

**PLACE-BASED EDUCATION IN AN URBAN CONTEXT: AN ECOTOURIST  
APPROACH**

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**UNIVERSIDAD PEDAGÓGICA NACIONAL**

**FACULTAD DE HUMANIDADES**

**DEPARTAMENTO DE LENGUAS**

**BOGOTÁ, 2019**

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APPROACH**

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This project is presented to obtain the diploma of Licenciatura en Español y Lenguas  
Extranjeras

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<p>Investigación acción de carácter cualitativo desarrollada en el Colegio Prado Veraniego I.E.D. ubicado en la localidad de Usaquén de la ciudad de Bogotá, en la cual se llevó a cabo una intervención pedagógica en los grados sexto y séptimo con el fin de implementar el enfoque de la Educación basada en el lugar en el aula de inglés como lengua extranjera para mejorar el desarrollo de las habilidades integradas y la creación de proyectos de ecoturismo.</p>

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#### 4. Contenidos

Este estudio presenta un enfoque de investigación acción, por lo tanto, se desarrolló a lo largo de seis capítulos. En el primer capítulo se realiza una descripción y contextualización del lugar y población con la que se llevó a cabo la intervención pedagógica. Igualmente, se identifica el problema de investigación con una posterior delimitación de la pregunta de investigación y sus objetivos, general y específico. Esta pregunta está enfocada en el análisis del impacto de implementar la Educación Basada en el Lugar a través de un proyecto de Ecoturismo para desarrollar las habilidades integradas de los participantes. En el segundo capítulo se presenta el estudio del arte y el marco teórico que soporta científica y teóricamente la creación de constructos referentes al tema de la investigación. El tercer capítulo desarrolla el diseño metodológico del proyecto, explicando el procedimiento para el uso de instrumentos de recolección de datos y el posterior análisis de estos. Luego, en el cuarto capítulo se presenta la descripción de la intervención pedagógica llevada a cabo en este proyecto el cual constó de tres ciclos. De igual manera, en el capítulo cinco se presenta el análisis de los datos recolectados a través de la intervención y los descubrimientos logrados. Por último, el capítulo seis presenta las conclusiones a su vez que discute los hallazgos del proyecto, sus impactos, limitaciones y recomendaciones del estudio.

#### 5. Metodología

Este proyecto de investigación acción fue llevado a cabo a lo largo de tres fases. La primera fase consistió en un proceso de observación y recolección de muestras para determinar el problema y pregunta de investigación. De este modo, para la segunda fase, se diseñó la propuesta de intervención pedagógica que buscaba dar solución al problema de investigación encontrado. Así, el desarrollo de sesiones de clase con la población permitió guiar el proyecto a través de la observación, planeación, diseño y aplicaciones para luego llevar a cabo un nuevo proceso de observación que permitiera realizar una reflexión sobre los datos e información recolectada durante las intervenciones. Esto permitió encontrar dificultades y debilidades a lo largo del proceso de intervención para sesiones futuras. Igualmente, la recolección de los datos se llevó a cabo a través de instrumentos como diarios de campo, grabaciones, entrevistas, encuestas y

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artefactos. Finalmente, luego de la intervención pedagógica, se procedió a organizar y sistematizar la información recolectada lo cual permitió un adecuado análisis de la misma. Así pues, los hallazgos encontrados permitieron el establecimiento de conclusiones, implicaciones, limitaciones y sugerencias para futuras investigaciones en relación tema de este proyecto.

### 6. Conclusiones

Las conclusiones de este proyecto surgen a partir de las categorías de análisis derivadas de la pregunta de investigación y de los objetivos específicos propuestos. Así, en relación a la primera categoría de análisis, la cual busca identificar las habilidades de la lengua que se desarrollan a través de la participación en un proyecto de ecoturismo, se concluyó que las habilidades que mas se desarrollaron fueron especialmente las habilidades de escuchar, escribir y leer. A su vez, en el análisis de la segunda y tercera categoría están enfocados en describir los roles que la Educación basada en el lugar presenta y potencian al estudiante frente al aprendizaje del inglés como lengua extranjera. Estos son: un rol de conectar al estudiante con sus alrededores y un rol de apoyo en la transformación de los estudiantes en agentes de cambio ambiental. De esta manera, se pudo concluir que estos roles permiten desarrollar en los participantes diferentes actitudes hacia el lugar en donde el aprendizaje tiene lugar. Estas actitudes van dirigidas hacia la relación que tienen con su contexto inmediato y la importancia que tiene para ellos cuidar de este. De igual manera, estas actitudes se presentan en comportamientos sociales y escolares que motivan al estudiante a tomar acciones encaminadas al cuidado de la naturaleza y el medio ambiente.

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## **Abstract**

This document presents the development of an action-research project as well as the pedagogical proposal designed in order to establish the impact of implementing Place-Based Education with the objective of developing Integrated Skills in the English as a foreign language class through participation in projects of Ecotourism. The participants in this research were sixth grade students of Prado Veraniego School I.E.D, located in Bogotá, Colombia. Throughout the intervention process, data were collected during the interventions of the pre-service, following a methodological design of three cycles in which a foundation on Ecotourism was developed, a real practice of this activity and finally the design of a project about this topic in the English classroom. The results that emerged from the triangulation of data allowed to analyze the findings and account for the conclusions, in turn to explain the implications and limitations of the project.

*Keywords: Place-Based Education, Integrated Skills, Ecotourism, urban context, English as a Foreign language.*

## **Resumen**

Este documento presenta el desarrollo de una investigación-acción al igual que la propuesta pedagógica diseñada para establecer el impacto de implementar la Educación Basada en el Lugar con el objetivo de desarrollar Habilidades Integradas en la clase de inglés como lengua extranjera a través de la participación en proyectos de Ecoturismo. Los participantes de esta investigación fueron estudiantes de grado sexto del Colegio Prado Veraniego I.E.D, ubicado en Bogotá, Colombia. A lo largo del proceso de intervención se recopilaron datos en relación a las intervenciones del docente en formación, siguiendo un diseño metodológico de tres ciclos en los

que se desarrolló una fundamentación en Ecoturismo, una práctica real de esta actividad y finalmente el diseño de un proyecto sobre este tema en el aula de inglés. Los resultados que surgieron de la triangulación de datos permitieron analizar los hallazgos y dar cuenta de las conclusiones, a su vez que explicar de las implicaciones y limitaciones del proyecto.

Palabras clave: Educación Basada en el lugar, Habilidades integradas, ecoturismo, contexto urbano, inglés como lengua extranjera.

## **CHAPTER I**

### **Contextualization and Research Problem**

#### **Context**

This study was held at Prado Veraniego School I.E.D., an official school linked to the Secretary of Education of Bogotá, which offers formal educational services in the preschool, elementary and secondary levels. It is opened to a mixed student population aged between 5 and 18 years old. This school emerges from the integration of the IED Prado Veraniego I (founded in 1960) and Prado Veraniego II (founded in 1979) in the year 2000, and it is situated in the neighborhood Prado Veraniego in the north part of the city which is, at the same time, placed in the Suba locality and it has two branches. The branch A is situated in the address Carrera 46 #130 – 65 and it serves the secondary level of education; on the other hand, the branch B is located in the address Carrera 56A #128 – 51 and it receives the preschool and Elementary levels of education. Additionally, it has a morning shift and an afternoon shift in both branches for each level of education.

As the school is found in the locality 11- Suba, it becomes relevant to mention that this locality covers most part of north-western Bogotá and in the north, it limits with Chía municipality, in the east with the locality Usaquén, in the west it limits with Cota municipality and in the south, it limits with the localities Engativá and Barrios Unidos. In addition, most of the neighborhoods in the area belong to the socioeconomic strata 3, 4, and 5, however, the inhabitants of the neighborhood in which the school is found belong to the strata 2 and 3.

Furthermore, the most present economic activity in the school surroundings is the motorcar industry; thus, it is possible to find selling and repairing of vehicle parts and different maintenance services for automobiles.

Also, the Prado Veraniego School I.E.D mission is to generate and strengthen the cognitive, social, and practical processes in the educative community, pointed towards the education of competent human beings throughout a communication with quality that allows them to appropriate the values for a healthy cohabitation. In addition, the Vision of Prado Veraniego School I.E.D proposes itself to take a stance at local, district and national level in 2020, as an institution that prepares people for life, committed with their human development and who continue with their academic education, live through values and lead positives processes of social change in order to make possible a harmonious cohabitation for building a fairer and solidary country.

The institutional emphasis emerges from a discussion in which teachers from the school agreed that, based on the resources and students' interests, VALUES and COMMUNICATION should be the foundation and the way to achieve the objectives of the Institutional Educative Project (IEP). Correspondingly, the IEP of Prado Veraniego School is: "Communication with quality towards human development", basing its actions, its conceptual and organizational context, and its pedagogical and administrative approach on the humanistic and scientific values that identify the institution as an educative organization in search for integral development throughout high-quality communication.

The pedagogical model of Prado Veraniego School (IED) bases its educative process in the social-cognitive model. This model establishes that knowledge and learning are social constructions that allow capacities development and student's interests with each experience. It

is based on the solution of the daily problem through cooperative work, critic analysis, and social commitment. In terms of contents, the student is the one that chooses what is relevant to him and is able to recognize his environment and others' opinions in order to make his own decisions. At last, assessment is dynamic, and it is based on self-assessment, peer assessment, and hetero-assessment processes.

## **Participants**

This research was developed with the grade 601 (during the first two semesters of observation and implementation) and the grade 701 (in the last semester of implementation) of the Prado Veraniego School IED (Branch A). These grades were formed by 38 students, boys and girls aged between 10 and 13 years old. Hence, the permission given by legal tutors using an informed consent format (see annex 1) allowed me to look into some information of the participants. In order to get to know and characterize the group, it was necessary to use three different data collection tools: a class observation process done by the researcher and compiled in field notes, the application of a characterization survey to 26 of the students (see annex 2) in order to get to know some social and family characteristics, and finally, an interview to the homeroom teacher.

## **Statement of the problem**

The diagnosis held during the first semester of 2018 revealed that the most significant problem presented inside the English classes was related to the low use of the main four language skills, all of them on the same level. This means the students' integrated skills and their capacity to use appropriate language in a communicative way were not at that moment the most

developed abilities. Furthermore, the students' language performance presented some difficulties that affected their language acquisition process and their attitudes towards the English language.

The former might be presented due to the constant use of Spanish to communicate during the class. In this way, not all the interactions inside the EFL classroom were presented in the target language. On the contrary, language along the English classes was focused on vocabulary learning, rewriting exercises, and translation.

Also, the different instruments provided not only a perception of the problematics found in terms of language, but also a problematic with classes' connection with two of the three institutional emphasis (Communication and Tourism) and IEP. This last states that communication is the foundation for the construction of human beings and society, however, this is not a present factor during English classes and this could be seen in students' failure at the moment of using the language.

Additionally, as mentioned before, the development of the Tourism emphasis is transversal to every grade and area of knowledge in the Prado Veraniego School. Hence, the school proposes Ecotourism as the topic for the development of this emphasis in sixth and seventh grades. However, during the classes observed no activities on this subject had been developed. In consequence, the class was delimited to work on isolated vocabulary translation and grammar topics as Verb To be (which was the topic stated for the first term of the year). Thus, it became necessary to support and follow the process of implementation of this new emphasis in the school, aiming to the reinforcement and expansion of the Ecotourism concept and practice inside and around the school. In this way, this process was seen not only as one to cover a curricular necessity but also as an opportunity inside the EFL classroom to enhance students towards the use of all language skills in a different and innovative way, allowing them

to achieve a relevant development of English language performance and to have meaningful experiences in the English class.

Furthermore, it is important to mention that for achieving the indicators for every single skill in sixth grade stated by the Minister of Education in the *Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés* (2006) it became necessary to start an immersion process into the English language. The former implied that the use of the mother tongue should be reduced progressively, and English classes must be taught in the target language. It also implied that the activities and classes design must be oriented towards the improvement of all the skills. This, in order to enhance students' communicative competences allowing them to use the English language to understand and follow basic discussions and instructions (comprehension skills), as well as to be able to express themselves and to hold short interactions in the target language (production skills). Hence, the previous was enhanced in order to achieve the European Framework statements for an A2 level user of English language, offering students a realistic and significant language learning taking into account their immediate context, environment, and surroundings.

### **Rationale of the study**

Developing language integrated skills is a relevant matter in relation to the perception of English as a tool for interaction with the immediate context and our globalized world. Hence, regarding Brown (2001), the development of integrated skills not only allows the student to understand language as a whole but also “gives students greater motivation that converts to better retention of principles of effective speaking, listening, reading and writing” (p. 233).

Additionally, the use of the four integrated skills inside the EFL classroom provides students with a rich environment of inputs and opportunities to interact, as well as it offers the teacher a significant flexibility in lesson planning and material creation to encompass the four skills. In this way, students can be conscious about the progress in each of their language skills at the same time they discover that language is not a set of isolated abilities that are learnt without real purposes. When using the integrated skills, Brown (2001) states that “students are given a chance to diversify their efforts in more meaningful tasks” (p. 234) as well to carry out more natural performances as in real world of language use.

Moreover, since the improvement of integrated skills is given in a specific context, language is understood as a situated practice. In this way, Lave and Wenger (1991) state that the process of learning in scholars should not be presented as an isolated and decontextualized one, but as a process that implies a relation between students and their immediate context with particular social and environmental characteristics. For that reason, the Place-Based Education (PBE) approach emerges as a response to connect learning with social and contextualized behaviors towards the formation of human beings with a strong awareness of the place where they live, their communities and the importance of using knowledge in the improvement of these. Following Sobel (2004), “this approach to education increases academic achievement, helps students develop stronger ties to their community, enhances students’ appreciation for the natural world, and creates a heightened commitment to serving as active, contributing citizens.” (p. 6)

On account of the above-mentioned, when using PBE, students have the possibility to use knowledge to display not only prosocial and situated attitudes but also to increase awareness towards environmental care of their immediate natural setting. Therefore, PBE is presented as a significant tool to connect the EFL classroom and students to the context in which learning is

taking place. Consequently, for the concerns of this study, the EFL class is understood also as a mean to link students' development of integrated language skills and the curricular approach towards the learning of Ecotourism in the English class proposed by Prado Veraniego School. Accordingly, the formation on Ecotourism helps students in the enhancement and support of the prosocial actions searched by PBE and the notion of learning English as a foreign language as a situated practice.

Following this, The International Ecotourism Society (2018) manifests that “with an emphasis on enriching personal experiences and environmental awareness through interpretation, ecotourism promotes greater understanding and appreciation for nature, local society, and culture” (par. 3). Bearing this in mind, to start a formation in Ecotourism in the English class is important to provide students with authentic material as videos and information about taking care of environment where they live, materials in regards to the places in which this practice can be carried out and, finally, an actual interaction with the environment. The former with the specific purpose of creating Ecotourism projects that help students' to, first, enhance positive attitudes facing natural environments and, second, to act upon their immediate scholar community. In this way, the development and application of this strategies are significant vehicles to direct the learning of EFL and Ecotourism practices and principles under the light of PBE in order to achieve proper and active participation of students in the advancement of connecting content and knowledge with actions taken in the real world.

All in all, Place-Based Education is an approach that allowed to integrate the development of English language integrated skills as a contextualized practice with the formation on Ecotourism and the performance of prosocial actions by students' in their immediate community and natural environment.

## **Research Question**

What is the impact of implementing Place-Based Education through an Ecotourism Project on the development of the integrated skills in EFL of 6th graders of Prado Veraniego School I.E.D.?

## **Research Objectives**

### **General Objective**

To establish what is the impact of implementing Place-Based Education through an Ecotourism Project to develop the integrated skills in EFL with 6th graders of Prado Veraniego School I.E.D.

### **Specific objectives**

1. To identify the language skills developed through the participation in an Ecotourism Project in an EFL classroom.
2. To determine the roles of Place-Based Education in the development of EFL integrated skills of sixth graders.

## CHAPTER II

### State of Art and Theoretical framework

This chapter presents, in first place, the literature review in which the studies that contributed to the frame of this project are reviewed and; and secondly, the definition and characterization of the constructs that underpin this project are presented: *Place-Based Education in an Urban context, Ecotourism as a learning memorable experience, Project-based learning: an ecotourist approach* and *English language integrated skills*.

#### State of Art

The establishment of the directions for this project lead to the review of different international and national research. These studies presented a similar theoretical information in relation to my study. Therefore, these works are presented in order to show their most important contributions to the development of my research.

First, regarding the research done on Place Based Education, it was possible to find the study *Implementing Place-Based Education in the Elementary Classroom* by Hall (2015) as a valuable one to mention. This study examined how teachers in Ontario implemented Place-Based education in the elementary classroom. This research responded to the question: “How is a small sample of elementary school teachers implementing place-based education in their lessons, and what is the perceived impact of these practices on students’ academic performance and

environmental conscientiousness?”, leading as purpose to provide the educational community with some of the knowledge and tools they need to implement Place-Based Education successfully in their own classrooms. The participants of this research were two teachers that had PBE as the core of their teaching process who were also interviewed. The results of these interviews showed conceptions on definition, challenges and benefits of Place Based Education. The conclusion of this study was that as it provided a narrative of two teachers that used PBE in their classes, it became a meaningful outcome for other teachers to promote PBE. Now, for this research it is relevant due to it offers a more complete review of the implementation of PBE in different international contexts. Also, it is a significant theoretical support in order to carry out the adaptation and enforcement searched in an urban context.

Secondly, the study *Place Based Education Action Research Project* by (Norman, 2010), is another to have in mind. This research project presented the role Place Based Education approach had directly on first generation students of Native American College. This research project monitored the progress of 12 students in the course Biology and Natural History of Salish Sea Basin during spring quarter of 2010. Throughout the intervention, the researcher assessed students based on writing assessment, facilitated discussion, and a final presentation. As part of the conclusions obtained from the research, students gained a wider understanding of ecological and biological processes presented in the environment and they also became more aware of their surroundings. Also, the study showed that through PBE students increased the ability to link content to values, culture, and community. Therefore, this study becomes relevant for this research project because it worked with Place Based Education and showed the benefits this approach has on students and their immediate surroundings. It also shows the flexibility that PBE has and that it could be implemented in any context with good results.

Thirdly, the study *Facilitating Place-based environmental education through bird studies: an action research investigation* by (Can, Lane and Ateşkan, 2016) is another one to bear in mind. This action research consisted in supporting biology teachers in Turkey through the design of a workshop to help them conducting birdwatching activities with their students and to promote the use of Place-Based Environmental Education. Hence, the nineteen participating teachers of this research were involved in a two-moment workshop which provided teachers, first, with “theoretical background through sessions on nature education, PBE, and birdwatching strategies” (p. 7); and second, with practical tasks carried out during a field trip to a local lake in order to learn how to use birdwatching equipment and provide teachers’ students with guidance on the ecological value of birds in Turkey.

Additionally, the researchers considered four questions in order to conduct their investigation. These questions were related to find the strategies, motivations, barriers and implications of involving students in learning about birds under the framework of Place Based Education. Having in mind the former, the project was developed within three cycles that guided the participating teachers in implementing PBE in their classrooms. The data collected revealed as a result that the participating teachers increased their personal awareness about birds and the environment. Also, data lead to conclude that teachers consider the use of PBE in the biology classes and think of it as a powerful tool to promote environmental consciousness; additionally, researchers concluded that more workshops, preparation of teachers and continuous support are needed to sustain the interest in this topic and to overcome limitations found when implementing PBE.

In this way, this study takes its relevance for my research project because it shows the significance of involving not only students but also teachers into the benefits of PBE. The review

of the former study proves that participating in outdoor activities with educational purposes are effective as they increase place consciousness and environment awareness in participants, which are some of the goals in practices such as ecotourism.

Fourthly, one of the case studies found in the book *Place-based education: Engagement from the Student Perspective* by (Rote, Schroeder and D'Augustino, 2015) is a useful reference to keep in mind. The case study refers to the implementation of Place-Based Education in the fifth-grade science class at Ella White Elementary in Alpena, Michigan. This study presented how students conformed a community environment in the science classroom, in which every student had a role and complemented the “youth-run society” (p.17). However, the homeroom teacher, Bob Thomson, took big part in taking his students to interact with their immediate community guiding them to expose what they studied and learned in the classroom about taking care of sturgeons in the local lake. Thus, the students were “becoming teachers themselves, using their newly acquired knowledge to participate in and educate their communities” (p.19) obtaining as a result long-lasting benefits and knowledges. The former shows how one of the principles of Place-Based Education works and affects in students' formation, and that is why it is a relevant study to bear in mind. The creation of Ecotourism projects by students at Prado Veraniego School will provide a starting point for connecting community and school, and for increasing interaction between educative community actors.

Lastly, it was relevant to look into the study *Implementing Place-Based Education in the Elementary Classroom* by Salazar & Espejo (2017) at Universidad Pedagógica Nacional in Bogotá, Colombia. This study was an action-research held in the public rural school IED RURAL QUIBA ALTA with participants of fourth grade in order to implement Place Based Education in a rural context for teaching English as a Foreign Language. The teaching of English

was carried out through the incorporation of poems in English based on the immediate context of the students and through the approach based on textual genres. The outcomes of this pedagogical proposal were, first, a book in which the poems were collected and, second, the development of prosocial behavior. This study had three phases, to mention: first, a diagnosis and delimitation of the problematic found in the school.; second, the proposal of a pedagogical intervention and its implementation; and finally, the systematization and analysis of the data obtained after the pedagogical intervention. The conclusions of this study were presented as the success that Place-Based Education had at learning English, connecting students emotionally to the rural context and feeding the consciousness of their environment. Additionally, the creation of poems about their rural village was a memorable and enhancing experience that created a strong sense of belonging.

This study becomes one important to take into account because it shows the implementation of Place Based Education in the EFL classroom, from a Colombian context and perspective. Although it was developed in a rural context, it is a unique research that shows a reality of the immediate context. It is also a study that presents an opposite vision of my implementation proposal of PBE, due to the context in which was developed, showing a contrast with the intention of guiding a study in an urban context.

### **Theoretical Framework**

This study is supported by four constructs, to mention: *Place-Based Education in an urban context*; *Ecotourism as a learning memorable experience*; *Project-Based Learning: an Ecotourist approach*; and finally, *Integrated skills*.

**Place-Based Education in an urban context.** Referring to Place-Based Education, Sobel (2004) states that “Place-based education is the process of using the local community and environment as a starting point to teach concepts in language arts, mathematics, social studies, science and other subjects across the curriculum.” (p. 6). Thus, PBE is implemented as a model that not only integrates content among curricula, but also integrates what surrounds students and an actual application of the knowledge acquired in order to contribute to society.

Regarding the former, Fly (2010) states that PBE searches a shift from a linear model of education to a more dynamic interdisciplinary approach of the information/digital age based in action research. Subsequently, the author mentions that “in the Place-Based Model, the goal is to create opportunities for students to think independently (inquiry), collect, analyze, synthesize, and critique information (data), address community opportunities and concerns, and create knowledge and innovative ideas.” (p.1). Similarly, for Clark (2008), Place-based learning helps in the process of social change, enhancing students to reflect on their local heritage, culture and the diversity of community-based opportunities and experiences where their actions can have the greatest impact. (p. 7). This way, PBE intends to create human beings with social awareness, capable to offer solutions found in their immediate context in order to unify knowledge and people to create a better society. To achieve this goal, PBE also must offer students a development of communicative skills and this is constructed through tasks in regards of their inquiry process such as “reporting their research findings through publications (written and electronic) and presentations to their peers and the community” (p. 1).

Finally, PBE is seen as the foundation of this research project due to the necessity of connecting content learning and English as a Foreign Language to the institutional PEI and the emphasis of the school. Hence, for the school, communication is the basis of the construction of

an equal society and human development towards leadership skills; as tourism is as well one of the institutional emphasis aiming to economic growth in the country, the PBE model adapted to the requirements that a formation in ecotourism demanded due to the integration of interaction with the environment and content the model proposes. Additionally, for the particular case of this study and its participants, an Ecotourism approach in the syllabi of the classes and the implementation of PBE helped in the guidance towards the creation of an Ecotourism project.

**Ecotourism as a learning memorable experience.** Having in mind the former, it becomes necessary to define the term Ecotourism. For (The International Ecotourism Society, 2015) Ecotourism is now defined as "responsible travel to natural areas that conserves the environment, sustains the well-being of the local people, and involves interpretation and education". Moreover, the focus on education leads the practice of Ecotourism aim to “deliver memorable interpretative experiences” in order promote the protection and the support of environmental care of the place visited. Similarly, (World Tourism Association, 2002) defines Ecotourism as “all nature-based forms of tourism in which the main motivation of the tourists is the observation and appreciation of nature as well as the traditional cultures prevailing in natural areas”. Thus, the practice of this activity must, indeed, create and spread an awareness in visitors of ecotourist attractions towards the conservation of nature among communities involved.

At last, Ecotourism in Colombia is included as part of the regulations and considerations of the General Law of Tourism. Therefore, for the (Law No. 300, 1996) the practice of ecotourism not only searches the recreation and the amusement of the visitors, but also searches the education through observation and the recognition of nature values including cultural aspects related. Consequently, as part of the formation in tourism at Prado Veraniego School, and taking into account that the school had considered to include Ecotourism formation for sixth graders, it

became relevant for this study to put in consideration the conception this practice has for Colombian government. Therefore, an Ecotourism project in this study was oriented towards the sensitization of the educative community on the conservation of nature and the proposal to promote the environmental care.

**Project based learning: an ecotourist approach.** One of the intentions of this study was to promote the creation of Ecotourism projects in the urban context of Bogotá. For that reason, Project-based learning (PBL) was a suitable approach to develop this study. Having this in mind, a definition given by (Jones, Rasmussen, & Moffitt, 1997; Thomas, Mergendoller, & Michaelson, 1999) states that PBL is a model that organizes learning around projects. Hence, these are complex tasks, which are based on challenging questions and guides students through design, problem solving, decision-making, or investigative activities to achieve learning. This approach “give students the opportunity to work relatively autonomously over extended periods of time and culminate in realistic products or presentations.” (Jones et al, 1997). Furthermore, it becomes relevant to mention that the outcomes of the ecotourism projects must be tangible products and that can be presented to the educative community.

Also, (Buck Institute for Education, 2018) defines Project Based Learning as a teaching method in which students gain knowledge and skills by working to investigate and respond to an authentic, engaging and complex question, problem, or challenge. Then, the realistic situation for the matter of this project will be guided to the conservation and protection of nature through the creation of an Ecotourism project. Thus, similarly to Place Based Education, students were enhanced to investigate and to propose (through interaction with the environment) different methods for promoting ecotourism in local context and to preserve the existence of ecological environments. Additionally, under the beliefs of Clark (2008) in project-based learning, students

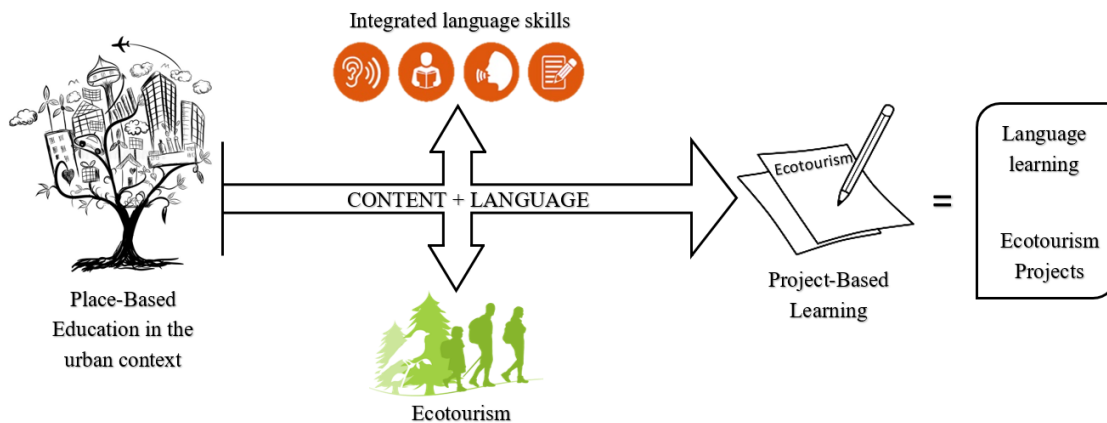
work in teams to explore topics in authentic ways and create presentations to share and apply what they have learned. This will result in deeper learning of the topic and in an increased self-direction and motivation, and improved research and problem-solving skills (Clark, 2008).

**Integrated Skills.** Finally, bearing in mind the precedent construct, it was essential for this research project to inquire into the concept of Integrated Skills for in the EFL Classroom. Following the idea of Oxford (2001), it states that language skills have been traditionally segregated among ESL/EFL courses and classrooms, referring to a misconception of curriculum administrators on skills development that leads the focus towards one or two skills (p. 7). Therefore, for the author, an Integrated-skill approach consists in the integration of the four main language skills: listening, speaking, reading and writing. In consequence, taking into account the first findings of this research, it was necessary to implement an Integrated-skill approach in the sixth grade EFL classroom at Prado Veraniego School in order to initiate an improvement process of all the problematics in language skills terms. To achieve this, the creation of Ecotourism projects was proposed, however it becomes relevant to mention that the conceptualization on this topic was developed through one of the forms of Integrated-skill Instruction: Theme-Based Instruction.

In relation to this form mentioned above, Brown (2001) states that Theme-Based instruction integrates the learning of some specific topic content with the learning of a second language and the objectives on the two factors are in an equal position. In this way, this form of Integrated-skill language teaching “serve the multiple interest of students in a classroom and can offer a focus on content while still adhering to institutional needs for offering a language course *per se*” (p. 236). As a result, this conception of language learning became a relevant framework for the formation on Ecotourism in the sixth grade EFL class at Prado Veraniego School. This

formation covered the different topics, principles and concepts related to Ecotourism, to mention, environmental education, study on local geography and its fauna and flora. For this reason, the Integrated-skills approach was conceived as a useful concept to succeed in English language and content teaching.

**Figure 1.** *Concepts connection*



In figure 1, my perception of the constructs described in the previous paragraphs is presented. In this way, the urban context was seen as the starting point since this is the place where learning occurs. Thus, Place-Based Education was understood as a transversal approach that integrates Ecotourism content and the development of the students' Integrated skills. Finally, under the light of Project-Based learning, students carried out the creation and presentation of Ecotourism projects at the same time they showed a more efficient English language performance in a communicative way.

This chapter presented the state of art, which included the studies and articles that framed my study. Also, the constructs that were linked to this research projects were defined and described under the light of theoretical basis. The former information aided in the comprehension

of addressed concepts, and the organization of the pedagogical proposal. The next chapter presents the instruments and the procedures used for data collection.

## **CHAPTER III**

### **Methodological design**

In this chapter, the aspects concerning the research paradigm, the type of study, the data collection instruments, and procedures will be presented. It is important to mention that the data collection instruments and procedures will be described taking into account their different characteristics and how they were applied in this research project. Also, the ethical issues are presented in the next paragraphs.

#### **Research paradigm**

Due to its characteristics, this study corresponds to a qualitative research project. An approach to this paradigm as mentioned by (Brikci and Green, 2007) states that “Qualitative research is characterized by its aims, which relate to understanding some aspect of social life, and its methods which (in general) generate words, rather than numbers, as data for analysis.” (p. 2). Thus, this paradigm allows to characterize and describe the social, educative and communicative problematics found and that affect the process of English language learning in sixth graders at Prado Veraniego School. In addition, following Ospina (2004) in the qualitative research, the researcher is immersed in the setting, having a direct contact with subjects and he aims for a holistic picture from historically unique situations, where idiosyncrasies are important for meaning. The researcher uses an inductive mode, letting the data speak (p. 4). Consequently, during the time of development of this study it became a requirement to take part in the different

classes of English and the different activities related to this area in order to understand the different problematics found.

### **Type of study**

The type of research adopted for this research project is the action research type. Action Research, for Parsons and Brown (2002) is a form of investigation designed for use by teachers to attempt to solve problems and improve professional practices in their own classrooms. It involves systematic observations and data collection which can be then used by the practitioner-researcher in reflection, decision-making and the development of more effective classroom strategies. This type of study is the most appropriate for this research project due to observation, analysis and diagnosis process that was held in the English classes of sixth grade at Prado Veraniego School. Thus, this participation during the classes allowed to get to know the population and determine the educative and language problems present in the population. Given the previous, for the development of this research project, it was necessary to develop and apply a pedagogical intervention process in order to enhance the improvement of integrated English language skills and to support the implementation of the Tourism emphasis that the school has adapted to their educative proposal.

Finally, it is relevant to mention that based on (Burns, 2010), the action research approach has a cycle which is divided into four main stages. These stages are given in a specific order, to mention Planning, Action, Observation, and Reflection. The first stage of the Action Research approach corresponds to the *Planning* cycle. In this cycle, the researcher identifies the problems and issues found in the context studied. Then, the researcher starts the process of taking into consideration the different aspects that present a necessity of improvement. Subsequently, the former takes the researcher to the *Action* cycle, in which the interventions

planned takes part in the research during an established period of time (Burns, 2010). This intervention must be applied critically in order to reflect on the immediate results and the “alternative ways of doing things” (p. 8). These two first cycles allowed this research project to propose a pedagogical intervention based on the context of the study and the problematics found.

The cycle of *Observation* is a data collection period; thus, after the action cycle, the researcher must obtain and systematize the real information and opinions of what it is happening from the participants of the research. Lastly, the *Reflection* cycle permits the researcher to “evaluate and describe the effects of the action” (p. 8) in order to comprehend in a deeper way the problematic studied and decide whether to implement more cycles to ameliorate the problems found or to share the study among other researchers. (Burns, 2010) Bearing in mind these last two cycles, in this research project, it was relevant to reflect on the actions that were taken during the implementation in order to highlight the effects that the intervention brought to the EFL classroom in sixth grade at Prado Veraniego School.

### **Data collection instruments and procedures**

For this study, it was necessary to implement different instruments to respond to the data collection and a further triangulation of the information. In accordance with (Burns, 2010), *Triangulation* corresponds to the analysis of information obtained from different instruments and the subsequent cross-check in order to get a more objective perspective of data. In this way, the researcher supports his/her assumptions on evidence and not on presumptions. Therefore, the instruments that were used to collect data among this research project are Field Notes, Surveys, Interviews, Artifacts and Recordings.

Additionally, the triangulation of the data collected aimed to enhance *Reliability* and *Validity* of the information. Thus, following (Sellitz, Wrightsman & Cook, 1976) the concept of Reliability in qualitative research “is concerned with the consistency, stability and repeatability of the informant’s accounts as well as the investigators’ ability to collect and record information accurately” (p. 182). On the other hand, (LeCompte and Goetz,1982) assure that Validity “is concerned with the accuracy and truthfulness of scientific findings in qualitative research means” (p. 32). Hence, in this research project, fostering these two characteristics implied to keep in mind and follow specific procedures for collecting data as well as to carry out the plan of triangulation presented in the next table.

**Table 1.** *Plan of triangulation.*

<b>Objective</b>	<b>Data collection instrument #1</b>	<b>Data collection instrument #2</b>	<b>Data collection instrument #3</b>	<b>Data collection instrument #4</b>	<b>Data collection instrument #5</b>
To identify the language skills developed through the participation in an Ecotourism Project in an EFL classroom.	Field notes	Surveys	Students’ Interviews	Recordings	Artifacts
To determine the roles of Place-Based Education in the development of EFL integrated skills of sixth graders.	Field notes	Surveys	Students’ Interviews	Recordings	Artifacts

**Field notes.** Emerson (1995) defines field notes as ethnography tools which serve to give account of the experiences and observations that the researcher has made while actively participating along with the target population. Thus, this perspective allows this research project to understand the population and the context as a social world in which different events occur.

These events within the social world create conceptions in participants that occur “in and through interaction with others, when interpretation of meanings are central processes” (p. 25). As for the concerning of this research project, field notes helped in the analysis of sixth-grade students’ conducts inside the EFL classroom and their attitudes and difficulties facing language learning. These field notes were taken, firstly, during the period corresponding to the first semester of 2018 every Friday since February 23 in the time between 9:45 am and 11:00 am corresponding to the English class of sixth grade at Prado Veraniego School. Additionally, these field notes were also created during the second semester of 2018 (August – November) and the first semester of 2019 (March – May) while the pedagogical intervention process was carried out (see annex 3).

**Surveys.** For Mathers, Fox and Hunn (2009) “surveys are a very traditional way of conducting research.” (p. 5). They are instruments useful in particular for descriptive designs that look for a description of immediate context. In that way, surveys are used to establish the predominance and occurrence of a particular condition. Also, this data collection instrument is commonly used to revise information on attitudes and behavior in a given context. Following the authors, the type of survey adopted for this data collection instrument was the Questionnaires. Having in mind that “questionnaires can be either devised by the researcher or they can be based upon some readymade index” (p. 9), in this research project a characterization survey was designed. This survey had as a purpose to get to know the population in the sixth grade at Prado Veraniego School, looking into educative, social and family aspects. Thus, in order to obtain this information, the application of this survey took place on March 16, 2018 to 26 students and it was guided by the researcher. Additionally, two perception surveys were applied after the

development of cycles one and two (see annex 4) in order to analyze attitudes and learning progress towards the study and practice of Ecotourism.

**Interviews.** Based on Easwaramoorthy & Zarinpoush (2006), interviews are an appropriate method when there is a need to collect in-depth information on people's opinions, thoughts, experiences, and feelings. Interviews are useful when the topic of inquiry relates to issues that require complex questioning and considerable probing. Subsequently, for Alshenqeeti (2014) interviews are present in four different types: structured, open-ended or unstructured, semi-structured and focus group. However, for the purpose of this research project the type of interview adopted was the semi-structured type. Regarding this type of interview, Alshenqeeti says that it "is a more flexible version of the structured interview as it allows depth to be achieved by providing the opportunity on the part of the interviewer to probe and expand the interviewee's responses" (Rubin & Rubin, 2005 as cited in Alshenqeeti, 2014). In order to approach the information to collect in this research project, an interview with the homeroom teacher (see annex 5) was held on April 6, 2018 to look into her perception towards English teaching and the process with the grade 601 at Prado Veraniego School. Also, one interview was applied to students at the end of cycle two on November 16, 2018 in order to find their posture in relation to the process of immersion into English language and learning about Ecology. Finally, a last interview to students (see annex 6) was applied at end of the project on April 15, 2019 with objective of discovering students' development in each of the language skills and the actions taken inside their daily lives in regards to environmental care and ecology.

**Artifacts.** Following Efron and Ravid (2013), artifacts "are physical documents and records that allow teacher researchers to construct a layered and contextual understanding of their topics" (p.123). These elements provide the researcher with information that allows him to

compare it with the information that other data collection instruments have gathered. Also, based on Lodico, Spaulding and Voegtle (2010), artifacts may include different types of documents such as “familiar things like public records or reports, minutes from meetings, personal letters, bulletin boards, newspapers, yearbooks, or instructional material” (p.103). However, for Mertler (2008), artifacts may also be documents collected in classrooms which include mostly physical and visual data of activities developed “that contribute to our understanding of what is occurring in classrooms and schools” (p. 114). Following the above-mentioned, the artifacts collected in this research project corresponded to the different activities and workshops developed during the second semester of 2018 and the first semester of 2019 as the pedagogical intervention process was held. Furthermore, the artifacts created in this project were designed in response to the objective of developing language integrated skills. Thus, the process of development of artifacts aimed to the realization writing tasks as of posters for oral presentations, short stories, brochures and, reading and listening comprehension workshops (see annex 7).

**Recordings.** In the use of this data collection instrument it is possible to state the use of two main resources of information: audio recordings and video recordings. First, Bloor and Wood (2006) state that “the recording of audio data through devices such as tape recorders has been a significant development within qualitative research, replacing the researcher’s handwritten notes” (p.16). Hence, audio recordings have been a useful tool in order to improve reliability at the moment of transcribing and creating field notes allowing the researcher to execute further analysis. Secondly, other authors as Heath, Hindmarsh and Luff (2010) stated that video recordings have many advantages as “it enables the researcher to record activities without having to anticipate events and it provides a consistent view of the stream of action” (p.40). These videos obtained allow the researcher to observe situations that may be avoided due

to the nature of human sight and allow to hold stronger analysis of data collected. Hence, in this research project recording instruments were used along the classes implemented along the second semester of 2018 and the first of 2019; also, during the field trip carried on October 24, 2018 in order to visualize real-time reactions in the use of language in the classroom as well as outside it (see annex 8).

This chapter presented the theoretical support in order to go in depth the research paradigm of this study, as well as the type of study, the data collection instruments implemented, and the procedures followed. The next chapter explains and describes the design of the pedagogical intervention in my research, in addition to the visions of curriculum, learning, language and classroom taken into account.

## **CHAPTER IV**

### **Pedagogical Intervention**

In this chapter, the vision of curriculum, the vision of language, the vision of learning, and the vision of classroom taken into account for the Instructional Design will be presented. Additionally, the instructional design will be also displayed as a description of the pedagogical intervention proposal that this research project held in the sixth grade EFL classroom at Prado Veraniego School.

#### **Vision of curriculum**

Taking into account the objectives of this research project, the study adjusted its vision of curriculum to the referred by Desai (2013) as ‘Place-Based Curriculum’. This concept shaped this study vision as for the author this curriculum takes advantage of the area surrounding and the diversity of elements it offers for successful teaching and learning processes, recognizing the importance that place has in learning scenarios. It also became relevant for this research to take into account the conception of ‘Place-Based Curriculum’ presented by Sobel (2004). The idea developed by the author exhorts the interaction between students and history, culture, society, economics and community, and how this contact mold each other (p. 9). This notion was one to keep in mind for this study because one of the goals to achieve is the awareness and connection of classroom and local space around it.

## **Vision of learning**

Considering the objectives of this project, the vision of learning is focused on the capabilities found in the experiential and situated learning, taking into account that social and individual learning processes are to happen under the light of this perspective. Regarding the previous, it is important to adopt the idea proposed by Kolb (2015), in which the author states that learning occurs when ‘knowledge is created through the transformation of experience’ (p. 49). Consequently, it is the interaction with the object of study that offers students a unique experience and builds up a subjective perspective of what they are living. Therefore, this viewpoint of learning adapts the best to the intervention proposal, since the aim to guide students in the creation of an Ecotourism project is highly based on the interaction with environment and nature, as well as the enriching experience and reflection it generates.

In this way, students were provided with a conceptualization on what Ecotourism is and implies in order to create their projects. Hence, it was essential to present students the definitions and differences between Tourism and Ecotourism. Also, it was relevant for students to get to know the different natural places around Bogotá to practice Ecotourism, which allowed them to discover the richness found in the different ecosystems and the value that these places have for the city. Additionally, the idea of learning as an experiential process in specific contexts is reflected when students took part in a field trip to one of these Ecotourist places in Bogotá in order to interact and reflect upon the relevance of these environments. In consequence, this process developed the students’ awareness of environmental problems that affect the city and these natural places, allowing them to take actions in their personal towards ecological concerns. Thus, the knowledge acquired by students in this process created a vision at the moment of starting an inquiry project on Ecotourism. Students developed this project by forming work

groups and selecting an Ecotourist place to study and research about. The inquiry is based on finding information of the places about aspects as History, Biodiversity and ecosystem, the importance of the place and finding the solution of an environmental problem that affects the place they inquired on. Finally, each group of students presented their projects to their classmates through an oral presentation in order to show the results of their inquiry process. The reflections generated upon learning and further contextualizing lead to establish that experiential learning creates a connection between students, their immediate context and knowledge.

### **Vision of language**

In my research project, the vision of language was not seen as an ensemble of grammatical rules and vocabulary in order to produce communication, instead it was understood as a whole ensemble of different skills and actions that work as a vehicle to achieve communication and that takes place in a particular context. Having in mind the former, it is significant to mention the idea as cited by Tudor (2001), referring that Hymes (1972) places language as the medium through which a community, or a member of a community, ‘expresses concepts, perceptions, and values which have significance to them as members of this community’ (p. 57). Thus, the perspective of language adopted for this research project is focused on the communicative and functional aspect, as the final purpose of this pedagogical intervention proposal is to enhance students to transmit an environmental message around the educative community.

### **Vision of classroom**

Having in mind the proposal that this research project presents, the vision of classroom is molded by the traits and characteristics present in the Place-Based Education approach. Thus, the classroom in this study is seen different from the traditional perspective and based on what

Getting Smart (2018) states; in this proposal “the classroom [...] can be a microcosm of local, regional and global communities” (p. 9). Hence, the classroom becomes a space for students to analyze and understand, in a first view, how the world works through the “economic, socio-political and ecological lenses” (p.9). The former is to achieve the concept of *community as classroom*, in which the “community itself becomes the school” (p. 18) and students are the main actors as concepts and knowledges studied in classes are the engine to interact in a more direct way with community as they develop projects that seek to improve their immediate environment.

### **Instructional design**

The instructional design of this project aimed to the guidance of sixth-grade students towards the development of integrated language skills and the consciousness of their natural surroundings through the formation on Ecotourism and the creation of projects based on this topic. Also, the previously stated was proposed in order to enhance and to develop successful communicative skills in the English language. Thus, this project was carried out throughout three cycles having in mind the implications of environmental education, learning about Ecotourism and the implementation of Place-Based Education in an urban context. Additionally, through the project-based approach, students were able to stablish strong connections between the language skills development, the study of Ecotourism, the inquiry projects developed by them and the place where learning is taking place. Therefore, the activities and lesson plans (see annex 9) to put into practice in the classroom were organized by the three cycles previously mentioned. In these cycles the grounds for Ecotourism were constructed, as well as the research on environmental issues carried out by students in order to, finally, present to the community the solution of the problem they found.

Consequently, the first cycle is called *Environmentally conscious*, in which the different definitions and contexts of Ecotourism were presented and compared. Also, the main traits and different principles of this practice presented by (The International Ecotourism Society, 2015) will be studied and analyzed. The study of these principles included stories of ancestral places around Bogotá, history of indigenous communities related to these places, flora and fauna found, environmental issues presented, and the care government were carrying out at the moment. The above-mentioned guided students to reflect upon their natural and urban surroundings and answer the question *How do I take care of the environment?*

Then, the second cycle was called *Discover, enjoy and care* in which ecotourist places in and around Bogotá were presented, as well as some detailing of the same traits studied in the previous cycle. During this cycle, a road trip to the Mirador de los Nevados Park was held in order to provide students with real situated practice of Ecotourism and contextualization of knowledge acquired inside the EFL classroom. The participation in a guided visit to a natural environment gave students different perceptions of reality on ecological spaces and the importance they have for the city as well as taking care of them. This was also the most important part of this research project since, under the light of Place-Based Education, it was relevant to provide students with the contact with nature and their immediate context in order to profit the positive impacts and benefits of PBE in the English classroom.

The third and last cycle to develop was called *Researching my world*, in which students had the possibility to select and investigate a topic related to environmental care. As this selection was not an isolated process, it was necessary a local contextualization. For that reason, in this cycle students conformed groups of study and selected an ecotourist place of Bogotá and that they were interest to research on. Thus, classes were held in the classroom in order to

present students the different aspects to take into account when giving an oral presentation. Also, the process of creating oral presentation drafts, artifacts for the research project and presentation as well as the guidance provided by the teacher were given inside the English classes. It is relevant to mention that providing guidance was the most important factor to take into account during the development of this cycle, so students could create adequate and proper projects adjusted to their context and language skills.

To illustrate the different cycles' development, the Table #2 shows how they will be organized and developed, as well as their objectives, estimated time to be carried out, and the language skills intended to enhance.

**Table #2. Pedagogical Intervention**

	SUBTOPICS	OBJECTIVES	VOCABULARY	TASKS	APPLICATION TIME	LANGUAGE SKILLS
CYCLE 1 <i>Environmentally conscious</i>	What is Ecotourism?	To introduce students to history and main traits of Ecotourism in the world.	Animals	The learner identifies the differences between Tourism and Ecotourism.	August 13 <sup>th</sup> to September 28 <sup>th</sup> 2018	Lesson plan 1: Listening
	Ecotourism principles		Weather			The student recognizes and proposes different ways of environmental care.
	How do I take care of environment?		Environment: Hydric resources, mountainous spaces.			Lesson plan 2: Reading Writing
Data collection instruments: field notes, recordings, artifacts						

	SUBTOPICS	OBJECTIVES	VOCABULARY	TASKS	APPLICATION TIME	LANGUAGE SKILLS
<p style="text-align: center;">CYCLE 2</p> <p style="text-align: center;"><i>Discover, enjoy and care.</i></p>	Natural spaces in Bogotá	To present different ecological places to visit in Bogotá.	Urban places Elements in the street Elements in Parks Plants	The learners will recognize the natural environments in their local context.	<p style="text-align: center;">October 2<sup>nd</sup> to November 15<sup>th</sup> 2018</p>	Lesson plan 1: Listening Writing
	Natural environments around Bogotá	To approach students to their immediate natural surroundings	Ways of transportation Geographic location	The learners will visit an Ecotouristic.		Lesson plan 2: Writing Speaking
	A real Ecotourism practices					
Data collection: field notes, interviews, recordings, artifacts						
	SUBTOPICS	OBJECTIVES	VOCABULARY	TASKS	APPLICATION TIME	LANGUAGE SKILLS
<p style="text-align: center;">CYCLE 3</p> <p style="text-align: center;"><i>Researching my world</i></p>	What am I going to investigate?	To guide students among a research on Ecotourism in and around Bogotá.	Adjectives Ways of transportation Environmental care Types of waste	The learners will organize groups to create an Ecotourism project.	<p style="text-align: center;">March 18<sup>th</sup> to April 15<sup>th</sup> 2019</p>	Lesson plan 1: Listening Writing Reading Speaking
	Preparing my presentation			The learners will decide what natural place they will research on		
	Promoting Ecotourism	To present ecotourism projects to the educative community		The learners will present their Ecotourism project to the educative community.		
Data collection: field notes, recordings, interviews, artifacts.						

During the first cycle *Environmentally conscious*, students were presented different authentic videos and workshops that helped to introduce new vocabulary and the definition of terms referring to tourist practices and places. Also, the principles of Ecotourism were presented through activities that implied students' participation inside the classroom and perceptions of these. At the end of the cycle, students were able to recognize different environmental problems and how they affect the urban context and their daily lives.

Likewise, along the second cycle *Discover, enjoy and care*, students had the opportunity to discover natural environments nearby the city such as páramos, wetlands and district parks. Studying these topics allowed students use their previous knowledge on the water cycle to understand the importance that such environments have for habitants of the urban area in Bogotá. Additionally, students had the chance to be prepared for the field trip carried out in this cycle. Some aspects of the Mirador de los Nevados park were presented such as history, importance of the park for us and environment (flora and fauna). Hence, students made presentations on each of these elements in order to discover what to expect during the field trip. Additionally, a script was designed to create a video during the visit to the park, in this way, some students participated not only in the guided visit but also in the recording of a video in which students presented some important aspects of the park on site.

Finally, during the third cycle *Researching my world* students were presented one video in order to analyze the important elements to take into account when giving an oral presentation in public. Also, students were asked to conform groups of work and select one of the places showed in a list during one class. This place is their main topic for starting their search of information which was captured in a format for collecting data (see annex 10). The format was given to every student and they took it to the following classes in order to make revision and

guidance on the pertinence of the information found. In addition, during the classes students prepared drafts for the asked instruments for making the presentation (posters and brochures) in order to be provided with suggestions and corrections. Finally, students made their presentations during one class inside the classroom and were given some feedback after each presentation.

This chapter presented my visions of curriculum, learning, language and classroom in regards to the design of the pedagogical proposal of this project. Also, the instructional design was presented in relation to the objectives and my understanding of the Place-based Education approach in my intervention cycles and the important aspects of Ecotourism taken into account inside the EFL classroom. The next chapter will present the data analysis of the information collected throughout the instruments applied inside the classes of the proposal and the findings of the project.

## **CHAPTER V:**

### **Data analysis and findings**

This chapter describes the procedures followed to analyze the data collected along this research project, as well as the different findings, categories and subcategories that emerged from the analysis. Thus, the processes and results to develop this analysis will be supported in the light of theory and the evidence of the data collected.

#### **Procedures for data analysis**

The analysis of the data collected along the intervention process was carried out under the light of traits of the *Grounded Theory* proposed by Corbin and Strauss (1990). Since it fits to the development of this study due to the procedures to collect and analyzing data seek “to develop a well-integrated set of concepts that provide a thorough theoretical explanation of social phenomena under study.” (p. 5). In this way, following Corbin and Strauss’ ideas, the information was collected through diverse instruments such as interviews, surveys, recordings and artifacts applied during the pedagogical intervention process.

Consequently, the categories and subcategories of this analysis emerged from the organization and selection of information gathered through the instruments mentioned before. Moreover, the implications of an inductive process (Scott, 2009) over the data collected from the beginning of this research project allowed me to recover different concepts that helped in the categorization of data. Thus, the categories presented are the representation of a process of

conceptualization of data and they were generated through the same analytic process of making comparisons to highlight similarities and differences that was used to produce lower level concepts (Corbin and Strauss, 1990).

Following to the above-mentioned, the organization, classification and systematization of data collected followed the next procedures: First of all, the field notes were organized by dates and classified in two groups, observation and implementation. Also, the field notes concerning the implementation were divided into three groups, each one corresponding to the cycles of the research project. During the analysis of data presented in the field notes, the important events and descriptions were highlighted with different colors, allowing me to reflect and formulate hypothesis on the information read. Next, the artifacts were divided into four groups of activities developed. Each group of activities and worksheets corresponded to three of the main language skills (listening, reading and writing). For the missing language skill (speaking), videos were organized digitally following the process of students before taking part in the videos and recordings collected. In the end, surveys and interviews were classified based on the moment of application, the three cycles of pedagogical proposal and taking into account the ones that were answered correctly.

Having in mind that the objective of this research project was to establish the impact of implementing Place-Based Education through an Ecotourism Project to develop English language integrated skills, the data analysis perspective considered was *Emic*. This perspective was taken into account since the collection and further interpretation of data was carried out, first, by immersion of teacher to students' context and view of reality; and second, from the instrumental understanding of students' perceptions and behaviors along the intervention

process. Thus, following the ideas proposed by (Burns, 2010), data was collected during the active process of developing a pedagogical intervention inside the EFL classroom.

### Categories of the analysis

Based in the general objective presented in the first chapter, this research aimed to establish the impact of implementing an approach as Place-Based Education in the process of learning about Ecotourism with an urban approach and the creation of ecotourism projects in order to achieve the development of the integrated language skills, in other words, skills as listening, speaking, reading and writing. In this way, the specific objectives set for this study worked as the basis to organize the categories and subcategories that emerged from the analysis. Thus, the categories are presented in the next table and will be explained in the next pages.

**Table #3** *Categories and subcategories chart*

<b>GENERAL OBJECTIVE</b>	<b>SPECIFIC OBJECTIVES</b>	<b>CATEGORIES</b>	<b>SUBCATEGORIES</b>
To establish what is the impact of implementing Place-Based Education through an Ecotourism Project to develop the integrated skills in EFL with 6th graders	To identify the language skills developed through the participation in an Ecotourism Project in an EFL classroom.	<b>Category 1:</b> Developing EFL integrated skills through an Ecotourism project.	1. Listening skill improvement based on authentic material about environment.
			2. From reading sources to writing outcomes.
			3. Writing as the main tool to improve speaking.

of Prado Veraniego School I.E.D.	To determine the roles of Place-Based Education in the development of EFL integrated skills of sixth graders.	<b>Category 2:</b> Connecting role of Place-Based Education between students and their surroundings in the EFL classroom	1. Students' positive responses when getting to know the environment where they live and interacting with it.
			2. Discovering the importance of natural spaces and vital resources in the urban context.
		<b>Category 3:</b> Supportive role of Place-Based Education to become agents of change.	

All the categories presented in the previous table arose in response to the specific objectives of this research project. Therefore, the first category *Developing EFL integrated skills through an Ecotourism project* emerged in response to the first specific objective and it refers to the language skills that were developed during the implementation process following the Place-Based Education approach. Hence, the data collected revealed a common learning pattern in most of the students allowing me to classify the information in three subcategories: 'Listening skill improvement based on authentic material about environment', 'From reading sources to writing outcomes' and 'Writing as the main tool to improve speaking'.

The second category *Connecting role of Place-Based Education between students and their surroundings in the EFL classroom* emerged from the second specific objective. This category intends to analyze the students' reaction at the moment of being in contact with new

knowledge about their own city and interacting with the natural spaces that we can find in a city as Bogotá. This category also seeks to analyze the impact that English as a Foreign Language had in students when learning and proposing ideas to take care of environment, as well as their impressions when carrying out short research preparing presentations about different natural spaces and parks around Bogotá. In this way, the subcategories proposed are: ‘Students’ positive responses when getting to know the environment where they live and interacting with it’ and ‘Discovering the importance of natural spaces in the urban context’.

In addition, the third category *Supportive role of Place-Based Education to become agents of change* is also a response to the analysis of the second specific objective. Bearing this in mind, this category seeks to explain the potential of Place-Based Education to empower students to start a relevant change, in terms of environmental care, as in personal life as in their life in a society. Taking the former into account, the following lines will describe in detail every category and subcategory with the help of data that was collected through the different instruments used during the pedagogical intervention.

### **Category 1: Developing EFL integrated skills through an Ecotourism project.**

This category evidences the significance that learning about Ecotourism and preparing a project on this topic had in students’ skills development. Consequently, since the different activities developed from the very beginning of the pedagogical intervention were focused on “the integration of the four main language skills (listening, speaking, reading and writing)” (Oxford, 2001) students showed an important improvement in each one of these. Hence, the use of authentic videos, reading comprehension worksheets, writing of posters and oral presentations were the main sources of improving skills while learning about Ecotourism and students’ surroundings.

**Listening skill improvement based on authentic material about environment.** This subcategory analyzes the different findings regarding the students' listening skills and their performance in the activities presented along the intervention as well as the immersion process started by the teacher. Through the immersion process to the English language and the use of audio-visual resources not only I intended to get students to be in contact with spoken language, but also to enhance students' awareness of the practice of Ecotourism and its importance for environmental care. In this way, data showed students' progressive improvement in the development of listening skills since they had not been exposed to English before. This is shown in the development of listening comprehension worksheets in which they could complete the transcription of the videos and classify the information obtained in different charts.

1. Watch and listen to the video 'What's A Paramo?'. While you listen to the video complete the next paragraph with the corresponding words in the chart.  
(10 points, 1 each)

world	frailejón	place	paramo
water	desert	night	mountain
	plants	city	

"And there's enough water hiding up here to supply Bogotá, the capital city of Colombia, with most of its water. So, what is this place? The answer to our riddle is: a paramo. It's a high mountain grassland found mostly in the Andean tropics. During the day, there's intense sunlight but at night it's freezing.

It's very similar to the desert where you have also noticed: strong temperature, variation. So, all these plants have to adapt to this extreme climate.

The plants you see here are so well adapted that most of them, like these species of frailejón (a bizarre relative of the daisy family) can be found nowhere else in the world.

has many frailejones ✓	is a bird watching place ✓	is a water supply ✓
is a high mountain grassland ✓	is a place for passive recreation ✓	
is an aquatic and terrestrial environment ✓	is in the city ✓	
is freezing at night ✓	is a community participation place ✓	is like a sponge ✓
A Páramo...	A wetland...	
has many frailejones ✓	is a community participation place ✓	
is a high mountain grassland ✓	is a bird watching place ✓	
is a water supply ✓	is a place for passive recreation ✓	
is like a sponge ✓	is in the city ✓	
is freezing at night ✓	is an aquatic and terrestrial environment ✓	

**Figure #1 S37's artifact** Worksheet with fill-in-the-blanks and classification of information exercises. October 2<sup>nd</sup>, 2018.

Based on the former findings, students also manifested through the different questionnaires and interviews how beneficial was for them the interaction with this type of material and the exposure to the use of the target language in the EFL classroom. Thus, data

showed that by following instructions with constant repetition and the aid of reading sources students learned new instructions and vocabulary as they practiced and interacted actively with the material given.

**Question #3** “¿Te gusta aprender sobre los anteriores aspectos (ecología, ecoturismo y medio ambiente) hablando, escribiendo, leyendo y escuchando en inglés? ¿Sí?, ¿no?, ¿por qué?”:

**S12:** “Sí, porque escuchando uno aprende a leer o a escribir palabras rápidamente, porque uno repite esas palabras otras veces y se graban”

(Second cycle questionnaire, November 16<sup>th</sup> 2018)

Hence, the previous information showed that students do not consider the development of listening as an isolated. Data demonstrated that students started to consider English language as an ensemble and that the advancement in one skill helps to understand the input presented through the other language skills.

(...) When the class started I handed out the worksheets to students. From this point, all instructions were given in English and most were read from the worksheet given to the students. Some students seemed to be lost but by making a reminder to check the paper, as well as constant repetition, students started to read, understand and follow the instructions. Meanwhile, two students started to help their classmates around them by translating some words I was saying. In addition, it was also necessary to give some examples for each point of the worksheet given and the help of videos to support a better understanding”

(Field note 12, September 28<sup>th</sup>, 2018. Lines 1-8)

Also, in regards to previous example, it becomes relevant to mention that the help of students with a more developed listening skill motivated other students to remain attentive to the instructions given during classes and the audiovisual media presented. This, without a doubt, supported all the classroom improvement process.

**From reading sources to writing outcomes.** This subcategory looks for the analysis of data collected related to the development of students' writing skills based in their different productions along the intervention process. These productions include elements as posters, brochures and short stories about topics as environmental care and a field trip carried out. Following (Clark, 2008), this process “consisted a sequenced discreet stages (...) referred to as prewriting, writing and rewriting”. In this way, data demonstrated that the writing process was modeled from the use of simple vocabulary to write short sentence to more complex exercises “providing students with models of how writing is actually done” (p. 8) to which students' response was positive since the beginning of the intervention process.

Based on the previous paragraph, data showed that students present positive results in terms of production when models for a writing task are presented before starting to write. Hence, although some clarifications in terms grammar structures were necessary, students showed that using previous knowledge of verbal tenses and new information of vocabulary they can create coherent and well-structured sentences.

“During the development of the task some students called me to ask questions about the development of the activity. Some students asked me about the vocabulary that was not shown in the pictures: ‘Teacher, qué es neighborhood?’ to which I tried to answer in English giving ideas or making draws in a piece of paper and not directly translating to Spanish”

(Field note 8, September 11<sup>th</sup>, 2018. Lines 20-25)

September 11th, 2018

1. Write 5 sentences using present continuous tense and using the vocabulary

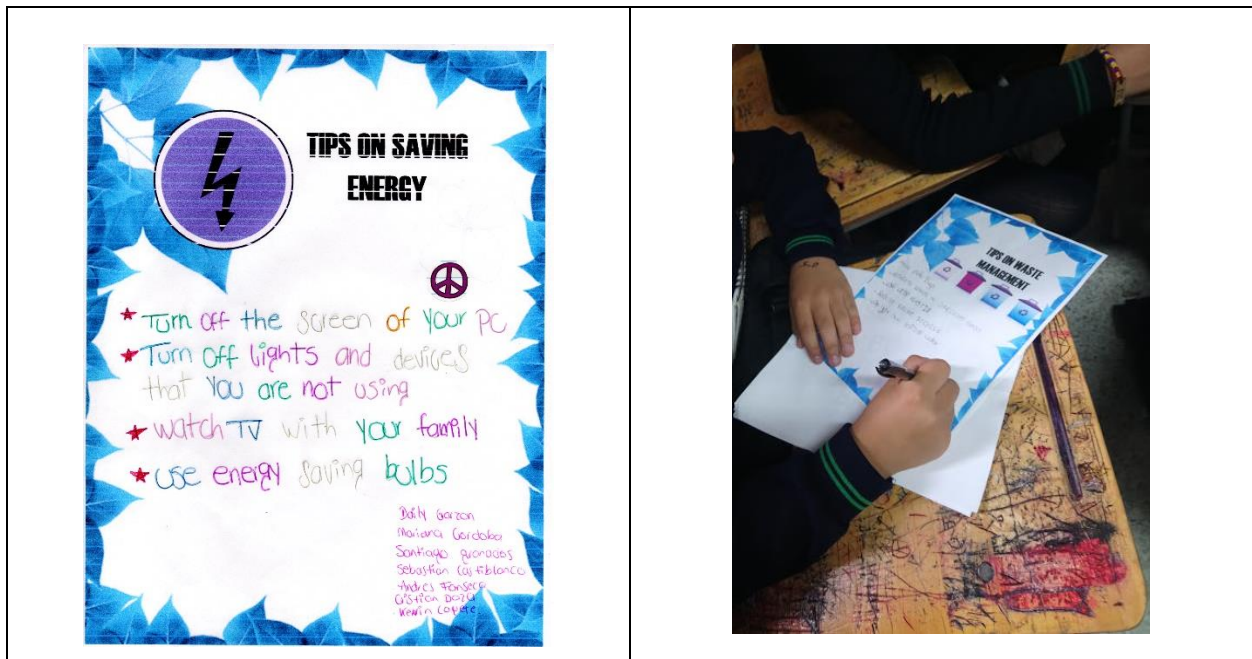
Example: I am running in the park

1. I am swimming in the lake.
2. He is walking in Bogotá.
3. She is riding in the park.
4. You are driving in the city.
5. They are reading in the beach.

**Figure #2 S 33's** *Students writing exercise with vocabulary seen in the crossword.* September 11<sup>th</sup>, 2018

The previous samples were the starting point for the development of the writing stages in which students could “discover and reconsider ideas” (p. 8) in order to complete tasks. This allowed them not only to have access to knowledge in a different language but to use that information to put their own ideas in real use and show them to their immediate context and community, in this case the school. For that reason, students had the opportunity check some ideas to take care of the environment and then to show their own schoolmates the ideas that they came up with for taking care of the environment saving vital resources to maintain sustainability. Thus, posters created were placed in different places around the school

“Students participated actively in the classification of the ideas. As I said each idea, they discussed in their groups to decide which one corresponded to their category.” (Field note 10, September 21<sup>st</sup>, 2018. Lines 2-4)

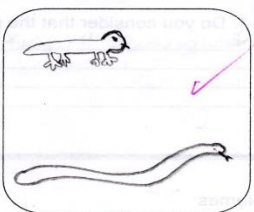


**Figure #3 Ss 15, 16, 17,18, 19, 20, 21, 22** *Students' mini posters about tips to take care of the environment.* September 25<sup>th</sup>, 2019.

Additionally, reading comprehension exercises were also a main source for writing improvement since students could read different paragraphs in order to answer questions with ideas taken from the texts. One of these exercises was part of the process of preparing a presentation about the Mirador de Los Nevados Park in order to be informed about this place before going there during a field trip.

<b>HISTORY</b>	
<p>The Mirador de los Nevados Park is situated in a mountain in the Suba locality. It was a <b>quarry</b> used to build Bogotá for 50 years. Its name is due to that you can see three nevados from that place: Nevado del Ruiz, Nevado del Tolima and Nevado Santa Isabel. The recovery of this land started 1997. This park has an ancestral richness, and this is shown all over the place. This park is a place for history, myths and legends from the Muisca culture. Some people say it used to be a Muisca <b>cemetery</b>. Today, some Muisca descendants still live near the park: the Nivia, the Caíta and the Yopasá.</p>	
<b>FAUNA</b>	
<p>This park has a variety of species living in the <b>forest</b>. In the Mirador de los Nevados Park is possible to find different bird species such as: owls, long-tale <b>hummingbirds</b>, some periquitos de anteojos, pechirrojos, copetones, clarineros and mirías. You can also find reptile species including small snakes, frogs, lizards and salamanders. The animals here live in harmony with the surrounding flora.</p>	

<b>HISTORY</b>	
1. Where is the Mirador de los Nevados Park situated?	<i>in a mountain in the suba locality</i> ✓
2. What nevados can you see from the park?	<i>Nevado del Ruiz, Nevado del Tolima and Nevado Santa Isabel</i> ✓
3. Who are the Muiscas?	<i>Some people say it used to be a Muisca cemetery today some Muisca descendants still live near the park: the Nivia, the Caíta and the Yopasá.</i>
<b>FAUNA</b>	
1. Write three species of birds you can find in the Mirador de los Nevados park Example: You can find bears, alligators and monkeys	<i>Pechirrojos, copetones and clarineros</i> ✓
2. Write two species of reptiles you can find in the park Then draw one of these in the chart	<i>Salamanders, snakes</i> ✓ 
3. Write one piece of advice to take care of fauna (Fauna Protection)	<i>Don't hunt animals</i> ✓

**Figure #4** S 24's Reading sample and students' reading comprehension exercise. October 19<sup>th</sup>, 2018

During final stages of the intervention process, students were able to put into practice some of the vocabulary and grammar structures learnt in order to write properly short stories. As

these stories were meant to tell a solution to an environmental problem, students (organized in groups) showed, in words of (Clark, 2008) to “have a store of experience and/or knowledge that is sufficient enough to generate ideas”. The former was accompanied by significant creativity and a high capacity to organize these ideas in four stages to tell the notions that they came up with, based on a previous reading exercise that modeled the writing outcome.

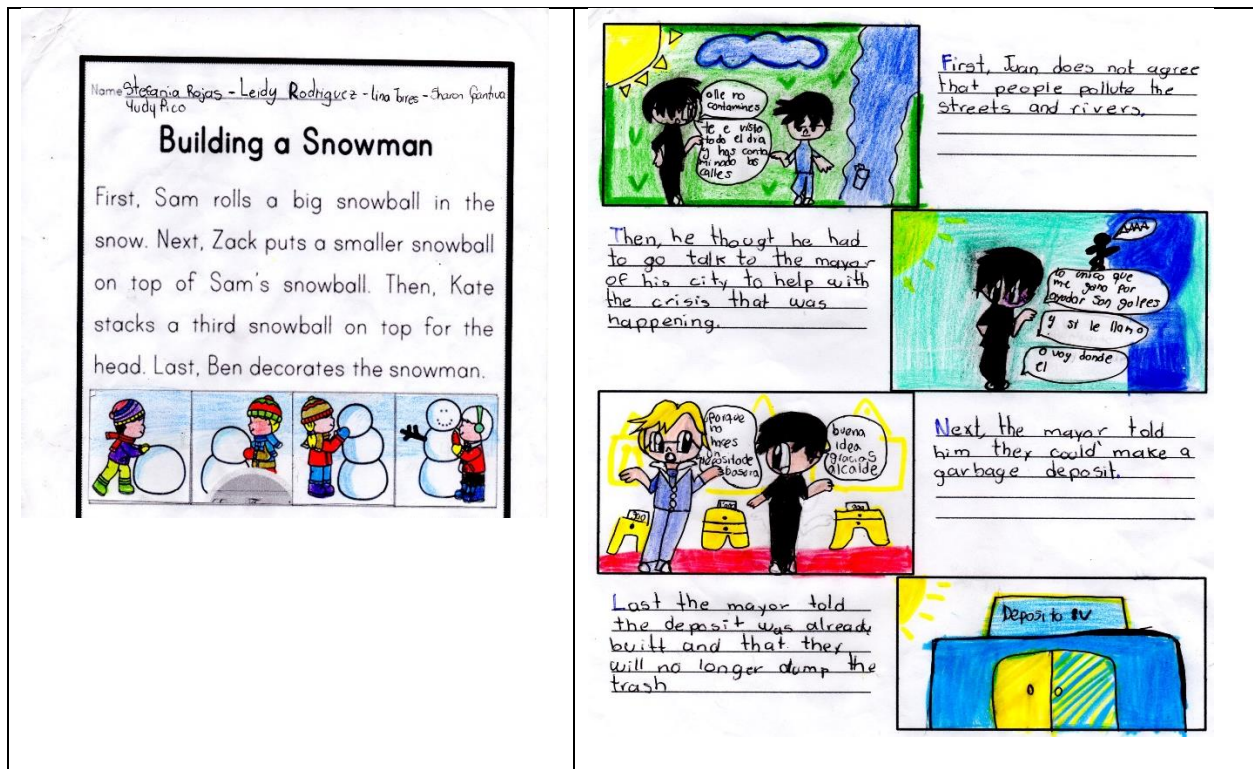


Figure #5 Students 24, 28, 29 and 38 writing a short story activity. March 27<sup>th</sup>, 2019

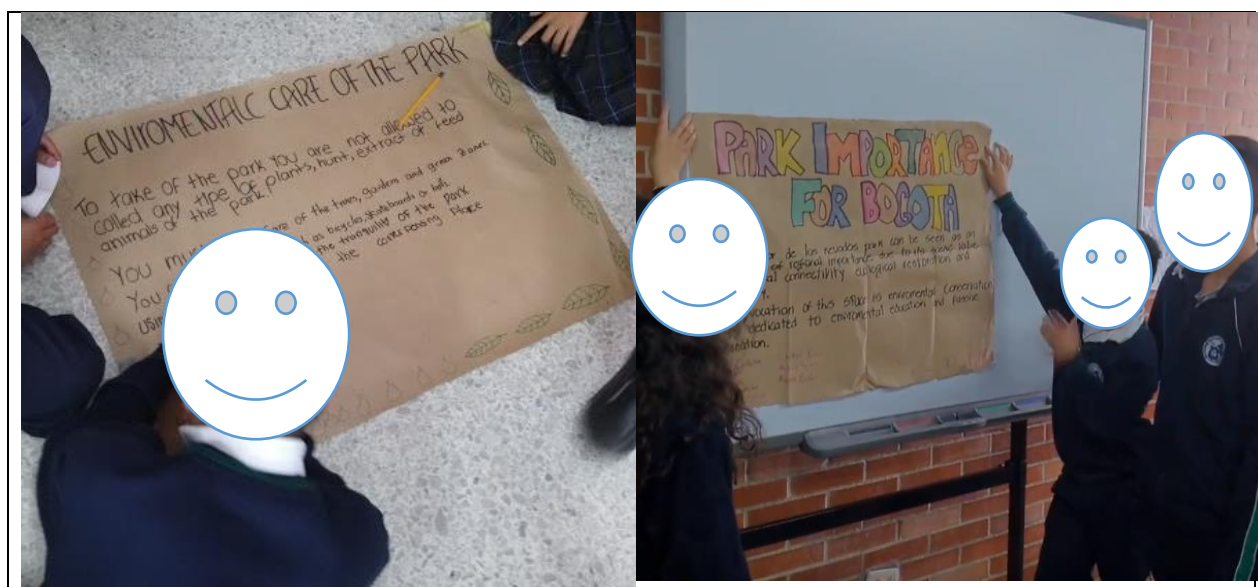
In this way, data revealed that students not only developed successfully the writing skills through the concepts studied in class but also showed other abilities in regards to writing. Namely, these abilities correspond to the organization of a text structure and aspects as coherence cohesion in ideas they wanted to express along their stories.

**Writing, as the main tool to improve speaking.** In this subcategory aspects referring to the significance that writing exercises had for enhancing the development of students' speaking

skills will be analyzed. In consequence, it is relevant to mention that writing and speaking are two of the language skills that appear to be more difficult for students to develop and this could be explained because “they both belong to the taxonomy of productive skills” (p. 1691).

However, data collected during classes in which writing was the main task, students showed more confidence at the moment of speaking in English since the information had been previously processed and supported with my help in terms of grammar and pronunciation. This was present during the students’ preparation for two of presentations carried out along the intervention. The first presentation was about some relevant aspects of a natural that we visited during a field trip in Bogotá held by this research project, in which they created posters with the main ideas taken from reading passages.

“While students were making their posters in groups, some students called me to ask questions about pronunciation and definitions of new vocabulary: ‘Teacher, ¿cómo se pronuncia esto?. I provided an example of pronunciation and asked them to repeat along with me to check they are doing correctly. Students seemed nervous but after knowing the pronunciation they started to repeat it with their classmates” (Field note 16, October 22<sup>nd</sup>, 2018. Lines 2-9)



**Figures #6 and #7** Students’ posters preparation (October 22<sup>nd</sup>, 2018) and presentation of topics (October 26<sup>th</sup>, 2018).

In relation to the previous presentation, at the moment of giving the oral presentations students showed a more efficient use of oral language. Thus, considering this as a starting point to improve speaking skills, data also revealed that students presented some issues as hesitation and pauses during oral speech as well as some pronunciation issues.

**S6:** “To take care... of... the... park... you are not... allowed to collect... any... type of plants”

**S21:** “The mirador de los nevados park... is... situado... in the... suba locality”

**S19:** “This park... has an... ancestral richness”

**(Recording #1 S6, S21 and S19 interventions during oral presentations. October 26<sup>th</sup>, 2019.)**

Additionally, during field trip carried out in the Mirador de los Nevados Park a video presenting some important information about the park was filmed with the help of some students and me. This video had a script which was designed, checked and studied with students before assigning roles and lines to say. In this way, the information provided to students was more significant since they were talking about something an environment that they could interact with. Being in the park, watching the plants and spaces they had read about made speaking more natural and motivating for them.





**Figures #8, #9 and #10** Fragments of the video recorded in the field trip. (Available at: <https://www.youtube.com/watch?v=aDiF5faswNA>). October 24<sup>th</sup>, 2019

For the final task in the intervention process, students had to select one of ten natural places and spaces around Bogotá and prepare in groups different Ecotourism projects in order to invite people to visit these places. This process was similar to the previous one, with the exception that information was investigated and selected by students, since they had to talk about different aspects about the place they chose. It becomes relevant to mention that these last aspects were presented also in brochures created with previous drafts and selection of data. During this last action, students seemed more confident and did not show nervousness when standing in front of their classmates and speaking in English in public.



**Figure #11** Students' artifacts for the Ecotourism project and presentation of the project. April 2<sup>nd</sup>, 2019.

Regarding the students' speaking skill development, it is also important to mention that data revealed that the students' participation in activities as oral presentations and all the implications of this task helped to improve other communicative abilities in language use as in tools for scholar life. In this way, data showed that prosody aspects as rhythm and intonation were enhanced as well as techniques to give adequate oral presentations in the scholar context.

### **Category 2: Connecting to their surroundings through Place-Based Education in EFL**

This second category aims to analyze the connection that students created with their immediate context and environment when learning about Ecotourism through Place-Based Education (PBE). First, it is important to clarify that for the interests of this research project learning a language is seen as a situated practice, therefore, the EFL classroom of sixth graders takes place not only in school but outside by, following (Sobel, 2004), “ using the local community and environment as a starting point” to enhance language skills improvement.

**Students' positive responses when getting to know the environment where they live and interacting with it.** This subcategory that emerged from the data analysis aims to explain the students' responses at the moment of learning about important aspects of their own city and where they live. In addition, data demonstrated that interacting with the environment that surrounds them is a vital part of learning how much importance has the place where they in order to understand many daily life situations that occur around while students are not conscious about this. Following the former, first, data revealed that students developed place consciousness based on the experience had during the field trip carried out.

**Question #4** ¿Cómo te sentiste en la salida pedagógica al Parque Mirador de los Nevados?  
¿Consideras que fue importante para el aprendizaje de los temas de la clase de inglés?

**S29:** “Me gustó mucho ir porque aprendí muchas cosas y sí fue muy importante porque puede que más adelante tengamos que decir cosas así en inglés”

**S25:** “Bien. Sí para la cultura y el aprendizaje sobre la naturaleza”

**S38:** “Fue muy chévere porque nos enseñaban muchas cosas antiguas y porque nos daban cierta libertad para que uno aprendiera y pudiera jugar en el parque. Sí, fue muy importante para mí porque aprendí muchas cosas de los antepasados y porque en inglés siempre estudiamos temas como los colores, nunca salíamos. Fue muy bonito poder estar en un parque así.”

(Second cycle questionnaire, November 16<sup>th</sup> 2018)

Additionally, during the field trip some other positive attitudes were shown in a natural way by students while the visit was being carried out. The interaction with their immediate surroundings allowed them to discover that the natural spaces and environments studied in class were not only in a screen or a text, but they were closer than they expected. Thus, as (Sobel, 2004) states these types of context provided students with the appreciation of “local heritage, cultures, landscapes, opportunities and experiences” (p.1)

“Although the rain and some difficulties to move around the park with the guided visit most of the students were smiling and sharing with others as they were watching what we had studied in class. (...) When the guided visit had ended the students were free to explore the park and interact with the environment they were getting to know. During that free time two students came to me and told me ‘Teacher, nunca vamos a olvidar esta experiencia, gracias.’ (...) At 11:30 we started to go back to the buses in order to get back to school. Along that way a boy came to me and said ‘Teacher, no conocía este parque, y eso que vivo en Suba. Es muy bonito’.”

(Field note 17. October 24<sup>th</sup>, 2018. Field trip Day.)

In this way, students’ participation in this experience was significantly different from the previous field trips in which they took part. Data showed that when contextualizing knowledge and concepts studied inside the classroom, students present better comprehension and meaningful learning results towards English as a Foreign Language.

**Discovering the importance of natural spaces and vital resources in the urban context.** This subcategory analyzes the attitudes and responses that students presented towards learning about ecology, environmental problems and actions to solve them in their immediate context. This

information was collected throughout interviews and questionnaires applied in different stages along the intervention process. Having this in mind, data showed that students' connection to place, as citizens of Bogotá, was fostered in order to "to take care of the world by understanding where they live and taking action." (Sobel, 2004, p. 9).

**Question #4** *¿Te identificas como un ciudadano que debe cuidar de Bogotá y del medio ambiente? ¿Cómo?*

**S29:** "Sí, cuidado del medio ambiente no botando la basura en la calle, reciclando, no desperdiciando agua en la casa.

**S13:** "Sí, cuidando el agua, no desperdiciándola, no dañando las plantas y cuidándolas, no talando arboles"

**S38:** "Sí, porque cuando estamos en la clase de inglés el ejercicio de que, si tú botas un papelito, luego debemos limpiar el salón se siente como estar limpiando y ayudando a la naturaleza; o cuando nos muestran videos de lo que pasaría si nosotros continuamos contaminando"

(Second cycle Interview, November 16<sup>th</sup>, 2019)

The previous samples also provide data support in relation to ideas that students generated after being exposed to different traits of ecology and environmental care. These thoughts are the result of interaction and reflection upon environment throughout the different classes along the intervention. As a consequence, students led their concepts to take action towards their own immediate contexts (families, communities and group of friends). Hence, the former idea follows what (Clark, 2008) states: "initiatives that begin in the school reach into the community and generate enthusiasm for conservation and stewardship, and greater support for public lands" (p. 9).

### **Category 3: Supportive role of Place-Based Education to become agents of change.**

This last category seeks to describe the role that the Place-Based Education approach (PBE) played in students' thinking towards the environmental problems presented during classes

and how this affected their perception of the world in which they live. Following previous idea, data revealed that PBE played a determining **supportive role** in students' learning of EFL and matters in relation to Ecotourism and ecological issues.

**Question # 2** *¿Tú crees que aprender sobre el medio ambiente y los lugares de Bogotá te ayudo a mejorar tus habilidades en inglés?*

**S6:** “Sí, porque al estar los talleres todos desarrollados en inglés cada vez que uno traducía cada palabra y luego la volvía a ver, uno ya sabía, se acordaba de lo que esta significaba”

**S7:** “Sí, porque hemos aprendido sobre Ecoturismo y turismo, fuimos al parque mirador de los nevados y allá nos explicaban que tocaba cuidar el planeta porque había poquita agua y casi no hay naturaleza.

(Final Interview. April 8<sup>th</sup>, 2019.)

Since, classes were focused on learning about Ecotourism and its implications in terms of sustainability and environmental care, students showed high interest in learning about these topics and using this knowledge to contribute to their surroundings. In this way, data demonstrated that PBE presents a **civic engagement** students' development of critical thinking and sensibility of taking care of nature by taking actions in their immediate context. This idea is also explained by (Clark, 2008) referring to as a result of implementing PBE, showing that for students “understanding the significance of what they are learning and doing inspires students to work harder in their classes, and for their community” (p.15)

**Question # 5** *¿Tú crees que las clases de inglés te motivaron a ser un agente de cambio ambiental?*

**S38:** Yo creo que bastante. Porque lo ambiental también puede implicar la casa, por ejemplo, yo cuido de que ahí hicieron aseo, y yo no boto papeles. Ahora también es como yo ayudo y recojo mis zapatos o tal cosa. Y también cuando uno ve personas botando cigarrillos y hay una basura al lado, uno les puede decir ‘Oye, ahí está la basura. No es necesario que botes el cigarrillo prendido.’”

**S6:** “Sí porque, esto es un ejemplo, cuando en el descanso tenemos que botar los papeles para subir al segundo piso, pues uno coge más conciencia de cómo no sacar una hoja de papel de la maleta sino en verdad ayudar a recoger del piso.”

**S3:** “Sí señor, me ayudaron a ser más persona porque antes yo botaba basura a la calle, desperdiciaba agua, pero ya me puse juiciosa y ya no desperdicio.”

(Final Interview, April 8<sup>th</sup>, 2019)

Based on the former samples, data showed that the supportive role of PBE also led students to grow empowerment towards their presence in school and home in order to become agents of change in terms of environmental issues. In this way, empowerment is the result of students' natural processes of continuous discovering of the world in which they live, the environmental situation in which our planet currently is and starting to take part of the solution with actions taken in school that can be taken from the classrooms to be carried out inside their own families and communities.

In the previous paragraphs, the analysis of data and the explanation of findings were given. The categories and subcategories that emerged from the data collected through the different instruments were related to the development of integrated skills and the roles that Place-Based Education presents in developing an Ecotourism project in the EFL classroom. These findings lead to conclude the positive impact of PBE in the English class enhancing not only the development of language skills but other prosocial attitudes towards environmental care. Thus, the next chapter will present a further explanation of the conclusions emerged from data analysis as well as the different implications and limitations of those findings.

## **CHAPTER VI**

### **Conclusions and implications**

This chapter presents the conclusions of this research project bearing in mind the findings described in the previous paragraphs. Also, I will describe the implications of developing this study for the education field and the EFL teaching community, for the school in which the intervention was held, for students as participants of the process and for me as an EFL pre-service teacher and novice researcher. Finally, I will describe the limitations and some detailed reflections towards further research.

#### **Conclusions**

This action research project intended to implement Place-Based Education approach to create Ecotourism projects as a source to enhance the development of Integrated language skills. Thus, the research question formulated was: What is the impact of implementing Place-Based Education through an Ecotourism Project on the development of the integrated skills in EFL of 6th graders of Prado Veraniego School I.E.D.? In order to achieve this purpose, two specific objectives were also established:

1. To identify the language skills developed through the participation in an Ecotourism Project in an EFL classroom.
2. To determine the roles of Place-Based Education in the development of EFL integrated skills of sixth graders.

Having this in mind, the conclusions that emerged in regards to the first specific objective looked into the language skills developed by participants along the experience process of learning about Ecotourism, ecology and environmental care in the EFL classroom. Hence, although the pedagogical intervention process scope was to enhance the four language skills, it was possible to determine a relevant impact specially on three of them: listening, writing and reading.

Firstly, the listening skill was developed thanks to, first, the use of authentic material presented to students during different interventions, and second, to the constant exposure of students to spoken language during periods of time that covered the complete class time. These two main sources of input allowed students to assume the challenge of be attentive during classes in order to follow instructions properly at the same time that learning was occurring. Additionally, the use of long explanations, written aids and images helped students in the process of acquiring notions of meaning and association of oral language to visual images for remembering information. In the end, students not only were able to comprehend more when facing spoken language but also became supportive actors towards their classmates' processes.

Secondly, in regard to the writing skill development, students presented a progressive and positive evolution since the very beginning of the intervention. As students had not been challenged to write in English before, this represented a challenge for them. However, it was a challenge that they faced with enthusiasm and interest, showing improvements with every task developed. Using students' previous knowledge on grammar and new vocabulary helped them to create different products that emerged from their own ideas. These included rewritten products such as scripts, posters, brochures and new-ideas products as short stories and empowerment

ideas to take care of nature. At last, students constructed knowledge as were capable of revising each other productions and correct themselves along with monitoring of teachers.

Thirdly, the development of reading skills was enhanced by the advancement of different tasks along with comprehension tasks. That is, the tasks were associated with the completion of different worksheets. In this way, reading activities were presented in short stories, information about a natural place near Bogotá, information about environmental problems and Ecotourism samples. The development of this skill could be evidenced thanks to the different answers given by the students in front of literal and critical questions. Thus, the students were able to generate a connection between the previous knowledge and the new information provided in the texts.

Consequently, reading comprehension also supported by oral codification to promote, to some degree, speaking skill development during moments in which students participated in class reading aloud for the rest of the class. Additionally, reading skill was accompanied by the listening processes as the transcription of videos was presented in order to support students' comprehension. As a result, the information obtained from reading passages helped in students' improvement of writing and rewriting skills.

On the other hand, in regards to the second specific objective, data revealed the roles that Place-Based Education displayed when it was implemented in the EFL classroom with an Ecotourist approach. Hence, PBE presented a connecting role of students with their immediate context and natural surroundings. In this way, the analysis revealed that students showed positive attitudes and motivation in relation to the participation in activities as field trips to Ecotourist places. Furthermore, getting in contact with nature allowed students to discover the importance of this type of environments for the urban area. This lead them to develop an identity as citizens of Bogotá as a result of reflection upon experiences and concepts studied inside the classroom.

Finally, PBE also displayed a supportive role in students' initiative to become agents of change in relation to ecological matters. The experiences lived through PBE and the participation in educative activities in which students not only interacted with environment but learned about the ancestral richness and impacts of having natural spaces in Bogotá, leads them to develop prosocial attitudes and behaviors towards their own context. This place consciousness is shown in actions that students themselves decided to do in regards to take care of environment. In this way, conceptualization and practice of Ecotourism and ecological problems resulted in a guidance for students to become active citizens in their communities and school as they participated in actions that look for spreading the voice and looking for better coexistence situations.

### **Implications**

Carrying out a project that seeks to establish the impact of an emerging approach as Place-Based Education in the Colombian context to achieve knowledge on an unusual topic as Ecotourism in sixth grade scholars, displays different implications for the EFL community on Colombia, for the school where the project was held, for the students who participated in the project and for me as a preservice teacher and novice researcher.

First of all, regarding the implications for the EFL community this project presented a notion of language in which the place where learning occurs has a notorious importance. That is, learning a language must be seen as a situated practice. For this reason, Place-Based Education contributes with a variety of benefits that can be taken in advantage by English teachers in their classrooms. In this way, the development of this project implies the EFL community to understand that using this type of approaches requires getting to know and having a connection with the place and the environment of teaching.

The implications for the institution are focused on the use of English language inside the classrooms for achieving communication purposes. That is why, it was necessary to initiate an immersion process into the target language providing students with adequate resources for learning. Thus, the institution facilitated the technological resources, internet connection and the spaces for achieving the goals of this project. Additionally, since one of the intentions of Place-Based Education is to promote students' interaction with the environment in which learning happens, for the institution implied to facilitate the transportation to carry out a field trip in order to reach this specific goal and further benefits.

As for students' implications, this project required certain attitudes towards new knowledge and having a level of language that allowed them to have a memorable experience and permitted the project to be successful. For this, students showed high interest and positive attitudes towards learning about Ecotourism and environmental care that let them to acquire a significant use of English language. Moreover, it is required for students to show a receptive attitude towards the interaction with a natural space as the Mirador de los Nevados Park as well as the development of Ecotourism projects about other spaces in Bogotá. Showing these attitudes will foster students' consciousness of the place where they live and how important these spaces are in a such a big urban area.

Lastly, the implications that this research had on me as a preservice EFL teacher and novice researcher were towards my vision of English language and how beneficial it can be when the place in which learning happens is taken into consideration. Consequently, during the intervention process it is essential for EFL teachers to feel challenged and enthusiastic to learn about a different topic as Ecotourism and environmental care, which concerns to everyone and can be taught from different fields of study. Thus, this required time for looking new

information, materials and producing sources in English in regards to Ecotourism in the Colombian context. Additionally, it becomes necessary to feel encouraged, to be recursive and being decided to explore, investigate and apply innovative methodologies as PBE to teach English in our context.

## **Limitations**

One important limitation presented for the development of this research project came from the immediate contact with natural spaces provided by the institution. As the implementation of Place-Based Education in this research follows (Sobel, 2004), the interaction with nature and environment should be provided constantly. However, due to the infrastructure conditions of the institution no green zones or natural spaces were available to put into practice this principle of PBE and obtain more benefits from it. It is relevant to mention that this is not an isolated case but most public schools in Bogotá present the same situation: big buildings and a considerable quantity of classrooms, but no natural spaces for students to interact with. Another limitation found is related to the classroom sizes provided to carry out the intervention, which lead students and teachers to feel uncomfortable at different moments. In addition, the times provided for each class (1 hour and 15 minutes), the number of students and the discipline found in these grades and ages were a limitation for this research project as it required some degree of concentration and certain behaviors when participating in different activities included in the lesson planning. Finally, one last limitation is in regards to institutional activities carried out which interrupted some of the interventions delaying the collection of data.

## **Further research**

This study aimed to explore the impact of implementing Place-Based Education as an approach to learn about Ecotourism in an urban area, with the objective of developing integrated English language skills and identifying which of these were improved while learning about ecology, natural spaces and resources, and how to take care of these. Hence, it is relevant to continue working on the use of language as a situated practice, since promoting these actions will demonstrate to students that learning a foreign language remains not only in classrooms but serve in different aspects of personal life and towards society development. Additionally, to keep implementing an approach as PBE and following its principles will facilitate both learning and teaching in aspects as lesson planning, allowing teachers to adapt materials for the EFL classrooms from different subjects as well as interacting with different contexts. Thus, it could be a thought-provoking matter to look into the benefits of using Place-Based Education in order to teach about not only environmental but also social problems presented in urban settings. This in order to enhance students' consciousness to take a place and a stand in the setting through prosocial actions and behaviors.

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# ANNEXES

## Annex 1: Informed Consent

  
UNIVERSIDAD PEDAGÓGICA NACIONAL  
MARZO 02 DE 2018

### CONSENTIMIENTO INFORMADO

Estimado padre de familia, mediante la presente me permito informarle sobre la realización de un proyecto de investigación con fines educativos que se llevará a cabo dentro del Colegio Prado Veraniego (IED) durante un periodo aproximado de un año y medio. Dicho proyecto tiene como finalidad establecer el tipo de problemáticas educativas que se presentan durante la clase de Inglés dentro del curso en cual su hijo(a) forma parte, para posteriormente lograr una propuesta de intervención y una posible solución.

#### Características del proyecto

El proyecto educativo del que se habla líneas atrás, corresponde al trabajo de grado del estudiante y practicante de la Universidad Pedagógica Nacional, Carlos Mario Morales Tarapues, quien opta por el título de *Licenciado en Español y Lenguas Extranjeras*. Por lo tanto,


- La información recolectada durante este proceso será utilizada únicamente con fines educativos y por ningún motivo los datos del proyecto serán comercializados o publicitados.
- El trabajo de grado estará enfocado al mejoramiento y fortalecimiento de su hijo(a), tanto en el ámbito académico como en el ámbito humano y personal.
- Una vez culminado el proyecto, el resultado final podrá ser compartido con la institución para que los integrantes del plantel educativo evidencien los objetivos alcanzados.

Tenga en cuenta que la información personal de su hijo(a) siempre permanecerá segura y que está en su derecho de abstenerse a la participación del estudiante en el proyecto. Por otro lado, me permito informarle que, dadas las características del trabajo, es posible que durante el proceso se requiera realizar entrevistas a los estudiantes, grabar videos o tomar fotografías de las sesiones de clase, haciendo claridad que la identidad de ningún estudiante será revelada.

Sumado a lo anterior, es mi deber proveer toda la información que usted considere importante y por ello usted puede contactarme al número de teléfono: 3504701925 o al correo: [cmorales420@pedagogica.edu.co](mailto:cmorales420@pedagogica.edu.co). Por último, si su decisión es permitir la participación de su hijo(a) en el proyecto, por favor complete la siguiente información y, de antemano, agradezco hacer nuevamente este documento a la institución.

Yo NELIA ALEXANDRA GARCIA V mayor de edad, identificado con Cédula de Ciudadanía N° 92003300 de Pereira, con domicilio en la ciudad de Pereira, Dirección Calle 18 D N° 36 b-14 Teléfono y N° de celular: 301554413 responsable legal del estudiante SANTIAGO A CAPELLAS identificado con documento no. 101107030. Autorizo a mi hijo (a) participar y llevar a cabo las actividades que se puedan desarrollar durante la realización del proyecto de investigación educativa ya mencionado. Por lo anterior, apruebo y permito que el señor Carlos Mario Morales Tarapues, participe, observe e intervenga en las clases de Inglés que recibe mi hijo(a) en el Colegio Prado Veraniego (IED).

Nombre del estudiante: SANTIAGO A CAPELLAS G  
Firma del responsable legal: [Firma]

  
UNIVERSIDAD PEDAGÓGICA NACIONAL  
MARZO 02 DE 2018

### CONSENTIMIENTO INFORMADO

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- El trabajo de grado estará enfocado al mejoramiento y fortalecimiento de su hijo(a), tanto en el ámbito académico como en el ámbito humano y personal.
- Una vez culminado el proyecto, el resultado final podrá ser compartido con la institución para que los integrantes del plantel educativo evidencien los objetivos alcanzados.

Tenga en cuenta que la información personal de su hijo(a) siempre permanecerá segura y que está en su derecho de abstenerse a la participación del estudiante en el proyecto. Por otro lado, me permito informarle que, dadas las características del trabajo, es posible que durante el proceso se requiera realizar entrevistas a los estudiantes, grabar videos o tomar fotografías de las sesiones de clase, haciendo claridad que la identidad de ningún estudiante será revelada.

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Yo \_\_\_\_\_ mayor de edad, identificado con Cédula de Ciudadanía N° \_\_\_\_\_ de \_\_\_\_\_ con domicilio en la ciudad de \_\_\_\_\_ Teléfono y N° de celular: \_\_\_\_\_ responsable legal del estudiante \_\_\_\_\_ identificado con documento no. \_\_\_\_\_ Autorizo a mi hijo (a) participar y llevar a cabo las actividades que se puedan desarrollar durante la realización del proyecto de investigación educativa ya mencionado. Por lo anterior, apruebo y permito que el señor Carlos Mario Morales Tarapues, participe, observe e intervenga en las clases de Inglés que recibe mi hijo(a) en el Colegio Prado Veraniego (IED).

Nombre del estudiante: \_\_\_\_\_  
Firma del responsable legal: \_\_\_\_\_

# Annex 2: Characterization survey



UNIVERSIDAD PEDAGÓGICA NACIONAL



7. ¿Cuáles de las siguientes actividades realiza y con qué frecuencia durante el día?

- a. Leer: \_\_\_\_\_ horas.
- b. Escribir: 1 horas.
- c. Ver televisión: 2 horas.
- d. Ver videos: \_\_\_\_\_ horas.
- e. Jugar videojuegos: \_\_\_\_\_ horas.
- f. Chatear: \_\_\_\_\_ horas.
- g. Aprender a través de internet: \_\_\_\_\_ horas.
- h. Otras: \_\_\_\_\_ horas.

8. ¿Cuál es tu materia favorita? Edición Física

9. ¿Qué profesión te gustaría tener cuando crezcas? No sé

10. ¿Te gusta la clase de inglés?

- a. Sí. ¿Por qué? Me gusta porque es una materia que me ayuda a aprender cosas.
- b. No. ¿Por qué? De momento no sé.

11. De las siguientes actividades ¿cuáles realizas durante la clase de inglés? Puedes seleccionar más de una:

- a. Talleres de lectura.
- b. Talleres de escritura.
- c. Traducir palabras o textos.
- d. Juegos.
- e. Observar un video.
- f. Escuchar un audio.
- g. Obras teatrales y juegos de rol.
- h. Actividades usando Internet.
- i. Transcribir textos del proyector.
- j. Otras ¿Cuáles? \_\_\_\_\_

12. De las anteriores actividades ¿Cuáles disfrutas más en la clase de inglés? Escribe la letra correspondiente Observar un video

13. ¿Con qué tipo de materiales trabajas en la clase de inglés?

- a. Digitales.
- b. Cartilla.
- c. Guías
- d. Cuaderno.
- e. Didácticos (afiches, carteleras, tarjetas de estudio)
- f. Libro de texto.
- g. Otros \_\_\_\_\_

1



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## Encuesta dirigida a estudiantes

La siguiente encuesta busca conocer mejor a los estudiantes del curso 601. Por favor marca atentamente con una X las respuestas que considere apropiadas. Se requiere de tu total honestidad para este ejercicio. De antemano, gracias por tu colaboración.

Nombre: Daily Zaira Guzmán B. Aragón Edad: 17

Género: Masculino  Femenino  Barrio: Prado Veraniego

1. ¿Cuántos miembros componen tu familia? Mencionalos 4 - Daniel, Piedad, yo, Herasmo y yo

2. Si tienes hermanos, ¿qué posición ocupas entre ellos?

- a. El mayor
- b. El del medio
- c. El menor
- d. Otro: \_\_\_\_\_

3. ¿Cómo consideras la relación con tus familiares en el hogar?

- a. Excelente.
- b. Buena.
- c. Regular.
- d. Mala.
- e. Pésima.

¿Por qué? Porque todos nos respetamos y escuchamos todo.

4. De los siguientes elementos, ¿cuáles tienes a su disposición para estudiar a diario?

- a. Computador con acceso a internet.
- b. Computador sin acceso a internet.
- c. Libros.
- d. Cartillas.
- e. Otro: \_\_\_\_\_

5. ¿Cuántos años llevas estudiando en el Colegio Prado Veraniego? 3 años

6. ¿Utilizas algún medio de transporte para llegar al colegio?

- a. Sí  ¿Cuál? \_\_\_\_\_
- b. No



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CENTRO DE INVESTIGACION Y DESARROLLO



14. De los anteriores materiales ¿Cuáles disfrutas usar más en la clase de inglés?  
Escribe la letra correspondiente

Poes digitales

15. ¿En cuál de las siguientes habilidades crees que eres mejor en inglés? Puedes seleccionar más de una.

- a. Escribiendo
- b. Leyendo
- c. Hablando
- d. Escuchando

16. ¿Qué tipo de actividades/hobbies son de su interés?

- a. Practicar un deporte \_\_\_\_\_
- b. Artes \_\_\_\_\_
- c. Leer \_\_\_\_\_
- d. Escuchar música \_\_\_\_\_
- e. Otra Danza \_\_\_\_\_

17. ¿Participa en actividades culturales con miembros de su núcleo familiar? ¿Cuáles?  
Ejemplo: Ir a cine, a la biblioteca, a un parque, a jugar ajedrez, fútbol, bailar, etc.

Ir a cine, ir a un parque, jugar fútbol, bailar

**Annex 3: Field note sample**

FIELD NOTE #1		
NAME OF THE OBSERVER: Carlos Mario Morales Tarapues		DATE: March 9th,
2018HOUR: 9:45 am		
CLASS: English		GRADE: 601 (37 Students) – Prado Veraniego High School (IED)
DESCRIPTION	COMMENTS	
1 - The class starts and the teacher takes	The instructions are given in Spanish. It is good as students have clarity on the task but they do not have a contact with the English language.	
2 attendance		
3 - she asks the students to take out a piece of	As the teacher provides the text it is easy for students to copy and correct, however the text was not ready and she wrote it in the class. It seemed improvised.	
4 paper and two pens of different colors.		
5	The coevaluation part of the pedagogical approach of the school is seen. Students evaluate	
6 - the teacher writes in the projector what the		
7 students must write in their pieces of paper.		
8 They keep silent and start to write: "WRITE		
9 THE TEXT USING CAPITAL LETTERS"		
10 She explains that they must write the capital		
11 letters with a different color.		
12		

<p>13 - The teacher writes in the projector what the  14 kids must write but everything is in small  15 letter.  16 They start to write but they also start to talk  17 a lot.  18  19 - One student uses his phone and does not  20 write. Due to the light in the classroom and  21 that the projector does not work very well,  22 the students cannot see what it is shown.  23 Also, due that the students cannot be seen  24 talking they communicate writing in a piece  25 of paper and passing it around.  26  27 - the teacher asks if they have already  28 finished and five students claim that they  29 have not, so the teacher gives another two  30 minutes two finish.  31 Because the teacher finishes writing in the  32 projector, she stands up and takes a look to  33 the students' work.  34  35 - once they have finished the task, the  36 teacher asks the students to exchange the  37 exams so they can evaluate each other.  38 I was given an exam to check and grade it.  39 The teacher commands the correction and  40 asks students for the right answer depending  41 on the word and its capitalization.  42  43 - the students show much interest in  44 answering what the teacher asks. Once the  45 exercise has finished, the students must  46 count the number of right answers and give  47 the exam back to the corresponding student.  48 The last students of each line had to pick up  49 every exam of their lines.  50  51 - The teacher asks to take out the workshop  52 and asks them to do the vocabulary exercise.  53 Some students do not have the material and  54 tell this situation to the teacher. The teacher  55 reminds the students that this is none of her  56 business and they have to figure it out.  57  58 - The teacher leaves for a while. When she  59 comes back a student goes to her desk and  60 tells her that another student took one of his  61 pens. The teacher starts to talk to both kids.  62 The teacher demands to translate the  63 exercise once it is finished.</p>	<p>themselves and some of them provide a small  feedback, which contribute to their relationship.</p> <p>Even thou the activity was short, it seemed to  have an impact on students' previous knowledge,  as it explored capitalization facts such as the  name of the countries or people's names, and  some exclusive facts for the English language  such as the use of the personal pronoun "I".</p> <p>The correction in front of the students motivates  participation and in this case, the students  responded accordingly.</p> <p>However, when the activity was done the  vocabulary exercise seemed as way to complete  the remaining time and keep the students busy.  Also, as it is an easy activity disorder spreads  around the class and situations like the one with  the pen tend to appear.</p> <p>It is also important to mention that having a kid  with some behavior problems implies some facts  to take into account towards the class as it could  make a class joyful or make it a complete  disaster. So in my consideration, the student  needs some attention before this situation gets  harder to handle.</p> <p>Providing space for dialogue is important to  solve conflicts and the teacher provided one with  the pen situation. However, I consider it must be  the teacher guiding students to solve the problem  and not the teacher who takes and arbitrary  decision and leaves students without a fair  solution.</p>
---	--

64		
65	- During the class, a student in particular, as	
66	in past classes, shows a grotesque and mean	
67	behavior, making rude comments to his	
68	classmates. He is sat in the very back in a	
69	corner of the classroom and in that place he	
70	speaks alone and disturbs other students. He	
71	is inattentive and seeks attention from the	
72	other kids.	
73		
74	The pen situation with the two kids is solved	
75	by the teacher taking the pen with her. The	
76	students seem disappointed and try to make	
77	a deal.	
78	At the same time, some students come to my	
79	place and try to make conversation.	
80	- The class ends and the teacher asks them to	
81	bring the exercise done for the next class.	

## Annex 4: Second cycle survey



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*Enseñando a enseñar*



### Encuesta dirigida a estudiantes

La siguiente encuesta tiene como objetivo reconocer tu percepción y sentimientos frente a las clases de inglés con el profesor Carlos. Se requiere que respondas con el mayor detalle posible. De antemano, gracias por tu colaboración.

Nombre: Juan andrés lizarazo

Grado: 601

1. ¿Cómo te has sentido aprendiendo sobre Ecoturismo, sus principios y su debida práctica?

bien por que uno aprende a cuidar  
el medio ambiente

2. ¿Qué has aprendido sobre ecología y cuidado del medio ambiente?

como tratar basura ni a matar a los  
animales

3. ¿Te gusta aprender sobre los anteriores aspectos hablando, escribiendo leyendo y escuchando en inglés?

Sí  No  ¿Por qué?

por que pue puede aprender mas palabras  
y a pronunciar las

4. ¿Cómo te sentiste en la salida pedagógica al Parque Mirador de los Nevados? ¿Consideras que fue importante para el aprendizaje de los temas de la clase de inglés?

me senti genial por que puede aprender  
a cuidar el medio ambiente

5. Del 1 al 10, siendo 1 la calificación más baja y 10 la más alta, ¿Cómo calificarías el desempeño del Profesor durante la clase? ¿Por qué?

10 por que es bacano y chevere

6. ¿Qué comentarios o sugerencias tienes para la clase de inglés? Escríbelos abajo:

que mejorar en aprendizaje

## Annex 5: Teacher's interview sample

<ol style="list-style-type: none"> <li>1. Nombre completo y edad</li> <li>2. ¿Cuál es su formación profesional?</li> <li>3. ¿Cuánto tiempo lleva ejerciendo la docencia?</li> <li>4. ¿Siempre ha enseñado inglés?</li> <li>5. ¿Cuánto tiempo lleva enseñando en el Colegio Prado Veraniego?</li> <li>6. ¿Siempre ha sido inglés?</li> <li>7. ¿Por qué escogió ser docente?</li> <li>8. ¿Cuál es su posición frente a la educación en Colombia?</li> <li>9. ¿Cuál es la importancia de enseñar inglés en Colombia?</li> </ol>	<ol style="list-style-type: none"> <li>10. ¿Cómo ha sido su experiencia frente a la enseñanza del inglés?</li> <li>11. ¿Cuál es el modelo pedagógico del Colegio Prado Veraniego?</li> <li>12. ¿Qué énfasis tiene el Colegio Prado Veraniego? ¿por qué?</li> <li>13. ¿Cómo se desarrollan estos énfasis en el colegio?</li> <li>14. ¿Cómo se desarrolla una clase de inglés suya? En cuanto a contenidos y temas</li> <li>15. ¿Cuáles son las dificultades y fortalezas que encuentra en el curso 601?</li> <li>16. ¿Qué es lo más difícil de ser docente?</li> <li>17. ¿Una experiencia gratificante en sus años de ejercicio?</li> </ol>
<p>1 INTERVIEWER: Profe, ¿qué énfasis tiene el</p> <p>2 Colegio Prado Veraniego y cómo se desarrollan</p> <p>3 estos énfasis en el colegio?</p> <p>4 TEACHER: Aunque aquí se hace mucho énfasis</p> <p>5 en lo que es valores y todo eso, si no que uno a</p> <p>6 veces no, como que uno no reconoce lo que uno</p> <p>7 hace, si la parte de valores y todo eso si, si se</p> <p>8 trabaja bastaste, y usted puede ver incluso aquí</p> <p>9 como son los niños, la disciplina, el</p> <p>10 comportamiento de los niños, digamos que es</p> <p>11 muy manejable, muy llevadero y ante cuestiones</p> <p>12 así, situaciones problemáticas se trata de una vez</p> <p>13 de de de poner soluciones y digamos que si se le</p> <p>14 hace mucho énfasis en la parte de valores.</p> <p>15 El PEI es comunicación con calidad hacia el</p> <p>16 desarrollo humano, entonces lo que es la parte de</p> <p>17 comunicación, sino lo que es la comunicación, y</p> <p>18 en este año precisamente se va, se empezó con el</p> <p>19 énfasis en lo que es turismo, administración en</p> <p>20 turismo que es una parte, digamos que es un</p> <p>21 sector como en desarrollo en el país, parece ser</p> <p>22 que es una actividad que mueve bastante</p> <p>23 económicamente.</p> <p>24 No ahorita tenemos la asesoría de primero del</p> <p>25 instituto de turismo del distrito, entonces se han</p> <p>26 hecho una serie de capacitaciones y han ido</p> <p>27 profes a hacer esa capacitación y la secretaria de</p>	<p>El año entrante entonces ya son los de décimos</p> <p>y once, los que van de este año a décimo a once</p> <p>el año entrante y los que van a noveno, eso es</p> <p>para décimo y once.</p> <p>Si claro, en el programa, en la programación</p> <p>nosotros todas las áreas debemos ir apuntando</p> <p>hacia eso, entonces vamos incluyendo temas de</p> <p>sobre turismo por ejemplo sociales tiene mucho</p> <p>que ver con eso, ciencias porque es ecología todo</p> <p>eso y en inglés por supuesto claro ya desde</p> <p>quinto ya estamos metiendo, digamos que, desde</p> <p>sexto, ahorita no hay digamos, he empezamos</p> <p>con tallercitos muy sencillos como vocabulario,</p> <p>como ubicarse norte, todo eso en inglés ¿cierto?</p> <p>Como un mapa muy sencillo y ubicarnos donde</p> <p>estamos ¿sí? Y también como el conocimiento</p> <p>de lo que es los alrededores del colegio y así, y</p> <p>cual es el barrio y que hay por aquí por el barrio</p> <p>interesante, todo eso y pues claro meter</p> <p>vocabulario en inglés, total que cuando ellos</p> <p>lleguen ya a décimo que tengan que venir</p> <p>manejan ya al menos cierta ubicación y en inglés</p> <p>nosotras para todos los cursos he, como ellos</p> <p>tienen salidas pedagógicas a cada curso se le</p> <p>debe dar una salida pedagógica, tiene que</p> <p>haberla, nosotras aprovechamos esa salida y</p>

28	educación tiene un convenio con la universidad	metemos un tallercito de inglés, para trabajar
29	Cooperativa de Colombia, entonces ellos vienen	alguna cosa, así sea ubicación.
30	también y en coordinación con ellos,	Si, por ejemplo, lo de décimo y once estuvieron
31	capacitación que ellos dan, entonces se ha	el viernes pasado en Maloka, entonces ahí se les
32	montado como lo del currículo, se ha organizado	diseño un taller para que trabajaran con base en
33	toda esa parte curricular y hoy en día	lo que, digamos en lo que un pre y un post, como
34	casualmente el sábado empezaron ya los	prepararlos en vocabulario, como la ubicación,
35	muchachos de décimo a venir los sábados y tiene	las localidades, todo eso y también unos punticos
36	que venir entre semana también a tomar unas	ahí para que hicieran con respecto a lo que
37	clases extras, en inglés que hay un aparte bien	específicamente vieron e hicieron.
38	importante ahí en esa, en ese énfasis, la parte del	
39	inglés, si, ellos tienen que ver inglés, en este	
40	momento es inglés para negocios y se ve	
41	comunicación también que le digo es un énfasis	
42	que también tenemos, comunicación se ve algo	
43	de administración de empresas y otra partecita	
44	que en este momento no me acuerdo cual es, ah	
45	algo de turismo como tal.	

### Annex 6: Final interview Sample

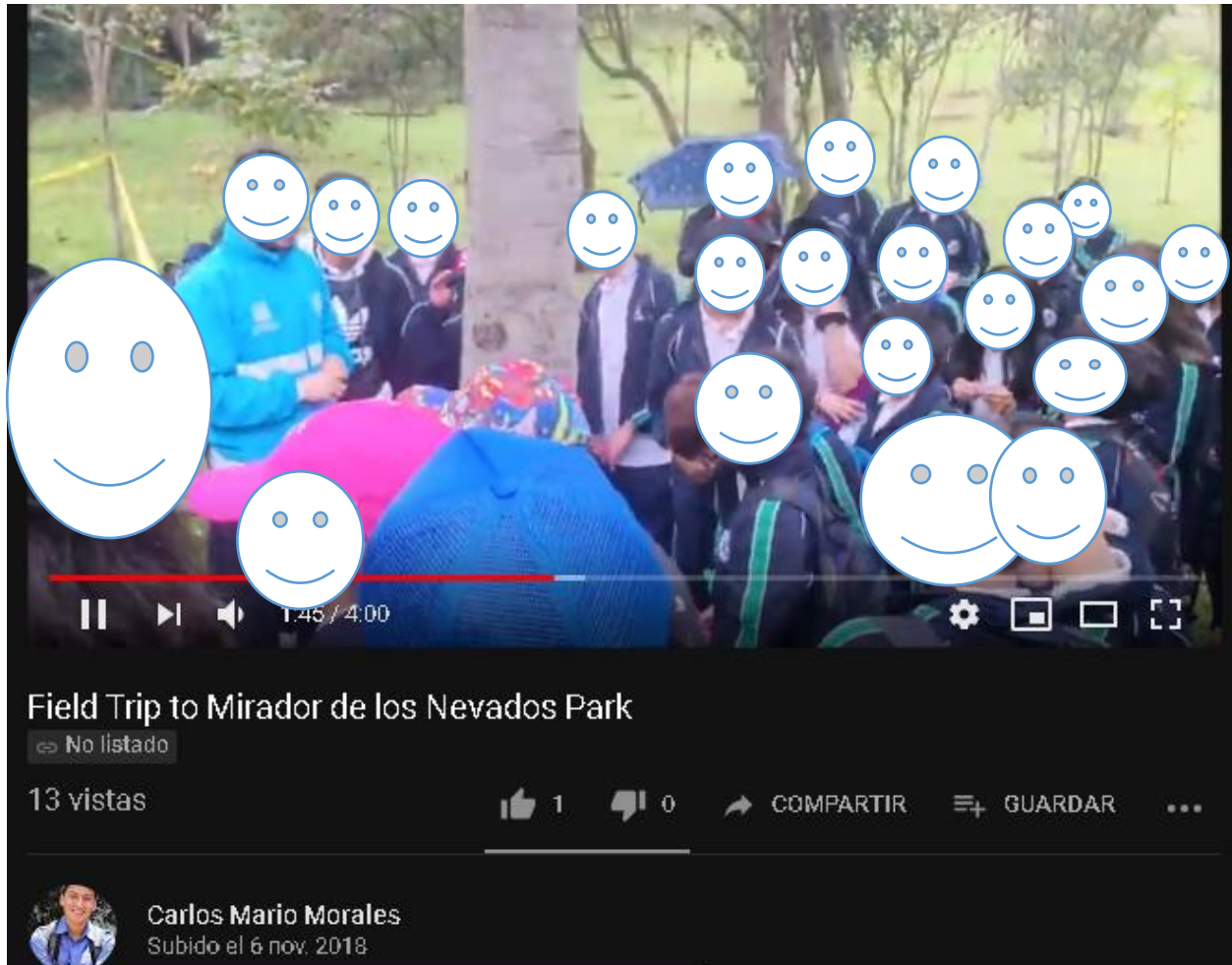
1.	¿Consideras que es útil abordar temas referentes al medio ambiente y Ecoturismo?	5.	¿crees que las clases de inglés te motivaron a ser un agente de cambio ambiental?
2.	¿Crees que aprender en inglés sobre el medio ambiente y los lugares de Bogotá te ayudó a mejorar tus habilidades en esta lengua?	6.	¿Cómo consideras que fue el proceso de crear la presentación sobre el proyecto de Ecoturismo?
3.	¿Crees que durante la clase de inglés aprendiste más sobre Bogotá?	7.	¿Cómo te sentiste viendo a tus compañeros exponer?
4.	¿Te identificas como una ciudadana que debe cuidar de Bogotá y el medio ambiente?	8.	¿Qué aspectos crees que debes mejorar para las próximas presentaciones?
		9.	¿Qué habilidades crees que se trabajaron más en la clase?
		10.	¿En cuáles habilidades crees que mejoraste?
1	<b>Interviewer:</b> Bien Lina, ¿Consideras que es útil abordar temas referentes al medio ambiente y Ecoturismo?		
2			
3			
4	<b>Student:</b> Yo, por mi lado, digo que es muy importante porque antes en el colegio esto casi ni se trataba. Cuando se trataba era solo del día del agua y después era solo cartelera, ponga y luego quite. Ahora, ya que en inglés se está tratando y que se trata muy frecuente también con habilidades de inglés eso nos ayuda mucho al aprendizaje.		
5			
6			
7			
8			
9			
10	<b>Interviewer:</b> Y, ¿tú crees que aprender en inglés sobre el medio ambiente y los lugares de Bogotá te ayudó a mejorar tus habilidades en esta lengua?		
11			

12  
 13 **Student:** sí porque pues antes simplemente era como ‘este es un perro’ y ahí se acabó el  
 14 tema. Pero mientras que cuando estas en el Ecoturismo, no te enseñan solo un perro, sino  
 15 ‘este es un animal exótico, estos también son animales típicos’, ‘estas son plantas que casi  
 16 nunca se han visto’, y temas que uno es como ‘Oh, wow! Lo exótico te lo enseñan en  
 17 inglés’.  
 18

**Annex 7: Artifacts**

<p><b>General Information</b>          Matís was the one who founded this Beautiful Garden, he founded it with the intention of initiating the climate change.</p> <p><b>Location</b>          It is located at 63 rd avenue number 68-95</p>	<p><b>Biodiversity</b>          Flora: Wax Palm, Mexicana Nalutis Yucano, The Walnuts, Cal Red, Poppy Lilies, Orchids, Drago Biodiversity.</p> <p>Fauna: Chipmunk, Armadillo, Buho owl Turtle, Monarchs, Butterflies.</p> <p><b>Importance of the Place</b>          It is impossible to acquire practice and various implements such as tallies.</p>	<p><b>Problem</b>          Ecologists in action causes the environment neglect and favor the biodiversity.</p>
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## Annex 8: Field trip video



Video available at: <https://www.youtube.com/watch?v=aDiF5faswNA>

**Annex 9: Lesson plan sample**

**PERIOD:** August 16<sup>th</sup> – August 20<sup>th</sup> (Two sessions)

**SUBJECT:** English

**TOPIC:** What is Ecotourism?

**GRADE:** 6<sup>th</sup>

**STUDENTS:** 38 (10-13 years old students)

**TEACHER:** Carlos Mario Morales

**TIME:** 120 minutes (2 sessions of 60 minutes each)

**OBJECTIVE:** To approach students to the definition, main traits and principles of Ecotourism.

**FIRST SESSION (60 MINUTES)**

**NAME:** “From Tourism to Ecotourism 1”

**MATERIALS:**

- Board
- Videobeam or TV with sound
- Videos

<b>PROCEDURE</b>	<b>DESCRIPTION</b>	<b>MATERIAL</b>
<b>WARM UP (10 minutes)</b>	Teacher will start the class with a simple hangman game. The word to find will be TOURISM. Teacher will ask students to guess the word by saying a letter of the alphabet. If the letter said is in the word, teacher will write it; if no, teacher will draw the hangman.	A board
<b>TRANSITION (5 minutes)</b>	Once the word is found, the teacher will ask students for the meaning of the word TOURISM.	
<b>STAGE 1 (15 minutes)</b>	Teacher will show in the screen the definition of TOURISM.  One student will read aloud the definition. If it is necessary, it could be translated.  Having in mind the definition, the teacher will ask students for touristic places they know and have visited in Bogotá. These places will be written in the board.  Then teacher will present the YouTube video: “One Week in Colombia: Best of Bogota & Cartagena!” until the minute 3:08 Video: <a href="https://www.youtube.com/watch?v=AGfVodEYGHC">https://www.youtube.com/watch?v=AGfVodEYGHC</a>	Video Beam Board Video “One Week in Colombia: Best of Bogota & Cartagena!”

	Teacher will ask for the places they watched in the video.	
<b>STAGE 2 (15 minutes)</b>	<p>Teacher will present a number coded alphabet (See Annex 1) in order to solve with students and find the hidden word. The word is ECOTOURISM.</p> <p>Once the word is found, teacher will ask students to reflect and think on the definition of ECOTOURISM. Students must write it or take notes of what they think the definition is. This task will not take more than 5 minutes.</p> <p>Teacher will show a video that presents some Ecotourism traits. Video: “Ecoturismo Parques Nacionales Naturales de Colombia (subtítulos en inglés)”  <a href="https://www.youtube.com/watch?v=1SVcW5hQPgE">https://www.youtube.com/watch?v=1SVcW5hQPgE</a></p>	<p>Video Beam Board</p> <p>Video “Ecoturismo Parques Nacionales Naturales de Colombia (subtítulos en inglés)”</p>
<b>CLOSURE (15 minutes)</b>	<p>Teacher will ask students to tell the differences found in both videos in terms of places, people, actions and environment.</p> <p>These differences can be written on the board.</p> <p>Homework: For next class students must bring pictures and images that represent Tourism and Ecotourism</p>	Board

Class Annex 1

$$25-20 \quad 100-97 \quad (7 \times 2)+1 \quad 80/4 \quad 45-30 \quad 7 \times 3$$

$$9+9 \quad 2+2+6-1 \quad (9 \times 2)+1 \quad 6+7$$

\_\_\_\_\_

\_\_\_\_\_

A = 1	H = 8	O = 15	V = 22
B = 2	I = 9	P = 16	W = 23
C = 3	J = 10	Q = 17	X = 24
D = 4	K = 11	R = 18	Y = 25
E = 5	L = 12	S = 19	Z = 26
F = 6	M = 13	T = 20	
G = 7	N = 14	U = 21	

**SECOND SESSION (60 MINUTES)**

**NAME:** “From Tourism to Ecotourism 2”



**MATERIALS:**

- Worksheets with word search puzzle
- Pictures and images of tourist places
- Colors
- Dictionaries

<b>PROCEDURE</b>	<b>DESCRIPTION</b>	<b>MATERIAL</b>
<b>WARM UP (10 minutes)</b>	Teacher will ask students to take out the images and pictures they collected. Teacher will ask students to show their images and teacher will select some of them. Teacher will ask students about what it is in the images and write the vocabulary on the board.	Pictures and images
<b>TRANSITION (5 minutes)</b>	Students will write the vocabulary found within the images in their notebooks	
<b>STAGE 1 (20 minutes)</b>	Teacher will hand out a Worksheet with a word search puzzle. Students will find the vocabulary listed inside the puzzle.	Worksheets Colors

	Once they have finished the puzzle teacher will lead some drills on pronunciation of the words listed.	
<b>STAGE 2 (15 minutes)</b>	Students will write on the line the word from the list corresponding to each image printed in the worksheet. For this activity, they could serve of dictionaries in order to comprehend better.	Worksheets Dictionaries
<b>CLOSURE (10 minutes)</b>	Each student will write three sentences in the revers part of the worksheet with three words of the list using present tense of verb to be and an adjective. I.e. THE MOUNTAIN IS GREEN.	Worksheets

**Videos:**

	<a href="https://www.youtube.com/watch?v=AGfVodEYGHc">https://www.youtube.com/watch?v=AGfVodEYGHc</a>
	<a href="https://www.youtube.com/watch?v=1SVCw5hQPgE">https://www.youtube.com/watch?v=1SVCw5hQPgE</a>

# PLACES

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

- BEACH
- BOGOTA
- CITY
- ENVIRONMENT
- LAKE
- MOUNTAIN
- MUSEUM
- NATURE
- NEIGHBORHOOD
- PARK
- RESERVE
- SCHOOL
- SQUARE
- TOWN
- WETLAND



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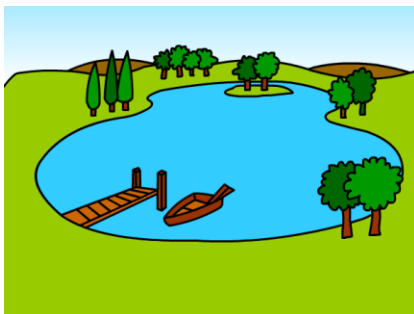
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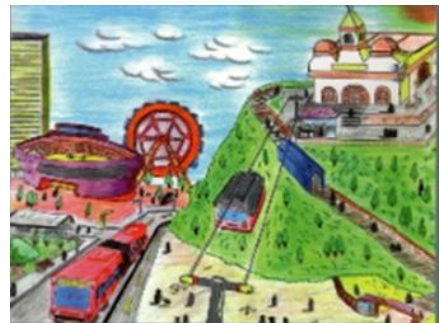
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## Annex 10: Presentation Format

NAME OF THE PLACE: \_\_\_\_\_

<b>GENERAL INFORMATION ABOUT THE PLACE:</b> <ul style="list-style-type: none"><li>- HISTORY</li><li>- LOCATION</li><li>- TYPE OF ENVIRONMENT</li></ul>	
<b>BIODIVERSITY:</b> <ul style="list-style-type: none"><li>- DESCRIBE FAUNA AND FLORA OF THE PLACE</li></ul>	
<b>IMPORTANCE OF THE PLACE FOR US</b> <ul style="list-style-type: none"><li>- ACTIVITIES THAT WE CAN DO IN THE PLACE</li></ul>	
<b>A PROBLEM:</b> <ul style="list-style-type: none"><li>- FIND AN ENVIRONMENTAL PROBLEM IN THE PLACE</li><li>- GIVE IDEAS TO SOLVE THE PROBLEM</li></ul>	