón and Clavijo, 2016, p. 140) Rincón and Clavijo (2016) also described translanguaging processes in their study carried out at a public school in Bogotá (p. 74). They noticed that, when the teachers grant students the chance to make interventions containing their L1, it fosters their class participation and helps them build confidence in their resources to use the language (p. 79). In the case of the present study, the researcher allowed students to do translanguaging, and once students notice they were not discouraged they started to bring more elements into their discourse. In one of the journal entries it was written, “Today, one of the students said “¿han visto mi red pen and my pencil? Estaban en mi pencil case” to which another classmate replied, “yes, aquí está”. It should be noticed that students were also curious about the translation of certain words and expressions common to their community, which aligns with what Cruz-Arcila (2018) describes when talking about how translanguaging allows to build upon students’ culture and context (p. 72).

To start working with the vocabulary beyond the simple translation of words, we carried out reading and listening exercises. This was an important part of the process since it allowed to integrate the students’ community into the classroom discussion and help students realize the possibilities for the language to convey meaning. Lastra, Durán and Acosta (2018) remarked that in their project, where pre-service teachers described the connection between the teaching of a foreign language with a task related to their community, the language became the instrument for students to express their ideas and emotions (p. 218). For the reading activities in the present research, students worked with a text where a kid named Eduardo was describing his classroom and his school supplies (see appendix C). Every student received a copy of the text, and on the board, the research teacher wrote questions about the reading. Another exercise required students

to read about a classroom and draw what was described in the text. For this activity, the teacher in charge of this research created two different school rooms with distinctive objects (see appendix C). During the class, the teacher handled the pages making sure that the students sitting next to each other had different descriptions, so they could work on the drawings individually. Regarding listening, during one of the exercises, students had to discriminate and select the correct school supply while for the other, they were required to write the name of the classroom object that was mentioned in the recording (see appendix D). These activities were more challenging, and students found them difficult at first. In the teacher's class journal was written, "Many students struggled during the reading and listening activities. In the beginning, some of them were very frustrated and did not want to participate. However, once we revised the vocabulary, it was easier for them to understand. It is worth mentioning that the stronger students were willing to help their classmates, so in the reading section and once they had finished the activity, they were allowed to go around the classroom and guide the other learners". In both fifth grade classrooms, students showed the initiative to help each other, and the students who struggled more were not afraid to ask for help. In their study, Poortvliet and Darnon (2013) associated academic success with positive attitudes in the classroom, such as willingness to take part in activities and help other classmates. This promoted a cooperative environment within the classroom which was beneficial for all the actors involved (p. 356).

5.3.2 Discovering my school .

This stage was expected to be carried out during four classes, from the sixth one to the ninth. However, as stated before, some classes were cancelled or cut short leaving only two lessons, a total of two and a half hours, to develop this section of the project. Since the time was very short, the head teachers at 5A and 5B agreed on giving the researcher teacher a space on one of their

Friday schedules, which resulted in a total of four and a half hours for students to work on this stage. Due to school restrictions, students could not go around the school exploring the school spaces, so the teacher took pictures and videos that were used to detail the aspects inside the different classrooms. During class seven, both fifth grade groups worked in the computer room. There, students watched the video tour of the school, and as they were watching, they were naming the places they could see. After this, the teacher organized groups of four students and assigned a school room to them, randomly. Taking advantage of the computers, the teacher gave every group the video of the school space they were in charge of, so they could stop and replay the video, as many times as need it, to identify all the details in the classroom. The groups had to write a list of the objects inside the school room, mentioning, if it was possible, their color, size, and amount of objects. Learners were very detailed, with some of the groups even mentioning aspects like, how many toys could they see in the preschool area and the color of the COVID posters in one of the rooms. About this activity, it was written in the class journal “Students were excited to discover new aspects of their school. Some of them have not been inside the room that was assigned to their group, and they said that it was different from what they had imagined”. At the end of this class, every group had the opportunity to read the list of objects in the assigned room.

During the mentioned activity, students started to find similarities and differences between the school spaces. For instance, they highlighted that all the rooms had the same color and the same basic disposition with the chairs facing the board and having at least one board and cupboard, but they also noticed that some classrooms had better lighting than others or they had the walls and windows in a better condition. Students also found it curious that one of the classrooms had a Virgin Maria statue with some flowers, similar to the one at the school entry, and they started asking why that element was not present in all the classrooms. Although it was listed in the school

curriculum, prayers and discussion on religion are not common practice at the school, however, from students' comments it could be seen that it is of their interest. Regarding the incorporation of religious beliefs within the classes, Cruz-Arcila (2018) mentions that they can be an opportunity to approach the cultural values of a community. In his study, the author quotes an English teacher in a rural area that uses prayers within her classes as a way to engage students and introduce class topics (p. 70). In the following class, during the Friday space given by the head teachers in fifth grade, students started to organize the list of objects they had written within a paragraph. The teacher was monitoring their work and gave feedback to them, as well as answered any possible questions.

For the next activity, students were organized in pairs and each one received an All about you worksheet (see appendix E). They had to ask each other the questions in the worksheet to start creating a personal file with the answers. Students were required to use the question structure studied during the class to ask for information as well as the vocabulary on hobbies. However, in some cases, they needed to look for unknown words which help them to improve their vocabulary. For this activity, they had to work with a person that they did not know very well. There were a lot of complaints once they heard they could not pair up with their usual friends, but it turned out to be a positive experience. As the teacher walked around the classroom or the students approached with questions, they would start mentioning what they had discovered so far about the other. For instance, two students found out they liked the same TV show, another was very surprised to learn that his classmate was a great baker and the other started to consider listening to the favorite band of their classmate. In that sense, working on this exercise allowed to improve relationships with classmates and strengthened the teacher-student relationship. Although the learners and the teacher in charge of the project could spend only one school term together, it was possible to create a bond

based on mutual respect and the teacher's admiration for what students share from their personal experiences. Sharkey, Clavijo-Olarte and Ramírez (2016) described a similar feeling among the teachers participating in their project. They found an enhancement in their relationship with students, which motivates teachers to continue carrying out projects that allow them to learn from students' experiences and integrate those aspects into the curriculum (p. 314).

During class nine, the last one in this stage, students took their final English exam. It was a school requirement to have five graded activities, and one of them had to be an exam at the end of the term. At the Instituto Miguel Sanchez Hiestroza grades go from 0 to 100, and students need to have a minimum of 70 to approve the subject. This final exam had a reading, vocabulary and listening section. Also, at the end of the exam, students were invited to reflect on their process during the English class (see appendix 6). With that aim, they had five questions written in Spanish that they could answer in Spanish as well. In the first question of that survey, students had to grade their performance during the first school term in the English class, taking into consideration their participation, their responsibility with class assignments, their behaviour during the classes and their effort to reach the desired language goals. In 5A the grades were in a range between 95 and 100 while in 5B they were from 90 to 100.

The next questions on the survey focused more on the development of the class and the students' interaction with the language and the school community. Learners were asked if they thought they had improved their English skills, to which all the students answered yes; highlighting that they had gained knowledge, especially in vocabulary. Students were also inquired about their favorite activity from the classes. Some of them mentioned they liked all of them, others brought up the activities done in the computer room while a portion of the students wrote that the description of the classrooms in the school and the creation of their classmates' files were the ones

they enjoyed the most. Moreover, learners gave their opinion on what they consider the most difficult when learning English. The most common answer to this question was pronunciation, one of the students wrote “es difícil que las cosas no se escriben igual que se pronuncian”. However, other answers included the writing and especially of some words that were so similar that just by changing one letter they meant something completely different. The final question of the survey intended to know what students had learnt from their school community. Some of them replied that, after the classes, they could name all the objects in the classroom in English, others said that they had discovered characteristics in their school spaces that they had not noticed before, like how all the classrooms had posters and how they changed on topics and designs according to the grade of the kids taking classes there. One student also said that she felt more comfortable at the school because she was a new student and did not know much about it before the classes, she also added that by creating a classmate file she could also connect with the other kids and start building friendships based on how much they had in common.

5.3.3 This is Instituto Miguel Sánchez Hinestroza.

This final stage took place in the tenth class. In the previous lessons, students had decided how they wanted to present their project to other members of the school community. They agreed on the creation of posters on cardboard with the description of the schoolroom that they had assigned and the file they had created about one of their classmates. Students started to work on this from the previous class, but they also had some time during the tenth class to add final details. Every group could decide how they wanted to organize the information within the poster. Some of them draw big pictures of the classroom being described while others focus more on the written compositions and draw the classroom elements around the text. In regard to the classmates' files,

the kids decided to follow the format from the All about you worksheet but did it on cardboard. They draw pictures of their classmates and wrote the information they had learnt about them.

Both fifth grade groups, 5A and 5B, had to present their work using English, which had students very nervous. One of them commented “profe, nunca he hecho algo así, no sé cómo vaya a ser”. During the time students had to add the final details to their presentations, they also asked questions regarding the pronunciation of certain words. They had the instruction that all the members of the group had to speak during the presentation. In every group, there was a leader, who was the strongest user of the language, and they were helping the other team members to be ready for the presentation. When the activity began, the classmates in the audience were listening carefully and encouraged the students when they seemed doubtful. At the end of the exercise, all the students were able to speak and faced the challenge to present their work using the English language. One of them said “profe, tenía muchos nervios pero fue chévere”. When the exercise concluded, students hung their posters and files so that other members of the community could see them as shown in Figures 4 and 5.

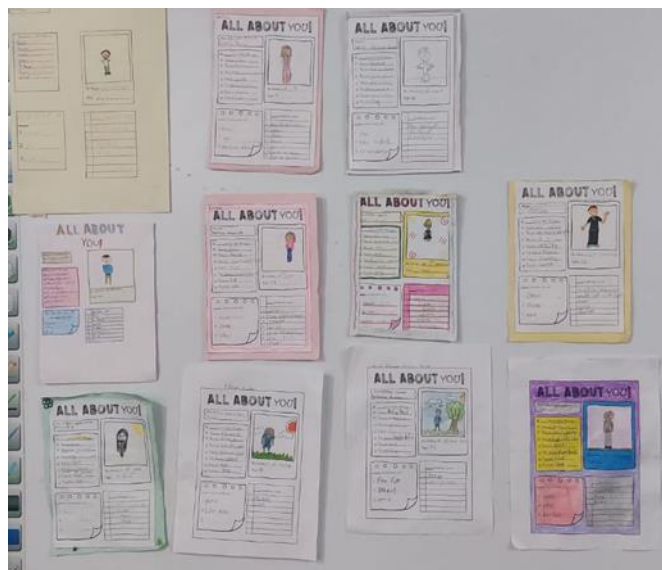
Figure 4.

Example of the classroom descriptions created by the fifth grade students.



Figure 5.

Example of the classmates' files created by the fifth grade students.



During the development of the classes, it was possible to notice that, as students were more invested in the creation of the project and the different classroom activities, there was an increase in their motivation. As the lessons progressed, students had a curious attitude toward the topics and their school environment. They were also active participants during the classes and were eager to continue learning about those classmates who they may have not had much contact with. In general, students were more motivated during their English lessons. Sharkey, Clavijo-Olarte and Ramírez (2016) also reported an increase in students' motivation when integrating CBP into the development of foreign language classes. The teachers participating in that research said that integrating community aspects helped to improve students' willingness to be active during the classes, and also make students more invested in their learning process. Students who were often shy and silent were more participative when the lesson's topics were presented considering their environment (p. 314). As final remarks, the students at Instituto Miguel Sánchez Hiestroza

expressed that they feel closer to their classmates and their school environment after using it in connection with the class. One of the students said that “hay otras cosas que me gustaría continuar viendo del colegio, me gustó que la clase fuera así y ojalá pudiéramos continuar”. A photograph of the 5A group and the researcher teacher was taken on the last day of class and can be seen in Figure 6.

Figure 6.

5A students and the researcher teacher.



6. Conclusions

Integrating the community within the classes can be an enriching experience for all the actors involved in the learning process. When it comes to teachers, it allows them to understand students' values, perceptions and relationship with their context, which can be used to develop lessons that are motivated and engaging for learners. From the students' point of view, having their community portrayed in the classroom help them to think about themselves as active members of it and start developing a critical view on the characteristics of its context. In addition, working with the community can be an invitation for parents and tutors to be more involve in their children's foreign language development process. During all this, the language becomes a vehicle to express ideas, emotions, and points of view, which can help students consider the English subject beyond grammar and vocabulary and start appreciating the communicative aspect that it also entails.

In Acapulco, the experience with the fifth grade students allowed them to enhance their sense of belonging to their school community. Learners could use the elements studied during the classes to describe the spaces at their school and to discover aspects of their classmates that they had not considered before. Students had the opportunity to identify the resources around their school and listed, not only the aspects that could be improved but also the ones that they found desirable and worthy of highlighting. Moreover, learning about other classmates strengthened their relationships. Within the group, there were students who had been living in Acapulco their whole life and yet did not know the other children, even after spending years studying together. Also, some kids had just arrived in town, and during the classes had the opportunity to build connections with the others. From this experience, students could relate to the school, not only with its physical space but also by recognizing themselves and others as a core part of it. In addition, as the lessons progressed, the students were getting more involved in the class activities, and they received the research teacher with more enthusiasm.

However, the learners were not the only ones gaining knowledge from this experience. It was also an opportunity for the research teacher to implement a different approach to teaching, and at the same time, to learn from the rural community and the students. This project required the teacher to be a detailed observer but also a respectful one. This last characteristic was especially important during the intervention since it could have been easy to disregard community aspects or to misunderstand students' stands as they differed from the teacher's point of view having grown and studied in an urban context.

In the project, the school community was the one being portrayed but all the other aspects of Acapulco can be integrated within the classes. Once teachers get involved in CBP it is easier to start identifying possible pedagogical sources by looking at the community. There are numerous

characteristics within students' context that can be related to the school topics and presented in the classroom, however, they required the teacher to do the exercise of getting in touch with the community and identify and bring those aspects to the classes. It can be challenging at the beginning but being a teacher aware of his context can positively impact the teaching practice. Moreover, the community is a rich pedagogical source that should be used.

Although it was a positive experience for the teacher and the students, one limitation during the development of the project was the reduction of the class time during the school term. It was a factor out of the research teacher's control, but it was a constant aspect noted during the development of the lessons. This situation affects the process of the students since, on many occasions, the topics cannot be fully developed or there is not enough time to provide the necessary practice. There are requirements in terms of performance that the school has to reach, but there are also multiple interruptions within the year promoted by MINEDUCACIÓN that affect the fulfilment of the desired learning goals, which is contradictory. The resources at the school were also limited. This was an institution in a rural area with limited tools in comparison to what we could find in an urban school, which required the research teacher to be more resourceful. Even though teachers should be able to adapt and make the most out of the situations, it should not be a constant in their teaching practice. For that reason, making the students aware of the difficulties and injustice around their community can be a first step for them to become promoters of actions that have a positive impact on the well-being of the members of the community.

References

- Alcaldía de Girón. (n.d.). Galería de mapas. Retrieved May 6, 2023, from <https://www.giron-santander.gov.co/MiMunicipio/Paginas/Galeria-de-Mapas.aspx>
- Bolaños, F., Florez, K., Gómez, T., Ramirez, M., & Tello, S. (2018). Implementing a community-based project in an EFL rural classroom. *Colomb. Appl. Linguistic. J.*, *20(2)*, 274-289. <https://doi.org/10.14483/22487085.13735>
- Boni, A., Millán, G., & Millán, M. (2018) When Collectivity Makes a Difference: Theoretical and Empirical Insights from Urban and Rural Communities in Colombia. *Journal of Human Development and Capabilities*, *19(2)*, 216-231. <https://doi.org/10.1080/19452829.2017.1412408>
- Bonilla, C., & Tejada-Sánchez. (2016). Unanswered Questions in Colombia's Foreign Language Education Policy. *PROFILE*, *18(1)*, 185-201. <http://dx.doi.org/10.15446/profile.v18n1.51996>
- Bonilla, S., & Cruz-Arcila, F. (2014). Critical Socio-Cultural Elements of the Intercultural Endeavour of English Teaching in Colombian Rural Areas. *PROFILE Issues in Teachers' Professional Development*, *16(2)*, 17-133. <http://dx.doi.org/10.15446/profile.v16n2.40423>
- Byram, M. (1989). *Cultural Studies in Foreign Language Education Multilingual Matters*. Clevedon, Avon: Bank House.
- Burns, A. (2010). *Doing Action Research in English Language Teaching*. New York, NY: Routledge.

- Carabelli, P. (2021) Didactic discussions during ESL/EFL English teacher training courses. *Reflective Practice*, 22(1), 60-72, 10.1080/14623943.2020.1821629
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education* (8th edition). Abingdon, Oxon: Routledge.
- Cruz-Arcila, F. (2018). ELT policy interpretations and translations in rural Colombia. *Current Issues in Language Planning*, 19(4), 363-382. 10.1080/14664208.2017.1377903
- Cruz-Arcila, F. (2018). The Wisdom of Teachers' Personal Theories: Creative ELT Practices From Colombian Rural Schools. *Profile: Issues in Teachers' Professional Development*, 20(2), 65-78. <https://doi.org/10.15446/profile.v20n2.67142>.
- Fornet-Betancourt, R., Saldaña, R. & Salas, R. (2021). Educación e interculturalidad. Desafíos y retos hoy. *Campos en Ciencias sociales*, 9(1). <https://doi.org/10.15332/25006681.6919>
- Google. [Universidad Industrial de Santander – Acapulco Girón]. Retrieved May 6, 2023, from <https://www.google.com/maps/dir/Universidad+Industrial+de+Santander,+Cl.+9+%2327,+Bucaramanga,+Santander/Acapulco,+Gir%C3%B3n,+Santander/@7.0750013,-73.211373,12z/data=!3m1!4m1!4m1!5m1!1s0x8e68156d1c0c8689:0x873d16bf1221d419!2m2!1d-73.1201112!2d7.1406393!1m5!1m1!1s0x8e6838e0033110c1:0xc009fcb315931439!2m2!1d-73.1341174!2d7.0136351?hl=es-419&entry=ttu>
- Hernández-Sampieri, R. (2018). Recolección de los datos cuantitativos: Segunda parte. In: *METODOLOGÍA DE LA INVESTIGACIÓN: LAS RUTAS CUANTITATIVA, CUALITATIVA Y MIXTA*. (1st ed.) Ciudad de México, México: McGraw-Hill Interamericana Editores, S.A.

- Hernández-Sampieri, R., & Mendoza, C. (2018). *METODOLOGÍA DE LA INVESTIGACIÓN: LAS RUTAS CUANTITATIVA, CUALITATIVA Y MIXTA*. (1st ed.) Ciudad de México, México: McGraw-Hill Interamericana Editores, S.A.
- Jebahi, K. (2013). A Perspective-Based Reading of Culture in English Language Teaching: From the Conventional Perspective to the Intercultural Language Teaching Perspective. *Open Journal of Modern Linguistics*, 3(3), 216-222. <http://dx.doi.org/10.4236/ojml.2013.33029>
- Lastra, S., Durán, N., & Acosta, D. (2018). Community based pedagogy as an eye-opening for pre-service teachers' initial connections with the school curriculum. *Colomb. Appl. Linguist. J.*, 20(2), 209-229. <https://doi.org/10.14483/22487085.13047>
- Lee McKay, S. (2006). *Researching second language classrooms*. Mahwah, New Jersey: Lawrence Erlbaum Associates, Inc., Publishers.
- MINEDUCACIÓN. (2006). *Formar en lenguas extranjeras: ¡el reto! Lo que necesitamos saber y saber hacer*. Bogotá, Colombia.
- MINEDUCACIÓN. (2016). *Derechos básicos de aprendizaje: Grados transición a 5° primaria*. Bogotá, Colombia.
- Moya-Chaves, D., Moreno-García, N., & Núñez-Camacho, V. (2018). Interculturality and language teaching in Colombia: e case of three Teacher Education Programs. *Signo y pensamiento*, 37(73). <https://doi.org/10.11144/Javeriana.syp37-73.iltc>
- Newby, P. (2014). *Research Methods for Education*. (2nd ed.). Abingdon, Oxon: Routledge.
- Nieto, S., & Turner, N. (2012). Learning Local and Global Literacies from Students and Families. *Language Arts*, 90(1), 66-69.

- Nieto, S. (2017). Becoming Sociocultural Mediators What All Educators Can Learn from Bilingual and ESL Teachers. *Issues in Teacher Education*, 26(2), 129-141.
- Paredes-Mendez, L., Troncoso-Rodríguez, I., & Lastra-Ramírez, S. (2021). Enacting Agency and Valuing Rural Identity by Exploring Local Communities in the English Class. Profile: *Issues in Teachers' Professional Development*, 23(1), 125–142. <https://doi.org/10.15446/profile.v23n1.85984>
- Poortvliet, P. M., & Darnon, C. (2013). Understanding Positive Attitudes toward HelpingPeers: The Role of Mastery Goals andAcademic Self-Efficacy. *Self and Identity*, 13(3), 345-363. <http://dx.doi.org/10.1080/15298868.2013.832363>
- Roldán, A., & Peláez, Ó. (2017). Pertinencia de las políticas de enseñanza del inglés en una zona rural de Colombia: un estudio de caso en Antioquia. *Íkala. Revista de Lenguaje y Cultura*, 22(1), 121-139. 10.17533/udea.ikala.v22n01a08
- Rincon, J., & Clavijo, A. (2016). Fostering EFL learners' literacies through local inquiry in a multimodal experience. *Colomb. Appl. Linguist. J*, 18(2), 67-82. <http://dx.doi.org/10.14483/calj.v18n2.10610>
- Sharkey, J., Clavijo Olarte, A., & Ramírez, L. M. (2016). Developing a Deeper Understanding of Community-Based Pedagogies With Teachers. *Journal of Teacher Education*, 67(4), 306–319. doi:10.1177/0022487116654005
- Sharkey, J. (2012). Community-Based Pedagogies and Literacies in Language Teacher Education: Promising Beginnings, Intriguing Challenges. *Íkala, revista de lenguaje y cultura*. 17(1), 9-13.

Simmons, N. *Family and Friends 1*. (2nd ed.). Oxford University Press.

Simmons, N. *Family and Friends 2*. (2nd ed.). Oxford University Press.

Torrado, S. (2023, February 18). La emigración de colombianos rompe todos los registros. *El país*.

Retrieved from <https://elpais.com/america-colombia/2023-02-18/la-emigracion-de-colombianos-rompe-todos-los-registros.html>

Wikipedia. (2012). Mapa del municipio de Girón, Santander. Retrieved May 6, 2023, from

https://es.m.wikipedia.org/wiki/Archivo:Colombia_-_Santander_-_Gir%C3%B3n.svg

Zamora, E., & Chavez, O. (2011). Teaching Culture in the Foreign Language Classroom: A Reflective Model. *Revista de Lenguas Modernas*, 14, 283-303.

Appendices

Appendix A. Interview questions to the fifth grade teachers and the community members.


For the teachers:

- ¿Cuál es su formación profesional?
- ¿Hace cuánto trabaja como docente?
- ¿Cómo ha sido su experiencia trabajando en una institución rural?
- ¿Qué características puede resaltar de la comunidad rural? En cuanto a sus habitantes, su economía, sus costumbres.
- ¿Hace cuanto se encuentra a cargo de dar inglés?
- ¿Cuál es su nivel de dominio de inglés?
- ¿Conoce usted sobre el Programa Nacional de bilingüismo? De lo propuesto allí, ¿Qué toma en consideración para sus clases?
- ¿Integra algún elemento del entorno de los estudiantes en la clase de inglés?

For the community members:

- ¿Hace cuánto vive en Acapulco?
- ¿Qué actividades económicas realizan las personas en Acapulco?
- ¿Qué conoce sobre la historia del pueblo y del Instituto Miguel Sánchez Hinestroza?
- ¿Qué le gusta de vivir en Acapulco?
- ¿Considera que es importante enseñar y aprender inglés en una comunidad rural?

Appendix B. Survey to explore students’ demographics and their insights on English learning.

| | | |
|----------------------------------------------|------------------------------------------------------------------------------------|---------------|
| ¿Cuántos años tienes? | | |
| ¿Vives en Acapulco? | Sí | ¿Hace cuánto? |
| | No | ¿Dónde vives? |
| ¿Cómo te sientes durante la clase de inglés? |  | |
| ¿Estudias inglés en casa? | Sí | No |
| ¿Es importante aprender inglés? ¿Por qué? | Sí | No |

Appendix C. Example of the reading exercises carried out during the class.

My classroom: Students read about Eduardo’s classroom and answered questions based on the information from the text.



My classroom

Hello! My name is Eduardo. I am 10 years old. I study at Vicente Azuero school in Floridablanca. This is my classroom. It’s big. The walls are white. It has 30 chairs and 30 tables. It has one white board and two fans. It also has some colorful posters on the walls. It has one bin for the trash and one cupboard with some pencils, rulers and markers.

I like my classroom and I like my school.

Let’s read and draw: Students read the classrooms’ description and draw what was mentioned in the text.

Let’s Read and Draw

This is my classroom.

My classroom is big.

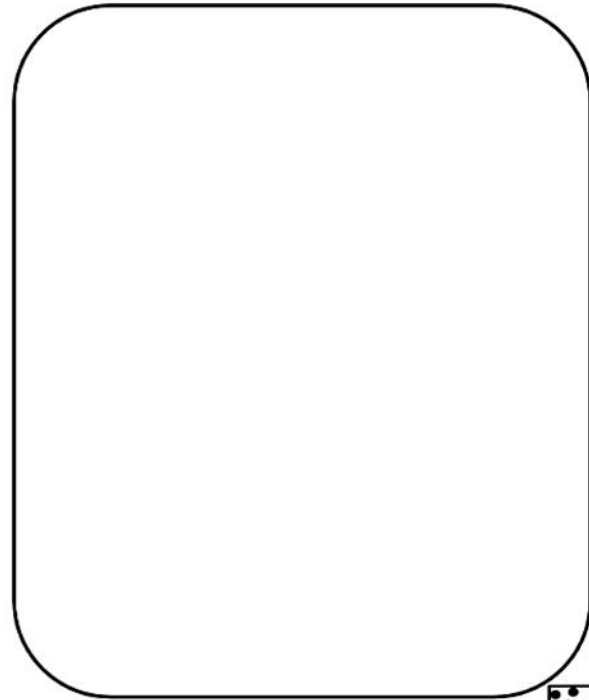
There are ten chairs, ten tables and one big board.

There are eight bookbags and seven books, all with different colors.

Name: _____

Let's Read and Draw

This is my classroom. My classroom is small. On the teacher's desk there is a box with two rulers, five pencils and 6 red pens. There is one glue and two scissors.



Name: _____

Appendix D. Worksheet an example of a listening exercise.

| | | | |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  |  | <p>School of languages – Universidad Industrial de Santander Teacher: Leidy Juliet Cárdenas Herrera English in the rural area</p> |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| | |
|--------------|---------------|
| Name: | |
| Date: | Grade: |

1. Find the words in the wordsearch. Draw the objects you find.

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| P | D | E | S | K | C | H | A | I | R | X | Y | Y | O |
| Q | X | J | Y | P | S | U | A | N | G | I | R | O | J |
| X | W | N | U | H | R | G | C | J | R | U | L | E | R |
| I | R | A | U | L | T | P | O | E | R | U | A | H | P |
| O | T | M | T | L | C | T | D | F | Y | C | D | J | L |
| M | I | P | P | Z | P | P | E | N | C | I | L | U | T |
| V | R | J | Q | Z | L | S | R | B | S | K | M | P | R |
| Z | R | O | N | X | W | H | A | X | S | F | Q | L | H |
| L | H | W | T | C | U | F | L | Q | X | L | G | K | V |
| F | P | U | H | V | A | U | T | C | V | W | D | T | I |
| G | I | T | O | N | B | A | C | K | P | A | C | K | X |
| R | H | N | B | E | R | A | S | E | R | R | K | R | T |
| U | L | Q | F | P | E | N | C | I | L | C | A | S | E |
| E | O | D | V | G | L | U | E | M | F | F | X | G | S |

Chair

Pencil

Backpack

Desk

Eraser

Ruler

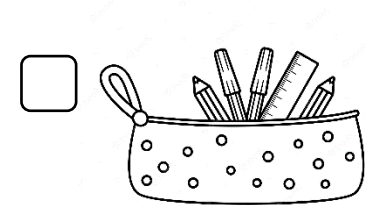
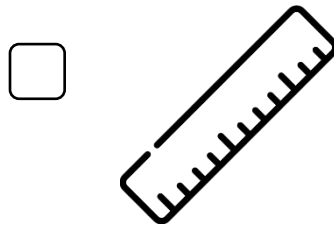
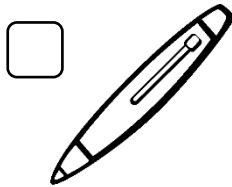
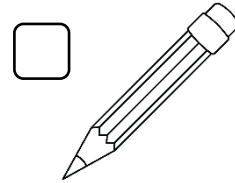
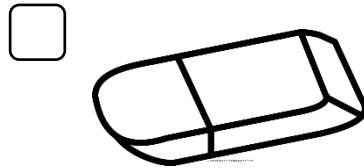
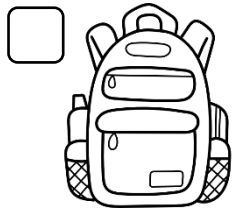
Glue

Pencil case

2. Listen and tick ☑ the school objects.

- a. Pencil _____ b. clock _____ c. pen _____ d. glue _____ e. ruler _____
 f. eraser _____ g. pencil case _____ h. backpack _____ i. scissors _____

3. Listen and number.



Appendix F. Final exam and students' survey.

| | | | |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
|  |  |  | School of languages – Universidad Industrial de Santander Teacher: Leidy Juliet Cárdenas Herrera English in the rural area |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|

| | |
|-------|--------|
| Name: | |
| Date: | Grade: |

1. Read. Circle the correct answers.

Hello! My name's Sara. I'm eight years old. This is my classroom. There are three tables and eight chairs. That is my teacher, Miss Ramirez. She is in front of the board. There are two computers in my classroom. There are pictures on the wall. There's a big cupboard. There are lots of pencils. This is my bag, it's yellow.



1. How many tables are there? three / four
2. How many chairs are there? nine / eight
3. How many computers are there? three / two
4. What color is Sara's bag? blue / yellow

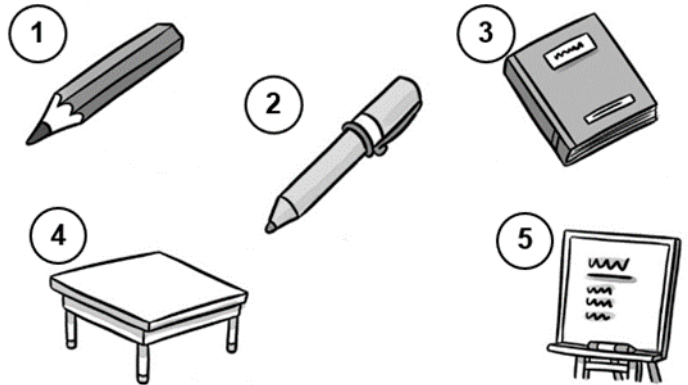
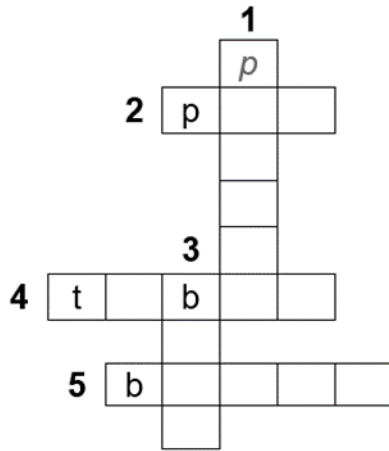
2. Read again and write T (true) or F (false).

- | | |
|-------------------------------------------------------------|-------------------------------------------------------------|
| 1- Daisy is nine. <input type="checkbox"/> | 4 - Miss Green is Daisy's teacher. <input type="checkbox"/> |
| 2 - There are posters on the wall. <input type="checkbox"/> | 5 - There are two cupboards. <input type="checkbox"/> |
| 3 - Daisy's bag is yellow. <input type="checkbox"/> | |

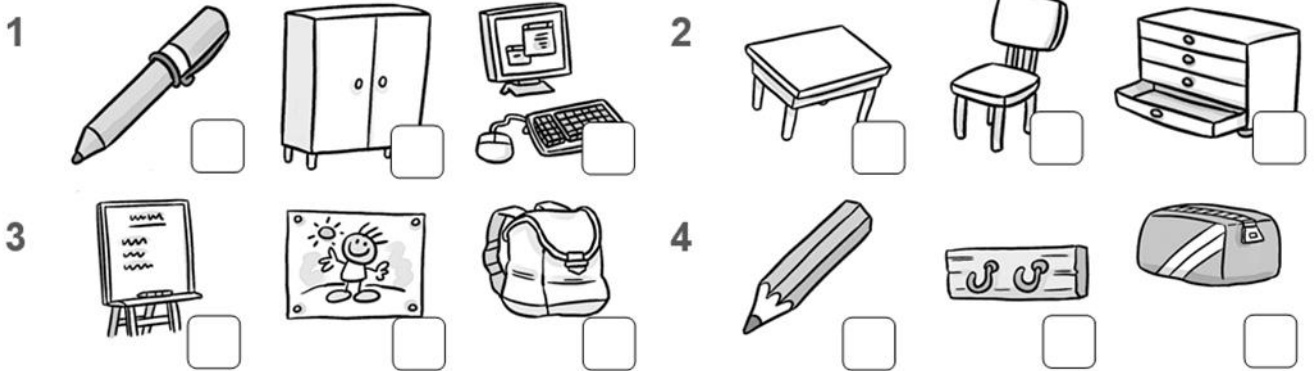
3. Complete with is or are

- | | |
|---------------------------|----------------------------|
| 1. This <u>is</u> my peg. | 2. Those _____ my pencils. |
| 3. These _____ my books. | 4. Those _____ my pens. |
| 5. This _____ my ruler. | 6. Those _____ new tables. |

4. Look at the pictures. Complete.



5. Listen and tick (✓)



¡Cuéntame!

- En la escala de 10 a 100 ¿cómo calificas tu trabajo durante la clase de inglés? _____
 - ¿Sientes que mejoraste tus habilidades en inglés? _____
 - ¿Disfrutaste de las actividades durante la clase? ¿Cuál fue tu favorita? _____
- _____
- _____

- ¿Qué te parece más difícil de aprender inglés? _____

- ¿Qué descubriste sobre tu colegio durante la clase? _____
