

**Fostering Foreign Language Engagement through Contextualization and Students'  
Interests**

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## **Abstract**

This research project investigates the impact of integrating students' social realities into English learning based on their context and interests. The study was conducted in a women's school in Bogota involving 28 students from sixth grade through a year and a half. Contextualization and Interest-Based Methodology were employed to develop and implement a pedagogical intervention aiming to foster engagement in the foreign language learning process. The data collection and analysis were developed by utilizing qualitative methods which include surveys, questionnaires, and analysis of students' artifacts.

The findings reveal that implementing the students' interests and contextual factors in the learning process significantly increased engagement and motivation. Students were able to draw connections between their interests and the curriculum, gaining a better understanding of the language through real-world applications. Additionally, it was found that recognizing individual interests facilitates the process among students. These results underscore the importance of contextualization and students' interests in education, seeing practical and meaningful applications in real life.

**Key words:** Contextualization, students' interests, English learning, Interest-Based Approach

## **Resumen**

Este proyecto de investigación se enfoca en el impacto de integrar las realidades sociales de los estudiantes en el aprendizaje del inglés, basado en su contexto e intereses. El estudio se llevó a cabo en un colegio femenino en Bogotá, involucrando 28 estudiantes de sexto grado durante un año y medio. Se emplearon metodologías de contextualización y basadas en intereses para desarrollar e implementar una intervención pedagógica con el objetivo de fomentar el compromiso en el proceso de aprendizaje del idioma extranjero. La recolección y el análisis de datos se realizaron utilizando métodos cualitativos que incluyen encuestas, cuestionarios y análisis de los artefactos de los estudiantes.

Los hallazgos revelan que implementar los intereses y los factores contextuales de los estudiantes en el proceso de aprendizaje aumentó significativamente el compromiso y la motivación. Los estudiantes pudieron establecer conexiones entre sus intereses y el currículo, adquiriendo una mejor comprensión del idioma a través de aplicaciones en el mundo real. Además, se encontró que reconocer los intereses individuales facilita el proceso entre los estudiantes. Estos resultados subrayan la importancia de la contextualización y los intereses de los estudiantes en la educación, evidenciando aplicaciones prácticas y significativas en la vida real.

**Palabras clave:** Contextualización, intereses de los estudiantes, aprendizaje del inglés, Enfoque Basado en Intereses.

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## **Statement of the Problem**

### **Contextualization**

#### ***Local context***

The school where the research project was developed is Colegio la Merced I.E.D. In the neighborhood Zona Industrial in the district of Puente Aranda in Bogotá D.C. According to the webpage from Alcaldía de Bogotá (n.d.), this place is characterized by the urban and regional scale industries and local commercial spaces with different products and services, which generates a large flow of people and products. There is the Transmilenio station called Carrera 46-Comapan, which facilitates the transportation of people who live or work there. The cultural characteristics are determined by many families relying on industry for their livelihoods, there are different cultural events like fairs to promote local culture and encourage social integration. It is a historically relevant place because, since the mid-20 century, Bogotá has experienced significant growth in its industrial sector, brought in big part by this district.

#### ***Characterization of the institution***

The school is composed of more than 5 buildings for primary and high school students, divided into different spaces for the students and teachers such as classrooms, a computer room, bathrooms, two multipurpose classrooms, an office for group work, among other spaces. There are two cafeterias, one for primary school students and the other one for high school students. The architecture of the school is characterized by being classical since the school was created in the 18<sup>th</sup> century; its infrastructure is composed of small buildings, reflecting the structure of Bogotá's historical schools.

The schools' pedagogical model is constructivism which is based on the idea that people construct their own knowledge so their reality is determined by the actions taken by each one of us. According to the schools' Institutional Educational Project or Proyecto Educativo Institucional (PEI), the institution aims to educate people as active subjects, capable of making decisions and making value judgments. Also, it implies the active participation of teachers and students in a permanent interaction in the development of classes.

Furthermore, the focus of the institution is meaningful learning. According to Ballester (2014), it “implies longer retention than memorizing, occurs when humans relate new concepts to pre-existing familiar concepts. Then changes are produced in our cognitive structure, concepts are modified, and new links are created.” (p. 199). Therefore, it is the act of organizing and developing through intellectual engagement creating a meaningful learning experience comprehending all the pieces included in the educational process.

According to the PEI, meaningful learning is based on three factors. The first background, when the learning process depends on the previous cognitive structure related to new information. The second factor is the purpose of cognitive structure that is enriched with new relationships and concepts through knowledge structuring and logical bridges. Finally, the third aspect is the teacher-student relationship that guides and facilitates interaction, allowing the students to self-structure their learning process.

Additionally, the school La Merced has an inter-structuring trend where subject and social context prevail. This approach considers the emotional characteristics of the students, builds social values, and prioritizes autonomy, solidarity, critical theory, and communicative action. Comprehending the social and emotional learning process is vital for improving learners’ behaviors, developing communicative skills, and improving leadership among students. As a result, students develop skills in self-management regulation, self and social awareness, and relationship skills. Those elements are part of the school’s principles; ensuring that students receive the necessary information and support from teachers to effectively implement these aspects in their learning process.

### ***Characterization of the school population***

The 28 students were between 10 to 13 years old from the course 604 of a female school. Most of them live in districts such as Kennedy, Bosa, Puente Aranda, etc. Some of them live with their parents and siblings, and other girls live with relatives such as uncles, aunts, cousins, or grandfathers. The participants were selected through a convenient sampling

according to the request and the available fields of the institution. In addition, it is a simple and effortless way to obtain information since the investigator chooses in most cases the group of participants based on proximity. This study employed qualitative research methods which are particularly effective in relating to the experiences and perspectives of the participants. Through this convenience sampling selection, it allowed the researcher to gather information from the individual's reality to understand their live experiences.

## Diagnosis

An initial socio-demographic survey was applied to 28 students from sixth grade to recognize familiar, social, cultural aspects and the importance of English in their lives. The instrument was designed to comprehend the students' perspective of their context and their point of view of English as a foreign language. (See Annex 1) The purpose was to identify these factors from the students' backgrounds to design activities that could incorporate these elements. During the observations, the students' abilities and weaknesses in the language were identified, which will be discussed later in this section.

The next table summarizes the findings on the questions about household compositions, free time activities, students' interests, extracurricular involvement, community issues, the perception of the importance of English, places where they use English, future goals, and additional comments regarding their English learning experiences.

Question	Focus	Responses	Percentages
1	Household Composition	Live with parents: 24	85.71%
		Live with other relatives (aunts, uncles, grandparents, etc.)	14.29%
2 & 3	Free Time Activities	Dancing, watching TV, reading, listening to music, sports: 23	82.14%
4	Reading Preferences	Books: 17	60.71%
		Comics: 9	32.14%
		Do not like to read: 3	10.71%

		Romance stories: 2	7.14%
5	Music Preferences	K-Pop: 14	50%
		Reggaeton: 10	35.71%
		Rock: 7	25%
		Pop: 6	21.43%
		Music in English: 3	10.71%
6	Favorite Sports	Skating: 9	32.14%
		Volleyball: 9	32.14%
		Soccer: 5	17.86%
		Other (basketball, swimming, athletics): 1-2 each	3.57% each
7	Extracurricular Activities	Sports: 11	39.29%
		Arts: 8	29.57%
		Language course: 6	21.43%
		No extracurricular activity: 3	10.71%
8	Community Concerns	Insecurity (robberies): 11	39.29%
		Drug additions: 10	35.71%
		Bullying and discrimination: 9	32.14%
		Other issues (prostitution, injustice, social cleaning): Various	N/A
9	Importance of Learning English	Importance acknowledged by all 28 students	100%
10	Places to Use English	School: 24	85.71%
		Home: 6	21.43%
		Social media: 5	17.86%
		Friends: 1	3.57%
		English course: 1	3.57%
11	Desired University Careers	Plastic arts: 7	25%
		Medicine / Nursing: 5	25%
		Psychology: 4	14.29%
		Various other careers mentioned (graphic or fashion design, gastronomy, criminology, make-up artist, etc.): 1 - 2 each	3.57% each

12	Additional Comments	Interest in English and desire for more engaging activities (movies, comics, games, songs): 7	25%
		Request for higher learning demands: 2	7.14%

**Table 1: Sociodemographic Survey Summary**

The sociodemographic survey revealed several important insights about the students. A significant majority lived with their parents, which indicates a stable family environment. In their free time, many engage in activities like dancing, watching TV, and sports, and this highlights diverse interests that can help them to engage in education. Notably, many preferred reading books, suggesting opportunities for varied material. K-Pop is a favorite music genre, providing the opportunity to incorporate it into the lessons.

Regarding community concerns, many students worried about insecurity, reflecting a critical awareness of local issues. Something important is that all students believed learning English is essential, especially for travel and job opportunities, though they struggled to see its relevance in daily life. Their career aspirations range from arts to healthcare, indicating a need for career exploration activities. Overall, the survey highlights areas for curriculum development, support systems, and community engagement that align with students' interests and concerns. To check some surveys completed by students, see Annex 2.

***Performance survey in English***

Conducting a performance survey in English (Annex 3) during the development of the research project was important to identify and analyze the students' perspectives and thoughts around learning English. It was applied in the middle of the implementation since the idea was to observe and identify first the students' personal, social, and cultural context. In October 2023, a performance survey in English was applied with ten questions, each focused on a

specific topic. The first question was about how they rate their level of English, and 16 students (56.14%) chose an intermediate level since they considered they can comprehend some words with difficulties on pronunciation and writing. The second question was about the things that affect their learning progress. Many of the students (22, which is 78.57%) agreed that the biggest problem is lack of concentration in the classes and lack of other spaces to practice.

The third question was about the situations in which they consider English useful. The results show that 16 students (57.14%) chose to travel, also, 12 students (42.86%) wrote it is essential for different professional careers, and 6 students (21.43%) considered it important to communicate with foreign people. The fourth question identified if students practiced English in other spaces apart from the school. To this regard, 13 students (46.43%) practiced in other spaces such as Duolingo, English courses, or with friends and relatives. While 7 students (25%) did not practice English outside the school since they did not have time for it.

The fifth question was if the students felt that there is a connection between what they learn in the English class and their lives, 19 students (67.86%) found a relation between those elements when they can comprehend songs, movies, or series in English. However, a few students mentioned they did not use English in their daily life, but they know they will need to use it in the future. This could signal that in some situations there is a lack of connection between the academic context and daily life situations, as mentioned by some students. The sixth question asked if the students considered that learning English offers more opportunities in their lives, all the students responded affirmatively because they know English will help them to have a better future for trips or studies.

The next set of questions wanted to identify the students' perception about the implementation of their interests and previous experiences in their learning process, as the sociodemographic questionnaire the idea was to collect essential background information. Seventh question was if the students believe that including their interests in the learning process is important, all the students recognized it would be more interesting for them to talk about the things they like since they might understand better. Eighth question asked if they

believe that it is important to relate their personal experiences to learning English, 18 students (64.29%) answered yes since English is essential to talk with some relatives or friends. Also, these students stated that by speaking English they can recognize and comprehend other people's experiences and use their knowledge in the learning process.

The ninth question is if they considered that the knowledge they have received at school has helped them strengthen their communication skills in English. All the students answered yes since they have acquired vocabulary and information, which has allowed them to improve their pronunciation, they believed the activities done in class helped them understand the topic better. The tenth question allowed students to rate from 1 to 10 the importance of including contextual factors in the learning process. 21 students (75%) chose between 8 to 9 the importance since they mentioned it will allow them to comprehend better the topics in English.

Now that the results have been mentioned, it was possible to recognize that the students comprehend the importance of learning English for their lives since it helps them to have a better future and communicate with foreign people. Students contemplated the value of including their interests and personal experiences since it will be a tool for them to understand and acquire more knowledge. These answers are important to continue the implementation for the next English classes that will be carried out, the results of the survey have demonstrated the perspective of the students in the learning process. To check some surveys completed by students, see Annex 4.

### **Statement and Justification of the problem**

Nowadays in Colombia and worldwide, English is a widespread language due to some historic events such as the British Empire and the post-war boom in the United States, leading a predominance of the language in fields like technology, education, business, culture, etc. Using English is not only possible but also necessary. According to Le Gal (2019), the English

learning process in Colombia has been characterized by using grammar and vocabulary-based learning as a traditional learning and teaching process

Students' environmental characteristics are not implemented in the methodology and the material used in the learning process, for instance, "Various foreign textbooks' offer contents which do not match Colombian—especially young learners' interests as they refer to sports and activities (paragliding, hockey) or present a European family model distant to Colombian public high school learners' reality." (Le Gal, 2019, p. 8). This generates a lack of interest in students or the non-understanding of a topic since examples and exercises are out of their context. During the first stage of observation, it was noticed that some of the material was standardized and did not relate to their lives, interests, or cultural background.

The problem to be addressed by this study is that most High school students do not comprehend the use of English in their daily life since the teaching method does not emphasize in their context. As Moghaddas states "it has been claimed that contextualization has a deep and tremendous influence on learners' various language skills." (2013, p.1). Colombia as a non-English speaking country, where traditional approaches frequently focus on grammar and vocabulary, neglecting learners' social and cultural background. The author highlights that including context in the learning process is essential using students' interests.

The English learning process in Colombia often relies on decontextualized foreign methodologies. This is stated by Le Gal (2019) when he affirms:

From its beginnings, ELT in Colombia, just like in a large majority of developing countries, has relied on foreign methodologies: Grammar-Translation Approach, Audiolingual Approach, Direct Method, Communicative Approach, Task-Based Language Learning and Teaching have all been successively adopted without any real contextualization. (p. 5)

This reliance on imported methodologies and policies has hindered the recognition of social, cultural, and political factors in education. Many curricula do not consider students' levels, complicating language learning.

During the observations, and considering the answers from students in initial questionnaires, it was identified that the students considered English to be just useful to travel to another country. Regardless of the fact they have access to English outside the classroom through means such as social media, television, news, music, etc., they acknowledge English is important, but they do not know how to apply it in their daily life. (See Annex 5)

The English language is used in daily life even though people are not 100% aware of the fact that they are using the language in different contexts such as education, business, tourism, media, and technology where English-language content is widely consumed, therefore, it is necessary to provide students with sufficient tools and methodologies to recognize how they can include English in daily-life situations.

Another important element in the development of the classes is interculturality, since it refers to the integration and exploration of different cultural perspectives, values and practices while learning a foreign language. As mentioned by Alptekin (2002), it is extremely important for students to relate with other cultures:

*A new notion of communicative competence is needed, one which recognizes English as a world language. This would encompass local and international contexts as settings of language use, involve native–nonnative and nonnative–nonnative discourse participants, and take as pedagogic models successful bilinguals with intercultural insights and knowledge. As such, it would aim at the realization of intercultural communicative competence in ELT. (p. 57)*

Thus, integrating Intercultural Communicative Competence (ICC) into the learning process brings the students to understand not only their own culture, but also other cultures, all while enhancing language skills. The implementation and development of topics related to other cultures, such as South Korean, American, Indian, and others, exposed students to a variety of perspectives.

By considering the students' environmental characteristics to identify their prior knowledge and experiences, it is possible to design activities based on their background and

interests. (Majid, Saeed & Zahra, 2018; Le Gal, 2019; Moghaddas, 2013; Perin, 2011). Students should comprehend the importance of English in daily life through a learning process that incorporates key concepts and theories relevant to the ELT field.

### **Research question**

How can sixth graders at a public school in Bogota integrate their social realities to engage more actively in their English learning process by means of the implementation of a pedagogical proposal based on contextualized learning tasks?

### **Objectives**

#### ***General objective***

To determine if sixth-grade students engage more actively in their English learning process when there is integration of their social realities through a pedagogical proposal based on contextualization and their interests.

#### ***Specific objectives***

Conduct a comprehensive review of relevant educational theories and frameworks to establish a solid theoretical foundation for the pedagogical proposal.

Survey the population and analyze existing academic and extracurricular records to uncover the likes, interests, and contextual factors.

Develop a pedagogical proposal that integrates students' interests and context into the English curriculum.

Investigate the impact of integrating students' interests and social contexts into the learning process.

Comprehend the importance of the integration of social realities from sixth grade students in a public school in Bogotá in an EFL context.

## Literature Review and Conceptual Framework

### **Background**

Research around the English learning process requires the creation and implementation of different tools to facilitate the understanding of aspects that affect the learning process. Which involves not only the improvement of speaking, reading, writing, and listening, but as mentioned by Pennycook (2017), it also requires/implies “a broad range of social, historical, cultural and political relationships.” (p. 12). Therefore, it is a complex process that requires recognizing how students’ backgrounds and realities impact their engagement and understanding. This literature review encompasses the description and analysis of ten articles relevant for the research idea. Aimed to establish a foundation of knowledge essential for designing and applying activities, the review examined participants, methodologies and findings related to the topics of contextualization and students’ interests.

### ***Articles review***

The first article is “Interest-based Language Teaching: Enhancing Students’ Interest and Achievement in L2 Reading” by Asgari, Ketabi, and Zahra (2019) who worked to determine the results of implementing Interest-Based Language Teaching (IBLT) in a Persian university with sixty first-year students. The investigation consisted of applied questionnaires and tests about the use of students’ interests to determine the homogeneity of participants about their reading proficiency, and to identify the students’ interests. Designing five units in two different classes with two groups (experimental and control), in the experimental group the material based on learners’ interests, while in the control group they were not considered. The main finding is that students from the experimental group improved their skills.

The second article is “Challenges in English Teaching and Learning in Colombia” by Del Toro, Mercado, Pájaro, Noriega, Watts, and Lopez (2019). The article presents a descriptive reflection on the current English reading comprehension level in the Colombian context in five dimensions: political, methodological, didactic, curricular, and investigative. The

authors analyzed different articles and investigations about the learning process in Colombia identifying factors that affect it such as the level of competence determined by evaluating the writing and reading competences through a test created by the national government.

In addition, the authors focused on three main topics: English Language Teaching in the last decades, English Language Teaching in Colombia and reading comprehension panorama in English as a Foreign Language in Colombia. The authors found that people involved in the educational system should conceive a curriculum that explores students' interest and environment, also, it recognizes the importance of the active participation of all the educational community. Therefore, the authors recognize the necessity of conducting more studies on reading comprehension in English considering the Colombian context.

The third document is "Exploring Students Interests in Learning English" by Kusmaryati and Prana (2017). Making a descriptive study about students' perception of learning English through a questionnaire in 28 Elementary Schools in Kudus in Indonesia with 5 students from each school. The research obtained the students' interest in learning English, the students' perception regarding learning process, and the student's activities in improving their English skills. The results demonstrated that most students are interested or very interested in learning English. The authors concluded that it is important to continue including and exploiting students' interests in their learning process since the impact of using different material such as movies, books, songs, and courses has been demonstrated.

The fourth article is "English Language Teaching in Colombia: A Necessary Paradigm Shift" by Le Gal (2019), which analyses teachers' certification and training considering factors such as methodologies, language policies, and materials used. The author presented a reflection on the current state of teaching English as a FLL analyzing teachers' certification, training and methodologies used. The article introduced the socio-critical approach from a FLT perspective. Finally, the authors discussed the consequences of implementing a context-based and contextually adapted English Language Teaching in Colombia.

The author mentioned that those factors came originally from NABA (North America, Britain, and Australia), therefore, the education system is not contextualized with the social, political, and cultural elements of Colombia. The results show the importance of implementing educational technologies, methodologies, and teachers' training based on the Colombian context using the Socio-critical approach. It is possible to recognize the importance of contextualization in the English learning process since current policies and methodologies are based in social and cultural factors from other countries.

The fifth article is "The Effect of Contextualization on the Iranian EFL Learners' Performance in Reading Tasks" by Moghaddas (2013), who proposed contextualized language teaching using narrative, personal, and descriptive tasks. The research was implemented with 56 Iranian language learners divided into two groups: experimental and control. The main experiment was conducted based on isolation and contextualization methods. The first one explains a topic without considering the learners' environment, while the second is about providing students with elements from their environment. At the end of the research project, a post-task activity was applied to determine the findings.

The results showed that the implementation of contextualization promoted the learners' performance, since the students were able to interact, cooperate and engage in the learning and teaching process, comprehend their context through the classes, transfer acquired learning to new settings and situations, etc. According to this research and the findings obtained, it is possible to demonstrate that contextualization can be used as an influential method in the English classes.

The sixth document is a literature review named "Facilitating Student Learning through Contextualization" by Perin (2011), who explores the nature and effectiveness of contextualization for college students. The author provided definitions of contextualization and presents two types: "contextualized" and "integrated" instruction. The first one is used by instructors of reading, writing, and math to teach academic skills rather than the subject matter, while the second one would be the province of discipline-area instructors in academic and

technical areas. Students can incorporate all the subjects they have in school into their academic and social life. The results recognize that contextualization methods are well grounded in psychological theories of transfer and motivation.

The seventh article is “Reading: A Meaningful Way to Promote Learning English in High School” by Ríos and Valcárcel (2005). The authors focused on a methodology to adjust the foreign language learning-teaching process to real conditions applying it to three groups of seventh graders in a state school in Bogotá, Colombia. The authors implemented a survey to learn about students’ interests. Using field notes and class recordings to recognize their reactions, feelings, and attitude. An interview was done after the implementation of some readings to determine the progress the students had and evaluate their own processes. The results showed that the reading material should be learner-centered to reinforce vocabulary, grammar, and values, through the relation of students’ likes, levels, interests, and contexts.

The eighth document is “Improving Students’ Interest in Learning English by Using Games” by Silalahi (2019), who used different games with technological devices. The main purpose was to increase their motivation in learning a new language, improving attention and participation. The participants were 40 Elementary School students in a fifth-grade course. Five games were played: 1) Whisper Race, which relies on memory, 2) Hide and Seek, which uses prepositions, 3) What’s Missing? which reinforces grammar and vocabulary, 4) Action Game, which emphasizes gestures; and 5) Game Market, to construct well-formed sentences. The results showed that playing games stimulates students’ process increasing their interest and motivation to learn. Focusing on the accuracy of the selected games is vital according to the students’ social and cultural context so they can understand easily and quickly.

The ninth article is named “Factors Affecting Students’ Attitudes towards Learning English as a Foreign Language in a Tertiary Institution of Vietnam,” by Xuan and Thanh (2022), who investigated factors that influenced 69 first-year Vietnamese students’ attitudes toward their English learning process with structured interviews. The results show that some internal and external factors influenced the learning process. The internal factors include

students' interest, self-confidence, and curiosity. The external factors involved teaching and learning materials, contents, curriculum, teacher personalities, teacher knowledge and communication. The authors recommended some activities and strategies such as encouraging teachers to develop enthusiasm, friendliness, understand the students' context and desire for language learning and the factors that affect their process.

The tenth document is "EFL Students' Attitudes towards Learning English Language: The Case of Libyan Secondary School Students" by Zainol, Pour and Alzwari (2012), who investigated the attitudes of 180 Libyan secondary school students through a questionnaire focused on behavioral, cognitive, and emotional factors. The questionnaire items included some sentences "studying English is important because it will make me more educated," "being good at English will help me study other subjects well," "I feel proud when studying English language and so on." The results are classified into three factors: behavioral, cognitive, and emotional. The authors recognize a negative attitude towards learning English since students are not aware of the importance of English in their academic and social life.

### ***Relation between articles and Main contributions of the Studies***

Most studies in this review focused on English learning as a foreign language, emphasizing the importance of students' interests, concerns, and contextual details. It highlights "the factor of students' learning attitudes undoubtedly affects their learning outcomes." (Xuan & Thanh, 2022, p. 14) Learners' environments helps to see how English applies in real-life situations increasing their motivation to identify improvement areas.

The concept of contextualization and its implications are determined as Moghaddas explained "Contextualization has a deep and tremendous influence on learners' language skills, contextualization strategies are more effective and work better for the learners who possess a fair level of second language knowledge" (2013, p. 7). The recognition of students' interests is essential as Kusmaryati & Prana (2017) stated it "is important in learning and interests also play an important role in developing student's thinking ability. Interests

powerfully influence students' academic and professional choices." (p. 186). It is important to include students' interests to enhance their skills and understanding of English use.

Additionally, the studies emphasize the environmental factors in learning, Le Gal (2019) established that "aspects from their cultural background ... could be affecting the learning of EFL (English as a Foreign Language), making a preliminary check to revise if it eases or hinders the learning" (p. 14). This suggests that teachers should assess these factors to improve learning outcomes. The ten articles connect through concepts like English as a foreign language, contextualization, students' attitudes, interests, learning process, students' backgrounds, offering diverse perspectives that enrich the understanding of the topic.

Each study recognized both internal and external factors affecting the English Learning process. Contextualization promotes the transfer of learning through social and cultural aspects (Perin, 2011, p. 11-13) increasing learners' performance (Moghaddas, 2013, p. 15). The use of the different skills in the learning process is useful to determine the information used, as Ríos (2005) mentioned "reading is a way to communicate and understand our environment; consequently, it must have a specific intention or purpose. It is a way to open our minds to other cultures and fields of knowledge. (2005, p. 9). It allows students to transmit and share their emotions about learning a new language.

Finally, understanding internal factors that impact students is crucial, Zainol, Pour & Alzwari (2012) discuss how various influences affect student attitudes, stressing the significance of social context in learning (p.13). The studies collectively suggest that integrating students' interests and contextual factors leads to improved educational outcomes, encouraging a more engaging and relevant approach to language learning.

### ***Aspects not considered***

In each of the articles, the finding section provides information about what has been done and what was not considered or not deeply addressed in the study. Some of these

aspects are not possible to determine if contextualization is a positive outcome since there are factors affecting students and teachers in their learning-teaching process such as lack of motivation, difficulties understanding the language, grammar-based programs, and so on. In addition, there is a lack of information about the exercises or activities that were applied in those classrooms to determine the impact of the use of learners' likes, interests, concerns or aspirations, which might be an issue since it will not be possible to determine the level of accuracy and application on the process.

According to Silalahi "Some students (...) felt nervous and unconfident to state ideas or giving opinions. They were also afraid of being wrong, sometimes students read the material again but sometimes they did not, or their opinion is neutral about this case." (2019, p. 25). Also, some studies show the creation or implementation of activities using context of learners, however, these studies were developed in other countries such as Indonesia and United States. Our Colombian reality might impose challenges and variations that this study will explore.

In conclusion, the English learning process in Colombia needs some modifications and implications from the students' environment, considering the importance of their interests, concerns, and aspiration in the English learning process. Contextualization is an essential element in the learning process to put into consideration the cultural, social, and political aspects of students' daily life situations.

### **Theoretical framework**

The English Learning Teaching (ELT) process in Colombia involves connecting new knowledge to students' contexts, abilities, and difficulties. Context encompasses the social, economic, cultural, and political backgrounds. Furthermore, factors affecting language learning include affective elements from students' familial and socio-cultural environments; pedagogical issues like teaching methods and resources; educational policies, including curricula lacking contextualization; and infrastructural aspects such as classroom size and

access to technology. These elements are crucial since contextualization allows students to relate their outside context to classroom knowledge.

To address these needs, a theoretical framework is necessary to guide the research implementation. This framework focused on three main concepts: contextualization, students' interests, and social reality, each supported by various researchers to illustrate their relevance and importance for the project.

### ***Contextualization***

The English teaching-learning process should generate a meaningful and valuable experience for students to conceptualize how their knowledge is relevant for their daily life. The education process should include the places, events, situations, and ideas related to students to give valuable meaning and comprehend the relevance of the application in the learners' life. This process is called contextualization, which Mazzeo, Rab and Alssid (2003) define it as "a set of instructional strategies focusing on concrete applications in a specific context that is of interest to the student." (p.3-4). This term includes different instructional strategies designed to link the learning of foundational skills and academic or occupational content by focusing teaching and learning on concrete applications in a specific context.

Students should be able to spark interest, curiosity, motivation, and engagement with the content inside and outside the classroom. Moltz (2010) considers contextualization as a "Form of 'deep learning' which happens through linking ideas and concepts across courses. As far as language teaching is concerned, it refers to placing the target language in a realistic setting to make the learning process meaningful" (p.12). In this sense, contextualization creates a profound and objective experience by placing the target language in a vivid and realistic situation that can promote the learners' performance and knowledge of English.

Moreover, different articles and research documents (Moghaddas, 2013; Perin, 2011; Rios & Valcárcel, 2005) tried to recognize the value and applicability of this concept in high school and university. Contextualization is essential to provide different alternatives for teachers to implement in the classroom like including familial, social, and cultural information of the students. It also provides students with different tools and tips to comprehend the use of English inside and outside the classroom, such as seeing some series or movies in English, being part of online English communities, listening to songs in English and so on.

The main objective of the concept is to improve the basic skills as an instructional approach that can generate connections in the English teaching process. As expressed by Perin (2011):

Contextualization of basic skills instruction contains one or more of the following components: interdisciplinary learning, use of students' informal activities, out-of-school knowledge, active student-centered learning, student collaboration, use of explicit literacy strategies, authentic assessment, and teacher collaboration to identify real-world example. (p. 16)

This implementation allows students and teachers to comprehend the importance of including factors of their environment in the learning process since it generates interest and motivation to learn English. Also, the application of activities and knowledge where students have an active role will show the necessity of their participation in the classroom demonstrating to them its application in other spaces different than school.

Furthermore, the elements mentioned above can provide the factors required to implement contextualization in the learning process. As Perin (2011) argues "contextualization occurs in two forms: contextualized and integrated instruction". (p.14). The first one is based on the implementation of social, political, and cultural factors in the learning process to generate English skills. The second one allows students to achieve their academic and personal goals through the combination of basic education and a particular context.

In addition, using context in the classroom can help students be more active and participative since they will understand the sociocultural aspects and how it affects their way of thinking and acting. As specified by Perin (2011) contextualized and integrated instruction which are two forms of contextualization “are supported by quantitative studies that include control or comparison groups. There are more studies on contextualized instruction than there is on integrated instruction, but both forms of contextualization appear potentially valuable.” (p.21). These are applied and recognized in activities to provide better results, organizing the step-by-step process followed when applying the environmental factors in education.

Also, contextualization provides information about the results of using contextualized tasks applied in the foreign language environment. There is evidence (Ellis, 1994) that contextualization strategies are effective to generate a better work by learners who possess a fair level of English language knowledge. As Crandall (1993) and Mak & Coniam (2008) argue “contextualization is also used in the teaching of oral language skills to English language learners where course work and everyday life practices are the simultaneous focus of instruction.” (p.32). Therefore, learners who can apply their environment in the learning process can comprehend the importance of English and how it can be used.

### ***Students’ interest and Interest-Based Language Teaching***

Harackiewicz, Smith & Priniski (2016) explained that “Interest is ... both a psychological state characterized by increased attention, effort, and affect, experienced in a particular moment (situational interest), as well as an enduring predisposition to reengage with a particular object or topic over time.” (p.8). It is necessary to shape students’ interests in various activities according to their previous knowledge and experiences (Renninger, 2000). The teacher and learners can recognize their interest in different fields and apply it in the educational system through contextualization.

In addition, recognizing and applying students' interests inside and outside the classroom creates willingness and attentiveness in the English learning process. As mentioned by Eidswick (2010) "teachers should attempt to use attractive topics aiming to design interesting classroom activities" (p.62). The students' interest can improve their attention throughout the process of learning a new language since they can connect their likes and desires with the process investing more time and effort through activities related to their interests to enhance achievement, creativity, and persistence.

To comprehend and implement these aspects in the classroom, it is important to identify the different types of interest, recognizing, as Schiefele (1991) explained, "the topic of interest as a form of individual interest and contrasting it with situational or text-based interest." (p.23). The specific topic of interest can provide a long-lasting personal value for each student since they can consider their previous experiences and knowledge acquired (Majid, Saeed & Zahra, 2019). The recognition of interests will provide teachers with a lot of information to implement activities that stimulate students to learn a new language such as English.

Therefore, it is necessary to include students' interests in the curriculum and add activities related to it, as stated by Majid, Saeed & Zahra (2019): "Interest can supposedly result in learners' more interaction and increase their concentration and motivation to learn" (p.62). Using students' interests in the learning process will engage them by turning to activities inside and outside the classroom. The process of including these interests required a step-by-step procedure by Hidi and Renninger (2006), who describe it in four phases:

In phase one, situational interest is triggered by the environmental phenomena; in phase two, it is maintained, either because the individual finds the environment be enjoyable or perceives that the learning task has value; in the third phase, the interest that is maintained becomes an emerging individual interest, which then in phase four matures into a well-developed individual interest. (p.36).

Through these steps it is possible to apply the interest of students in the learning process. They will be able to express themselves and recognize how they can implement English in their context.

On the other hand, there is a situational interest whose main aim is the attention and the affective reaction of learners towards English learning, including the different factors that stimulate their mind which may or may not last over time. This interest can be specified for a context and/or short-term value (Hidi, 1990). Through the implementation of this process, it is possible to comprehend the importance of English in the Colombian context, since different studies and numbers have demonstrated the lack of contextualization and use of students' interest in the learning process of a foreign language.

Particularly, the Interest-Based Language Teaching (IBLT) is an approach that provides different elements necessary to implement students' interest in the English learning-teaching process. The main objective of using IBLT is to determine if it is possible to improve students' competence in the communicative, linguistic, and sociocultural domains, among others. Therefore, it is essential to recognize its components, its implementation in the classroom, its advantages and the results obtained in previous research.

The IBLT is an instructional approach that engages students to explore their interests as tools for the acquisition of new knowledge and some skills such as critical thinking, creativity, and problem-solving (Devitt, 2022). The origins of this approach include the contributions of the American psychologist John Dewey, based on recognizing and addressing the student's interest in the learning process. In his book "Interest and Effort in Education" (1913), Dewey stated that implementing learners' interest improves active learning and a higher sense of determination in making decisions to overcome challenges. Also, in his book "Child and the Curriculum" (2009), Dewey recognized two types of classrooms: the first one is the non-functional, which is teaching based on subject matter, and the second one is the very effective classroom, focused on the learners' experiences and interests.

Lately, there has been a growing focus on how interest may be sparked in language learning situations. Some research has demonstrated that the use of learners' interests mediates their situational understanding of the second language through the implementation of activities with personalized scenarios. For instance, in a study conducted in Turkey by Celik (2010), it was demonstrated that Interest-Based Language Teaching had the potential to create intrinsic motivation and participation, and the use of students' interests had a significant influence on the learning process.

Firstly, the IBLT includes a set of skills mentioned by Wahjuni (2012) such as:

(1) Ability to express personal interest and conviction; (2) Syllabus determination in collaboration with learners; (3) Topic identification; (4) Autonomous learning (determining their own topics, material preparation, and how to express interest); (5) Appropriate cultural contextualization for the language materials (audio/ visual aids), etc. (p. 271).

Through these skills, the IBLT contributes to students' interest in the classroom and in their daily life. If they do not feel the pressure to perform in a common topic in the traditional approach for a second language learning process, students might feel calm and secure of their performance feeling ready to participate and include their interests in their participation.

Additionally, the approach to Interest-Based Language Teaching provides different aspects to consider when the teacher wants to include the context of students in their class. As specified by Rodriguez & Rodriguez (2010):

Practitioners advocate better language learning when students are not focused only on linguistic forms. Researchers believe there is less anxiety, and the learning process is more effective if language form per se is not the priority. If the Interest-Based Teaching approach takes place, language learning is more meaningful and natural. (p. 2)

Moreover, the main purpose of Interest-Based Learning is to bring learners from a passive role to an active role in the learning process. Therefore, it is necessary to use specific methods, tasks, and plans to include students' interests in education. First, in several studies that have been conducted (Majid, Saeed & Zahra (2019), Devitt (2022) & Celik (2010)) the

most common method is applying a pre-test and a post-test to determine the impact of the activities based on IBLT. It is a questionnaire based on students' interests to recognize the main topics that will be included in the lesson plans. Consequently, there will be a wide variety of activities that can be implemented inside and outside the classroom.

To sum up, the importance of applying IBLT in the second language learning-teaching process has demonstrated positive results in learners' performance and improvement in their English skills, as well as the recognition of the different uses of this language in their daily life. As teachers, it is important to design some activities where learners can share the things they like and feel interested in. Additionally, there are some other factors that may affect the learning process of a foreign language, such as the social reality of students including each person's opinions, attitudes, beliefs, and experiences that formed their identity and personality. The next section will develop the concept of social reality and explain its relevance for the current research project.

### ***Social reality***

Social reality includes the attitudes, beliefs, and opinions of a group or society with ways of looking at aspects of reality. To recognize social reality, it is necessary to understand the students' background that can be obtained through data collection instruments such as interviews, questionnaires, surveys, and so on. Identifying the elements of social reality will allow the implementation of activities, resources, and learning content focused on the students' needs and context.

Social reality can be incorporated in the EFL classroom through activities that provide students with knowledge of their social reality and that of others. For instance, it is important to include lessons with historical events, since social reality is a construction given by past and present events. In addition, students should face activities where they can resolve social problems to learn and recognize the multiple realities in everyday life. Therefore, it is essential to include socialization and education to implement social reality in the EFL classroom.

The sociocultural- aspects in a students' life affect their learning process in a second language such as English. Recognizing its meaning, characteristics, and importance is crucial for learners' performance. As Collin (1997), established, social reality is “generated by the way we think or talk about it, by our consensus about its nature, by the way we explain it to each other, and by the concepts we use to grasp it” (p.2-3). This concept includes different important elements to determine who we are and for each person to provide their point of view according to their background.

In addition, it is essential to acknowledge the social factors that our students live to obtain information about their background, including elements such as their social status, the economic factors of their families, cultural traditions, their history, etc. As Berger and Luckmann (1966) mentioned:

The reality of everyday life is organized around the 'here' of my body and the 'now' of my present. This 'here and now' is the focus of my attention to the reality of everyday life. What is 'here and now' presented to me in everyday life is the realissimum of my consciousness. (p.36)

Social reality includes the experiences and history of a society. Therefore, it is crucial to view students as social, political, and cultural subjects influenced by their personal and educational environment. Additionally, learners must comprehend and respond to questions about their social reality, such as their impressions of different individuals' ideas on specific topics. Exploring how people form their impressions of others can provide valuable insights into the characteristics of students' social reality. Social reality includes the implications our behavior may have in a specific environment. As Greifeneder, Bless, & Fiedler (2018) established, “individuals are highly flexible in their responses to society, the usual answer to such questions is: It depends ... on how the perceiver interprets the specific behavior he or she witnessed” (p.2). Therefore, learners' social background is essential to recognize their reality, including the cultural, political, economic, and social settings in their environment.

Through different research instruments and data collected such as questionnaires, interviews, and surveys, the reality of learners and their perceptions were identified. The use of these instruments should align with the students' context, considering their age, social and cultural backgrounds. To sum up, recognizing and understanding the social backgrounds of students, including key factors in areas like culture, economy, and politics, is crucial, as these elements shape their knowledge and impact their lives. As noted, multiple realities exist within a classroom, necessitating the recognition of these differences and the implementation of diverse activities to explore the factors that may influence students and their development in the English learning-teaching process.

In conclusion, the main concepts on which the current research project will focus are contextualization, students' interests, and social reality to recognize learners' environmental characteristics as the cultural, social, and economic aspects. Therefore, this research project will determine the importance of context and how it can be implemented in the learning process of a second language.

### ***Intercultural Communicative Competence***

Nowadays, culture plays a vital role in society due to the globalized status of our society. It is extremely important to connect with other cultures. The English language serves as a bridge to connect and comprehend cultural elements from countries different than Colombia. The Intercultural Communicative Competence (ICC) is understood, according to Byram (1997), it is a competence that "takes into account language teaching and focuses on the ability to interact with people from another country and culture in a foreign language" (Cited by López, 2016) Therefore, it is essential to provide students with tools and elements that allow them to relate easily and more deeply with other cultures, which can be done through the recognition of others cultures and the comparison of these elements.

Integrating Intercultural Competences into the learning process can further increase students' engagement and skills development. As Byram (1997) states:

*The IC of foreign language learners refers to their ability to interact in their own language with people from another country and culture. To achieve this, they must draw upon their knowledge of intercultural communication, attitudes regarding interest in otherness and skills in interpreting, relating, and discovering. (Paraphrased by Thao & Tai (2017, p. 631))*

For that reason, this incorporation not only fosters language learning but also develops critical life skills such as empathy, adaptability, and global awareness.

In the foreign language process, it is important to implement activities related to interculturality to establish constructive relationships. As mentioned by Wang & Teo (2024): “IC comprises five elements: attitudes, knowledge, skills of interpreting and relating, skills of discovery and interaction, and critical cultural awareness.” (Paraphrasing Byram,1997) Therefore, during the classes performed in this project, interculturality will be implemented to provide students with different skills that allow them to recognize their own culture and connect with those of others.

### **Methodological Design**

Research design refers to the general strategy of the study, which includes the components to collect, recognize and evaluate data through the methodology used. As a systematic and structured approach, it is essential to completely describe the process to follow to ensure the research project is a valid and well-founded process to obtain meaningful results. Therefore, this section will describe the methodology followed in this project and the methodological aspects to effectively address the research question.

Firstly, the research type selected which is the qualitative method, and the research type known as action-research will be presented including their meaning, importance, and justification for the application in this project. Secondly, the categorical matrix will be presented to determine and specify the 5 categories to analyze the results obtained in the research project. Thirdly, the data collection procedure is determined by the instruments that were

applied in the research were field notes, questionnaires, and students' artifacts. Finally, the ethical considerations will be explained, including their relevance to the project and how it will be conducted.

### **Research approach**

This project is developed under the qualitative approach, which is defined by Sandelowski (2004) as “an umbrella term for an array of attitudes towards and strategies for conducting inquiry that are aimed at discovering how human beings understand, experience, interpret, and produce the social world.” (p. 893). Since the educational system is focused on students' and teachers' experiences, qualitative research will collect more information to recognize the factors that affect the teaching and learning process.

Qualitative research allows identifying and describing the routine and social issues in individuals' lives, which is vital to comprehend the interpretation of each person with their experiences. It provides meaning to social reality “as the result of the meanings and contexts that are jointly created in social interaction” (Flick, Kardorff & Steinke, 2009), and “both are interpreted by the participants in concrete situations within the framework of their subjective relevance horizons” (p.6), this type of approach is ideal for the objectives this project has set, since it is important to determine how participants construct their worlds and the meanings of their experiences (Merriam & Tisdell, 2016).

The main reason for selecting the qualitative approach is that it is valuable in providing detailed descriptions of complex situations. Qualitative research is divided into assorted designs that allow for in-depth and further probing or questioning of participants based on their responses to activities done in the project. The researcher tries to comprehend their feelings and motivations, the main method is open-ended and conversational communication with students. For this specific project, the method that will be used is action research.

## **Research type: Action Research**

Burns (2010) states that “one of the main aims of AR (Action Research) is to identify a ‘problematic’ situation or issue that the participants –who may include teachers, students, managers, administrators, or even parents– consider worth looking into more deeply and systematically.” (p.2). Understanding the social reality and various factors that can influence the community is crucial for identifying practical solutions.

In addition to social reality, another aspect that should be considered is the principles of the community. For instance, action research is oriented to a cycle of actions which includes collecting relevant qualitative data and analyzing it through open, axial, and selective coding in order to generate concepts, themes, descriptions, hypotheses, and so on. (Hernández, 2018)

. This type of research is commonly used in social sciences, especially in educational settings since it allows the researcher to prioritize reflection and construct a connection between theory and practice in the classroom. (Burns, 2010)

The main purpose of action research is to provide a landscape of knowledge and topics related to the teaching and learning process, the assessment, the students’ cognitive and affective needs, etc. These details are used to resolve a problem found inside or outside the classroom that affects the learners’ performance in a specific subject, in this case English learning. Therefore, action research will be helpful and meaningful for the current research project as it will represent an extension of the reflection and improvement in the pedagogical practices in learning a second language.

In this case, the researcher used action research to recognize the learners’ social reality including their cultural background, meanings, practices, and experiences, which will provide more information of the social issues in their environment. To determine the factors that affect their English learning process, it will develop reflection practices based on the

interpretations of participants. Finally, it will be based on solving a problem found in the classroom to improve educational practices, creating new forms of understanding.

### **Collection instruments and techniques**

A research instrument is used as a tool to collect, organize, and analyze data from a specific group of people based on the factors relevant to the research interest, as determined by the researcher according to their study methodology and objectives. As the researcher collected and analyzed data through the observation of sixth-grade English classes, it was essential to create and implement various data collection instruments. Thus, four instruments were utilized: field notes, interviews, students' artifacts, and questionnaires.

#### ***Field notes***

The observations and the field diary were carried out at the school during the English classes. Including the student's and teacher's attitudes, the environment, and other social and cultural factors. The main purpose was to recognize the participant's performance, elements, and social problems that affect the teaching-learning process. As Phillippi & Lauderdale (2017) established, "the majority of qualitative research methods encourage researchers to take field notes to enhance data and provide a rich context for analysis" (p. 1). It is a valuable and useful resource to write down all the descriptions and perceptions of the class. (See annex 6)

Phillippi & Lauderdale (2017) also stated that "field notes serve many functions. They aid in constructing thick, rich descriptions of the study context, encounter, interview, focus group, and document's valuable contextual data." (p.1). Therefore, the implementation of this instrument helped to determine their main characteristics, difficulties, interests, and other elements considered for the research project. Such variety could make it difficult to determine what to register. In that sense it is useful to follow this good advice from Agar (1996): "Centre your informal interviews, conversations, and observations on these topics.... When something interesting appears, note it. But do not lose the focus of the topics currently under consideration." (p. 162).

In the field notes, there were six categories: relationship between students and teacher, cognition of students, pedagogical skills, the structure of the lesson, contextualization, and additional details. Based on the information acquired in the field notes, the researcher determined the best elements to use in the creation and application of the activities to resolve the research question. The observations and field notes were applied during the research project too as one of the main support resources to achieve the objectives proposed. This document provided essential information about the development of the classes allowing the researcher to recognize the things that work and the things that did not work properly. An example of a completed field note can be found in Annex 7.

### **Questionnaires**

The creation and application of questionnaires is a convenient way of collecting information through the response to a set of oral or written questions since it can be done with anyone and focused on a specific subject. As Stone (1993) explained, the questionnaire “is essentially a vehicle for human communication, an activity that is both highly complex and prone to failure.” (1264). Through questionnaires it was possible to recognize various aspects of students’ daily life, concerns, sociodemographic characteristics, etc.

A good questionnaire should include terms easy to comprehend for the participant; to this end, the researcher must apply clear and specific questions to obtain the expected information. For this reason, Fam (2006) mentioned “the order of the questions should flow in a logical sequence. Start with simple questions before moving to more complex questions.” (p. 5). Therefore, the value and use of the responses will be given according to the structure of the questions and their effectiveness for the research process.

Initially determining a diagnostic of the students’ learning process was a source of information to organize the activities that were implemented to develop the project. (See Annex 1). Additionally, some of the questionnaires applied in the research project were the

sociodemographic survey and the performance survey in English, (See annex 1 & 2) both questionnaires proved personal, social, and cultural information from students.

### ***Students' artifacts***

Learners' participation should be considered in the data collection procedures since it provides more information and explanation of any specific subject. As mentioned by Lindlof & Taylor (2011) "Artifacts and physical material consist of physical objects found in the study setting; some qualitative researchers collectively refer to such physical objects and artifacts as 'material culture'" (p. 218). Therefore, any object can be considered an artifact if it is public, and durable since it presents each person's perspective on a specific topic.

Depending on the research' objective the design of the artifact may change. For instance, Merriam & Tisdell (2016) established that "sometimes researchers ask participants to create an art piece or a collage or to bring an artifact that is representative of their learning or experience. These would be researcher-generated artifacts." (p. 174). Using elements from the students' environment will help them connect their knowledge in the foreign language with their daily life activities, as many students feel attracted to activities related to arts such as handicrafts, drawings, paintings, and other kind of designs, where they can express and present their feelings and thoughts about a specific topic.

Therefore, the importance of artifacts is given by the researcher and the learners since Merriam & Tisdell (2016) affirmed "artifacts that participants create or use to express themselves, or photographs taken by the researcher or the participants all can be a valuable source of data" (p. 174). The value of each artifact created by students contributed significantly to the development of the research. To observe some students' artifacts, see Annexes 8 and 9.

## **Ethical considerations**

There are aspects that must be treated with care like ethical considerations which are the set of principles that guide the research design, and the practices applied to achieve the objectives. As researchers dealing with private and confidential information from the participants is necessary, principles such as informed consent, confidentiality, voluntary participation, results communication, and anonymity were implemented.

Indeed, as established in the British Psychological Society Code of Human Research Ethics (2010) the researcher should "respect the privacy and psychological wellbeing of the individuals studied. Unless those observed give their consent to being observed, observational research is only acceptable in public situations where those observed would expect to be observed by strangers." (p. 25). Therefore, safeguarding the identity of participants and asking for permission from their relatives is essential since they are minors. For this reason, a consent form for permission was provided to the parents and relatives to get their authorization to use their children's information in the current project. (See Annex 10)

To conclude, the research design provides the methodology, data collection instruments, and dynamics to carry out the project, comprehending that the qualitative research and the action research are the best methodology since they focused on students' context, needs, and problems. The activities based on this type of methodology, and the data collection instruments provided useful and valuable information about the personal, social, and cultural aspects of students to apply it in the activities.

## **Intervention proposal**

### **Description and justification of the proposal**

The following intervention proposal is directed at 28 students from sixth (eventually 7th) grade from the Colegio la Merced. The main purpose is to provide the students with knowledge and activities based on their contexts and interests through the implementation of

the Interest-Based Approach. The intervention stages and contents were based on the school's curriculum for the sixth and seventh grades; the researcher established the topics and strategies according to the students' strengths and needs. This point is crucial to understand, since our focus on contextualization, interests and interculturality might lead to thinking that the linguistic progress of the students was neglected. Quite the opposite: all the contents proposed in the curriculum for the students' level were covered, both in terms of grammar and communication skills.

What this intervention proposes is not a new or particular set of contents aimed at enhancing the students' English level, but a contextualized approach to teaching the topics that have already been established by public and institutional policies. The intention is not to modify or restructure the curriculum, but to engage students more actively in their learning by means of incorporating their contexts and interests in the process, which is a fundamental requirement for their skills to flourish.

The intervention was carried out in seven stages which include specific sessions with communicative, sociocultural, and language contents according to three main factors: personal, social, and cultural. In addition, the strategies and activities were applied according to the research project's resources, knowledge, and objectives, so there were lesson plans that determined the objectives, stages, and resources used for each class. The intervention plan provided the step-by-step activities developed by the researcher and students, which allowed students to provide tools, strategies, and knowledge in their learning process.

## **Approach**

This intervention proposal is based on an active and participative methodology that provided students with tools and strategies to be more active in the English learning process. The main idea was to work with the students' context, interests, and experiences to promote their learning process in English. For this reason, the methodology selected to address these strategies is the Context Adapted Methodology, also known as Adaptive Teaching.

Adaptive Teaching as a term coined around 1986 in a study done by Giyoo Hatano and Kayoko Inagaki about the adaptive practice in the classroom, according with Woffindin (2023) describes adaptive teaching as “a lot of the practices that are already going in the classroom... include reteaching content that has not been fully understood, using flexible groupings and, ultimately, being responsive to how pupils are learning.” (p. 1). This methodology is adjusted to the specific context in which the class is being applied.

Interest-Based and Context-Based Methodology are complementary methodologies to Adaptive Teaching, which is extremely important for establishing factors that generate an inclusive classroom. Woffindin (2023) established the main benefits: increased student’ engagement including a personalized learning experience, improvement of learning outcomes which providing the support they need to achieve all goals in the process, and the support of diverse in learning referring to the recognition of the students’ abilities, and background.

Context Adapted Methodology needs to include varied factors from the students’ context. For this reason, Rasheed, Weber, and Fathi (2023) indicate that

The situation in which learning takes place describes not only the learner’s situation, but also the environment and the interaction between them. This definition sets the first foundation for categorizing the learning context into different dimensions, which are here: the user, the environment, and the interaction means. (p. 11)

Personal, social, and cultural dimensions should be considered and included in the learning process since it provides students with factors that impact in their life, providing them with familiar situations to generate a more valuable and meaningful process in their education.

The Context Adapted Methodology provides essential elements and dimensions of the students’ context which allow teachers to recognize and implement activities that relate the learners’ previous knowledge with their environment. This methodology includes factors such as the student-centered approach, flexible instructional strategies, community involvement,

cultural relevance, and real-world application. As teachers it is important to comprehend the students' reality and relate the learning process with their daily lives.

Another important approach to consider is the meaningful learning approach by Ausubel, since it focuses on understanding and internalizing concepts rather than rote memorization. As Novak (2013) mentioned "Ausubel distinguished between learning by rote, or memorizing, and learning where the learner seeks actively to integrate new concepts and propositions with existing, relevant concepts and propositions the learner already knows" (p. 28) For this reason, it is essential to recognize the students' knowledge, which includes current and prior, since it has a key role in the English learning process. This connection between new information and prior knowledge creates an interest in students since they can comprehend better the information they are acquiring.

To access and implement activities based on a meaningful learning approach, it is important to recognize the steps and resources required to successfully apply it into the learning process. Nurhasanah, Ramadhanti, Utami & Alifah (2022) explain that:

"Ausubel's meaningful learning steps are, first, determining learning objectives. Second, identify the characteristics of students ... Third, choose subject matter and methods that are in accordance with the characteristics of students and organize them into core concepts. Fourth, apply the material before entering the core material. Fifth, learn the concepts of the material and apply them in the form of the final concrete style, namely evaluating the results" (p. 5730)

Therefore, it is essential to recognize students' social, family, and personal contexts as well as academic elements to implement according to their needs and interests. This approach promotes long-term retention, encourages practical application, enhances motivation, and more.

## **Vision of language, learning, and student**

### ***Language***

In this research project the vision of language based on the application of the acquisition of the foreign language with the students' context, it is implemented a functional or situational language. As the Colorado English Language Proficiency (CELP) Standards is that

Language is organized around its communicative purpose. In order for English learners to achieve communicative competence, they need to understand the purpose for communicating and be able to recognize and use the grammatical forms and organizational patterns that support that purpose. The advantage of a functional approach is that language is not taught for its own sake; rather it demonstrates how language operates in all areas of the curriculum (Derewianka, 1990 as cited in CELP Standards)

Language needs are vital to communicate with oneself, the environment and culture, it should establish the communicative purpose and the relation with the learners' context.

Functional language provides the students with tools and abilities to recognize the different uses of the language depending on the context, so it is important to comprehend and consider the cultural and social factors in the learning process. As Brazda (2023) mentioned

We need to highlight the importance of the context in which the language naturally occurs. Once the idea of context plays a decisive role in the choice of language is firmly established, we can begin to introduce varieties of the language used in different contexts, such as cultural and regional, social, or situational. (p.3)

Therefore, the teacher must recognize the students' context to establish the main social and cultural factors of their environment, so the class activities are based on the reality of students recognizing diverse ways to improve the students' acquisition of a foreign language.

Culture has a vital role in the development of the English learning process since it implies recognizing the way of life for a group of people, which includes values and behaviors. Therefore, it is essential to recognize social and cultural factors that influence English learning,

which can be identified through the sociolinguistic competence as Alptekin (2002) established. According to the author, this process “deals with the social rules of language use, which involve an understanding of the social context in which language is used.” (p. 58). This way the incorporation of cultural awareness into the English learning process not only increases students’ ability to communicate effectively but also fosters empathy and understanding with other cultures, which facilitates diverse social interactions with more confidence and adaptability.

Communication is essential for the learning of a language. For that reason, it is essential to provide learners with enough tools and elements to relate with other cultures, comprehending the similarities and differences with their own. Teachers play a vital role in this process. As mentioned Alptekin (2002) maintains: “It is suggested that teachers develop target language communicative competence in learners by integrating language and culture. This is found to be both ‘pedagogically and educationally sensible’, as it is said to offer a multidimensional perspective or experience’ for the learners” (Paraphrasing Porto, 1996). By encouraging an environment that values cultural exchange, teachers can motivate students to approach language learning as a comprehensive and valuable experience, where understanding context and cultural variations becomes as important as mastering vocabulary and grammar, in addition they can enhance their communicative competence.

### ***Learning***

The vision of learning for the research project is a way to comprehend and connect personal, social, and cultural aspects of the context recognizing our own culture. Context on the learning process is an essential tool for the students to appreciate their previous knowledge, experiences, and even interests. The learning process should provide students with the capacity to transfer and use new knowledge into the real world. As Osika, MacMahon, Lodge, and Carroll (2022) mentioned learners “start to conceptualize how the knowledge they have gained during their studies is relevant to their intended profession, the workplace, other

aspects of life, and the world more broadly.” (p.2). Contextualization in education will provide present and future tools for students to apply new knowledge into their environment.

The learning process must develop activities and specific topics based on the student’s context to facilitate real-world application. If the learners recognize the use of specific knowledge, it might be easier for them to relate academic knowledge with the real world. Hagel (2020) established that “the most valuable knowledge is tacit knowledge - new knowledge that we have acquired as we act in our specific contexts and that we have a hard time articulating for ourselves, much less for anyone else.” Therefore, teachers, schools and parents should relate the students’ social and cultural factors with the learning process.

### ***Student***

In this research the students will have an active role in their learning process since they require space and time to develop their ideas, creating their own knowledge and being part of their educational process. As established in the Center for Teaching Innovation from the Cornell University, these methods “ask students to engage in their learning by thinking, discussing, investigating, and creating. In class, students practice skills, solve problems, struggle with complex questions, make decisions, propose solutions, and explain ideas in their own words through writing and discussion.” Students have the freedom and tools to make decisions and give opinions about their learning process, the active role in their learning process allows them to take part in their educational growth.

To conclude, students’ context and interests in the activities developed are essential for this research project, for this the language had a communicative view focused on the personal, social, and cultural aspects, also, it developed situational and functional language inside and outside the classroom. The learning process included relevant and useful knowledge for students which is connected to a real-world application. Therefore, the students must have an active role in their learning process.

## **Stages**

The stages of this research project were established according to the curriculum of sixth and seventh grade from Colegio la Merced including the students' interests and context making a crossing and connection between both things. Ensuring that while using students' interest and context, the study remains relevant to the educational objectives and standards. This foster engagement and motivation in the learning process through the value of each student's unique perspective. Another essential element was grammar which serves as a foundational tool for effective communication. For this reason, seven stages were determined following week by week the language topics established by the curriculum:

The first stage was called *Me and my Contexts*, where the students learnt and described characteristics of their culture, describing their surroundings, and knowing about other cultures. The second stage was *The Things I Like*, the students talked about their interests, interesting facts about their country, and described people they admire. The third stage was *My Environment*, where students explained weather conditions, activities that can be done with different climates, and talk about clothes descriptions.

The fourth stage was *Taking Care of Myself*, including the importance of free time activities and talking about the things they did outside school. The fifth stage was *my mental and physical health* with topics such as learning about traditional games, thinking of my personal care, physical activity, and my beliefs and emotions. The sixth stage was *My past and future* which includes narrating previous experiences, expressing their moods, and talking about their future plans. The seventh stage was about *Me and the world* including topics such as recognizing other cultures, giving, and receiving recommendations, comprehending cultural traditions of other places, identifying the relation between other countries and my country.

## **Contents**

The intervention plan includes three types of content according to the context-based approach: communicative, sociocultural, and language content. Sociocultural and

communicative content allows students to give and receive information based on their contexts and interests incorporating the student's ability to communicate effectively. As well as providing skills to transmit information to another person. On the other hand, language content is important for students to comprehend the structure and importance of the language.

In order to see a summary of the intervention plan, its dates, objectives, cycles, and linguistic and sociocultural contents, please review the following table:

INTERVENTION PLAN						
2023						
DATE	STAGE	DIDACTIC OBJECTIVES	LINGUISTIC OBJECTIVES	COMMUNICATIVE & SOCIOCULTURAL CONTENTS	LANGUAGE CONTENTS	STRATEGIES & ACTIVITIES
September 7 <sup>th</sup> to September 21 <sup>st</sup> of 2023	Me and my contexts	<ul style="list-style-type: none"> <li>Foster self-awareness by describing personal characteristics and cultural elements.</li> <li>Promote communication skills through discussions about local and personal environments.</li> </ul>	<ul style="list-style-type: none"> <li>Use simple present and present continuous to describe actions, surroundings, and cultural characteristics.</li> <li>Develop vocabulary related to adjectives and WH-questions for descriptive tasks.</li> </ul>	Talking about characteristics of my culture	Simple present WH Questions Adjectives	Matching games, flashcards, descriptive paragraphs, songs, series and movies, magazines.
				Describing my surroundings		
				Learning cultural aspects of my country		
				Knowing other cultures		
		<ul style="list-style-type: none"> <li>Enhance students' ability to share preferences and</li> </ul>	<ul style="list-style-type: none"> <li>Practice using adjectives and simple present tense</li> </ul>	Providing information about my favorite place	Present continuous	Videos and presentations
				Expressing interesting facts about my favorite country		

September 28 <sup>th</sup> of 2023 to October 19 <sup>th</sup>	The things I like	<p>express opinions about hobbies and interests.</p> <ul style="list-style-type: none"> <li>• Encourage collaboration through interactive activities like matching games and quizzes.</li> </ul>	<p>to talk about likes and dislikes.</p> <ul style="list-style-type: none"> <li>• Introduce WH-questions to ask about others' preferences.</li> </ul>	Describing people, I admire	Adjectives	Matching games, series, quiz, Kahoot
November 2 <sup>nd</sup> of 2023	My environment	<ul style="list-style-type: none"> <li>• Raise awareness about environmental features and weather conditions in different places.</li> <li>• Develop an appreciation for the role of clothing and leisure activities in varying climates.</li> </ul>	<ul style="list-style-type: none"> <li>• Employ intensifiers, comparatives, and simple present tense for describing surroundings and weather.</li> <li>• Expand vocabulary related to weather, clothing, and outdoor activities.</li> </ul>	<p>Understanding the weather conditions in my country and other places</p> <hr/> <p>Remembering the activities I can practice with different climates</p> <hr/> <p>Talking about clothing description</p>	Intensifiers and comparatives, simple present	Videos, presentations, handicrafts

2024						
DATE	STAGE	DIDACTIC OBJECTIVES	LINGUISTIC OBJECTIVES	COMMUNICATIVE & SOCIOCULTURAL CONTENTS	LANGUAGE CONTENTS	STRATEGIES & ACTIVITIES
March 1 <sup>st</sup>	Taking care of myself	<ul style="list-style-type: none"> <li>• Teach students about the importance of personal care, nutrition, and healthy habits.</li> <li>• Encourage the expression of routines and habits to promote self-discipline.</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize adverbs of frequency, time expressions, and simple present to describe personal care routines.</li> <li>* Introduce modal verbs to discuss actions related to health and self-care.</li> </ul>	Be conscious of the importance of free time activities	Present simple, modal verbs, Wh questions	Presentations, videos, games, songs, and movies
				Talking about the things I do outside school		
March 8 <sup>th</sup> to March 22 <sup>nd</sup>	My mental and physical health	<ul style="list-style-type: none"> <li>• Support emotional literacy by recognizing and expressing moods and health conditions.</li> </ul>	<ul style="list-style-type: none"> <li>• Practice using modal verbs (must, have to, should) to discuss recommendations for health.</li> </ul>	Learning about traditional games	Simple present	
				Thinking of my personal care, nutrition, and physical activity	Present of like & adverbs of frequency, relations of time & expressions to describe habits	

		<ul style="list-style-type: none"> <li>• Develop skills to narrate past experiences and reflect on personal well-being.</li> </ul>	<ul style="list-style-type: none"> <li>• Integrate simple past and present tense for narrating experiences and moods.</li> </ul>	Recognizing my beliefs and emotions Comprehending my health conditions	WH questions & YES /NO questions	
April 5 <sup>th</sup> to April 19 <sup>th</sup>	My past and future	<ul style="list-style-type: none"> <li>• Reflect on personal history and envision future plans through writing and speaking activities.</li> <li>• Encourage active listening and creative storytelling about past events and aspirations.</li> </ul>	<ul style="list-style-type: none"> <li>• Practice WH-questions and yes/no questions for discussing past experiences and future goals.</li> <li>• Introduce the future tense and connectors of sequence to plan and narrate future actions.</li> </ul>	Narrating previous experiences	Simple present and Simple past	Listening activities, games, writing exercises
				Expressing my moods	Modal: must, have to, should, could,	
				Talking about my future plans	Future tense	
April 26 <sup>th</sup> to May 17 <sup>th</sup>	Me and the world	<ul style="list-style-type: none"> <li>• Develop cultural competence by comparing traditions and</li> </ul>	<ul style="list-style-type: none"> <li>• Use comparatives, superlatives, and expressions for comparing and contrasting.</li> </ul>	Recognizing other cultures	Present, past, and continuous tense	Reading activities
				Giving and receiving recommendations	Connectors of sequence	Videos and series

		exploring global connections.	<ul style="list-style-type: none"> <li>• Integrate present, past, and future tenses for comprehensive discussions about cultural traditions and relationships.</li> </ul>	Comprehending cultural traditions of other places		Writing and reading activities
		<ul style="list-style-type: none"> <li>• Build critical thinking skills by contrasting different countries and cultures.</li> </ul>		Identifying the relation between other countries and my country	Expressions to compare and contrast	Writing and reading activities. Comparatives and superlatives

**Table 2: Intervention Plan**

## **Analysis of results**

According to Annesley (2010) the section of the results is “where you report the findings of your study based upon the methodology [or methodologies] you applied to gather information. The results section should state the findings of the research arranged in a logical sequence without bias or interpretation.” (p.1066). The analysis provided comprehensive information based on findings from qualitative data with diverse forms of information (visual, auditory, written texts, verbal, and non-verbal expressions). Caudle (2004) states qualitative data “means making sense of relevant data gathered from sources such as interviews, on-site observations, and documents and then responsibly presenting what the data reveal.” (p. 417) The aim of qualitative analysis is to explore data related to research questions and hypotheses, structured into specific categories and sub-categories for deeper understanding.

Then, the researcher links the data to available knowledge to generate fundamental information from them, which is essential to determine the categories of analysis, as mentioned by Ruona (2009) is that

Categories should be exhaustive; that is, you should be able to place all data that you decided were important or relevant to the study in a category or sub-category. Categories should be sensitizing. The naming of the category should be as sensitive as possible to what is in the data. (p. 242-243)

Determining the specific categories will allow the researcher to start analyzing the data describing the concepts of interest and their link. Five main categories were established: Contextualization, Student’s Interests, Productive Skills, Receptive Skills, and Foreign Language Learning, organized in a categorical matrix for subsequent analysis.

### **Categorical Matrix**

In this research project a categorical matrix was employed which included five categories: Contextualization, Students’ interests, productive skills, receptive skills, and foreign language

learning. Subcategories and sub-sub-categories were determined to gather relevant data. This allowed analysis of the relationships among these factors and their overall impact on language learning.

CATEGORY	SUBCATEGORIES	SUB SUB-CATEGORIES	COLLECTION INSTRUMENTS
<b>CONTEXTUALIZATION</b>	Inclusion of social reality in the academic context	Components: Personal, social, and cultural	Sociodemographic profile survey Exit questionnaire Emotional awareness workshop
	Current knowledge		Communicative task Final task
	Prior knowledge		Communicative task Final task
<b>STUDENTS' INTERESTS</b>	Personal preferences		Sociodemographic profile survey Exit questionnaire
	Future and aspirations		Women's profession workshop Communicative task
	Students' attitudes and motivation		Exit questionnaire
	Individual and group interests:		Traditional games activity Communicative task
<b>PRODUCTIVE SKILLS</b>	<b>SPEAKING</b>	Pronunciation and phonemic awareness	Weather conditions
		Fluency	Traditional games presentations
		Vocabulary	Weather conditions
	<b>WRITING</b>	Grammar	Final task
		Originality	Descriptive paragraph about favorite place
		Punctuation	
<b>RECEPTIVE SKILLS</b>	<b>LISTENING</b>	Interpretation	Weather conditions video
		Attention	
	<b>READING</b>	Global comprehension	Women's profession workshop
		Detailed comprehension	Final task -- Traditional games
<b>FOREIGN LANGUAGE LEARNING</b>	Learning difficulties		English performance survey Exit questionnaire
			English performance survey

	Awareness of attitudes of learning English		Exit questionnaire
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**Table 3: Categorical Matrix**

**First category: Contextualization**

Considering Moltz’s (2010) definition of contextualization as “deep learning” that places language learning in a realistic setting (p. 12, as cited by Moghaddas, 2013), understanding students’ context allowing the comprehension of their social, academic, and cultural environment, guiding the selection of relevant topics and activities for the English classes. Three first order sub-categories were established: Inclusion of social reality in the academic context, current knowledge, and prior knowledge; all of which encompass a second order category based on personal, social, and cultural components. The introduction, presentation and discussion of each category will be presented:

***Inclusion of social reality in the academic context:***

Social reality is understood as the environmental elements that make part of the students’ life. As Collin (1997) mentioned social reality “is generated by the way we think or talk about it, by our consensus about its nature, by the way we explain it to each other, and by the concepts we use to grasp it” (p. 2-3) Including the students’ reality in their academic context allow them to relate and implement daily life topics in the English learning process.

The Sociodemographic Profile Survey (Annex 1) as a collection instrument asked about their living situations and community concerns. Twenty-four students reported living with close family (parents or siblings), and concerning community issues, 10 students worried about drug addiction, and 9 chose bullying or discrimination. In the Exit Questionnaire, when asked the first question “¿Consideras que las actividades realizadas incluyeron tu entorno social, familiar y cultural? ¿Por qué?” Student six mentioned, “En general las actividades realizadas tenían que ver con temas que conocemos, temas que tenían que ver con nuestra

familia, amigos, o también cosas relacionadas a juegos de otras culturas o música.” Social reality incorporation into class activities allowed students to discuss their daily live situations using the target language.

The topics discussed by the students were closely related to their context, using realistic situations that incorporate their skills within a meaningful environment. This approach reflects their backgrounds with present and past events. As noted by Luckman (1966) “The reality of everyday life is organized around the 'here' of my body and the 'now' of my present. This 'here and now' is the focus of my attention to the reality of everyday life.” (p. 36). This underscores the need to identify key educational points to connect learners’ background and experiences with real-world influencing their learning process.

Similarly, in the Exit Questionnaire (Annexes 13 & 14), answering the first question, Student 14 wrote that “Las actividades realizadas además de ser muy recreativas e interactivas nos permitieron participar en diversas ocasiones en equipo además se hablaron de temas de nuestra sociedad actual de nuestras emociones y en algunas veces de épocas pasadas”. This illustrates how incorporating student’s context can enhance their learning experiences. Nurdin, Jumadi & Kamaruddin (2023) further emphasized this, stating “The three elements of education have a very important role in achieving educational goals because they can directly affect the growth and development of students.” (p. 195). This reveals how the inclusion of social reality impacts the students’ academic context.

Some students reported that including their social reality in the classroom offered a new perspective on their daily lives. Student 10 noted for the same question in the Exit Questionnaire: “Si porque me hizo ver mi entorno más agradable además aprendí muchas cosas que me ayudaron con mis cosas.” This indicates a positive impact, as students perceived their environment more favorably through activities that discussed family, friends, and school. This could be observed in the Exit Questionnaire’s answers (See Annex 12). For instance, during the activity on traditional games, students talked about games they played with family or friends, demonstrating engagement and interest. Field notes from March 8<sup>th</sup>,

2024, recorded that “The students participated in the class answering my questions about traditional games. They were part of the class by explaining the games they used to play when they were children.”

Additionally, there were notable changes in student participation when discussing social reality. In a session on May 3<sup>rd</sup>, 2024, focusing on communication styles an “Emotion Awareness Game” (See Annexes 10 & 11) prompted students to draw emojis and express feelings regarding nine different situations. Field notes stated, “The students were attentive and participative during the class, expressing some of their ideas and providing examples of situations where they express themselves with aggressive, passive or assertive communication.” This increased participation allowed students to share experiences fostering a sense of commonality in their situations and feelings.

However, on September 7<sup>th</sup>, 2023, using matching cards about professions and likes some learners did not fully participate due to the lack of knowledge on the topic. On the class on April 5<sup>th</sup>, 2024, focused on “My future plans” (See Annexes 8&9), students learned to use “be going to” to express the professions they wished to pursue, increasing participation as they asked questions about grammar structure and vocabulary. This engagement seemed from earlier activities that emphasized vocabulary through general of different descriptions, alongside grammar related to “be going to,” which had initially posed challenges for the students. In the second session, students discussed their future plans using examples that included their own names and the professions they had mentioned in the sociodemographic profile survey. This relevance sparked interest and facilitated a better understanding of the grammar topic.

To assess the impact of the activities, it is crucial to understand students’ perceptions of the relevance of English in their lives. For most students, English is essential for their future. In the Performance Survey (Annex 3) when asked “¿En qué situaciones consideras que es útil el inglés?”, Student 6 responded: “Estudio: Por si vas a viajar a otro país. Vida: Para

aprender un nuevo idioma. Social: Si tienes o conoces nuevos amigos extranjeros”. Riyaz (2016) support this view, stating,

English has revolutionized the world. It has become a global language. It has opened a plethora of opportunities in all fields. English is no more confined to classroom learning alone. It is been used now as a measuring rod in most jobs. With the advancement of technology, English serves as a facilitator. (p. 480)

Thus, one of the main points of contextualized learning focuses on incorporating real-life contexts into the educational process, enabling students to engage more meaningfully with their learning. The student’s perception underscores the multiple uses and importance of English, highlighting its role in numerous opportunities in life.

In this initial questionnaire, only a few students noted the use of English in their daily lives in activities like listening to music or watching movies. However, in the Exit Questionnaire (See Annex 14), students expressed a changed perception regarding the relevance of English. In response to the question: “¿Sientes que hay una relación entre lo que aprendiste (Lengua inglesa y elementos sociales) y tu vida cotidiana? ¿Por qué?”. Student five stated “Si. Porque todo lo que se aprende se puede aplicar en la vida cotidiana para aumentar continuamente el vocabulario”. Student fourteen added “Siento que sí, normalmente suelo Escuchar mucha música y leer muchos libros en mi casa además a mí me gusta Investigar sobre todo y algunas de las cosas que mencioné en ocasiones están en inglés o frases en inglés.” These responses showed insights into the students’ perceptions of English and its relevance to their daily lives. There was a notable change in their perception after the learning experiences, with Student 5 recognizing a direct relationship between learning English and its practical application, and Student 14 connecting her personal interests engaging content in English.

Another essential aspect is to comprehend how the context can be merged with the curriculum proposed by the school. Students’ context was identified in the Sociodemographic Profile Survey to identify social, cultural, and familial aspects. After that process, the school curriculum was revised to give continuity to the themes established by the institution. One of

the main advantages of Contextualization is that it has flexibility and freedom in the topics used. Quoting Moghaddas (2013):

Contextualization may include one or more of the following components: interdisciplinary learning (Berns and Erickson, 2001; National Council for Workforce Education and Jobs for the Future, 2010), use of students' informal out of school knowledge (Goldman and Hasselbring, 1997), teacher collaboration to distinguish real world examples (Orpwood et al., 2010), student collaboration (Johnson, 2002), active student-centered learning (Dirkx and Prenger, 1997; Dowden, 2007) use of explicit literacy strategies (Paquette and Kaufman, 2008) and authentic assessment (Johnson, 2002). It can also comprise professional development (Stone et al., 2006). (p. 12-13)

The integration of context into the school curriculum enhances relevance and engagement through interdisciplinary learning and collaboration among teachers and students. Contextualization allows for flexible and meaningful learning by connecting students' personal, social, and cultural backgrounds to academic content. For example, a class on September 14<sup>th</sup>, 2023, focused on cultural components, enabling students to recognize characteristics of various countries, including their own, and incorporating knowledge from social studies.

Understanding students' responses to these curricular activities is crucial, as feedback shows that students find contextually relevant activities interesting and useful. Student 7 in the Exit Questionnaire (See Annex 14) stated “Si, porque pude aprender a entender más sobre esta sociedad y como utilizarlo en mi vida cotidiana”, emphasizing the importance of English in their lives. Similarly, Student 1 in the exit questionnaire “Yo pienso que social y culturalmente ya que me ayudó mucho más a entender el inglés” indicating that contextual learning enhances their comprehension of the language. Overall, students engage more in activities connected to their everyday experiences, highlighting the value of contextualization in education.

Incorporating familial, social, and cultural aspects into classroom activities made lessons more significant for students, enhancing their engagement, comprehension, and

participation. Responses from the Exit Questionnaire (See Annex 14) indicated that students valued these elements in their English classes, as they helped them to better understand and the world around them. By including everyday situations, social issues, familial challenges, and academic difficulties, the lessons became more relatable and impactful, highlighting how their context can influence their learning process and progress in the language.

***Current knowledge:***

The second sub-category focuses on students' current knowledge, defined by Collins Dictionary (2024), as the "information and understanding about a subject which a person has, or which all people have." This concept is vital as it reflects the information students possess at a given time, shaped by ongoing learning activities and experiences. Current knowledge influences task resolution, future learning, and the overall learning process. Recognizing this knowledge helps identify gaps or misconceptions that can be addressed.

A key objective of the collection instruments is to understand how the students communicate using their current knowledge through various activities -visual, spoken and written- that encourage expression and sharing. In the Exit Questionnaire (See Annex 14), in the third question, "¿Crees que se incluyó tu conocimiento actual en las actividades que se realizaron? ¿Por qué?", Student 9 mentioned "Si, no solo en términos de conocimientos de inglés si no respecto a diversas cosas de mi vida personal, cotidiana, y familiar". It is important to integrate current knowledge into classroom activities. Overall, students' responses highlight the effectiveness of incorporating academic, social, and personal elements into their learning experiences.

The students could exchange their current knowledge and experiences with their classmates in activities like communicative and final tasks. At the end of the intervention the final tasks which include a Contextualized task and a Decontextualized task (See Annex 15) to compare four topics seen during the classes (Free time activities, traditional games, assertive communication, and future plans). The contextualized task included activities related

to their real-life situations or contexts. It focused on the practical use and understanding of the language, while the Decontextualized task incorporated more abstract activities, disconnected from real-life scenarios, and focused on academic and generalized skills. There was pair and group work where they applied the knowledge they had acquired recently using new vocabulary, sentence structures about the future, and communication strategies in activities like discussions and group work. The students were engaged in the process since they manifested what they had learned recently including both academic content and personal experiences. To check some examples of the Contextualized and Decontextualized task, see Annex 16.

***Prior knowledge:***

The third sub-category refers to prior knowledge which, according to Lloyd (2017), “is never complete but is tentative, conjectural and subject to on-going revisions as learners acquire more experiences.” (p. 1). Students’ previous knowledge is essential for the development of new topics and the acquisition of a new language. These results are analyzed in collection instruments such as the communicative task and the final task where it is possible to observe how the prior knowledge was included in the activities and the students’ response.

In the communicative tasks where the students had four different topics: Free time activities, traditional games, assertive communication and future plans, these sections were selected since the students learnt about them through the first and second period of seventh grade. As established in the field note from October 19th, 2023:

I consider most students were interested in the interactive material, since they participated in the class, asked some questions, and liked the presentation. Also, they understood most of the information provided in the videos and they were able to recognize the weather conditions, which was a topic learnt in previous sessions.

The students’ responses demonstrate their ability to include and apply previously learned knowledge, showcasing a strong connection between earlier topics and current

discussions. This indicates effective retention and understanding of past lessons, with activities serving as a review that reinforces key concepts. Through specific activities like the Contextualized task and the Decontextualized task (See Annexes 15 & 16), students showed improved understanding and confidence in their knowledge, easily answering questions due to the relevance of texts and images to their context and prior learning. As Ellis (1994) points out, contextualization strategies are more effective and work better for the learners previously possessing a fair level of second language knowledge. (Paraphrased by Moghaddas, 2013). Thus, enhancing understanding through contextualization enables students to better internalize material by relating content to their personal experiences and previous knowledge.

To sum up, in this first category of Contextualization and its three first order categories it was possible to identify and analyze the impact of including the students' social reality in their learning process since it is fundamental in the development of activities as an essential support to carry out the various academic activities. Through the pedagogical intervention, the combination of academic and social context was implemented based on the current and prior knowledge given that the incorporation of present and past experiences influences the students' learning process, reinforcing, or facilitating the acquisition of a foreign language.

### **Second category: Students' interests**

Environmental aspects of students' lives are crucial in the learning process, as their interests drive engagement with specific topics. As noted by Smith & Priniski (2016) "Interest is, therefore, both a psychological state characterized by increased attention, effort, and affect, experienced in a particular moment (situational interest), as well as an enduring predisposition to reengage with a particular object or topic over time" (p.8) Each individual personal interests that influence their involvement in various activities. Consequently, four sub-categories were established: Personal preferences, future and aspirations, students' attitudes and motivation, and individual and group interests. Each category will be further developed.

### ***Personal preferences:***

The first sub-category focuses on personal preferences, which are linked to personal values and encompass music selection, likes and dislikes (Kurapov, 2020). Personal preferences involve individual choices regarding activities based on desires and needs, including hobbies, food, music, social interactions, and living environment. Students' preferences also encompass learning styles, pace of learning, and preferred subjects. Recognizing these preferences is essential, as they significantly impact engagement, motivation, and overall learning experiences.

To identify and analyze the students' preferences, the Sociodemographic Survey (See Annex 1) in the second question was “¿Qué haces en tu tiempo libre?.” Similarly, questions 4, 5 and 6 inquire about their favorite reading materials, music, and sports, and question 7 was “¿Realizas alguna actividad extraescolar?”. The responses indicated a strong interest in reading books and comics, listening to K-Pop music, playing volleyball and soccer, and participating in extra extracurricular activities like English courses or practicing a sport.

In this case it is essential to mention that the Intercultural Communicative Competence (ICC) into the learning process is crucial since it allows the students to use their personal preferences as a bridge to understand and appreciate diverse cultural contexts. For instance, recognizing students' interest in K-Pop music served as a starting point for exploring South Korean culture in aspects such as its language, tradition, and societal values.

The inclusion of personal preferences in education impacts students' participation and performance in English classes, as evidenced by their responses to the activities. In the English Performance Survey (See Annexes 3 & 4), question 4 asked “¿Practicas inglés en otro momento diferente a la clase?” and question 7 inquired, “¿Consideras que es importante incluir tus intereses en el aprendizaje del inglés?” Most students reported that they do not practice English outside of class due to lack of time or uncertainty about how to apply it. However, they acknowledged the importance of incorporating their interests, nothing that

helps them understand topics in the classroom. The limited practice of the language highlights a need for additional support and strategies to effectively integrate the academic context with their personal environment.

For instance, in the class made on May 22nd, 2024, the students completed the communicative task where they have to mention the free time activities they do. As mentioned in the field note:

In the free time activity's part, the students shared their hobbies and interests with their classmates. Some of them were happy to find that they do the same activities in their free time, also, some of them mentioned the same activities they would like to do such as playing a sport or sharing more time with their families and friends.

Students expressed that discussing their interests in their free time was both interesting and useful. The general response indicated active participation, as they were eager to share their hobbies, fostering a sense of unity and friendship among classmates. This was particularly evident in activities like organizing a K-pop dance, which most students enjoyed; they engaged actively in their groups. The teacher later included this activity in other seventh-grade classes. Another activity promoting teamwork involved presenting traditional games, where each group explained and played a traditional Colombian game, sharing personal anecdotes from their childhood. This allowed students to have fun while acquiring new English vocabulary.

An important aspect highlighted was students' perceptions of the connection between their personal interests and the utility of English in daily life. Preferences were integrated into lessons, such as on March 1<sup>st</sup>, 2024, where students learned new vocabulary while sharing information about their free time activities. In the Exit Questionnaire (See Annexes 13 & 14) with question 4 "A lo largo del proceso realizado ¿Consideras que se incluyeron tus gustos personales (Música, series, deportes, etc.) en las clases realizadas?". Student 10 mentioned "Sí porque la teacher nos hacía actividades divertidas sobre nuestros gustos y eso hacía divertido las clases ya que podíamos expresarnos por medio de cosas que nos gustaban". This indicates that incorporating students' interests made English lessons more relevant and

enjoyable, enhancing their perception of the language's utility in everyday life and increasing their motivation and engagement in the learning process.

### ***Future and aspirations***

The second sub-category focuses on students' aspirations and future plans, defined as specific goals and dreams. According to Marjoribanks (1998) cited by Khattab (2015) "aspirations are defined as idealistic values that do not necessarily reflect specific socio-economic realities that might be relevant in determining future mobility." (p. 734) Understanding these aspirations –whether personal, academic, or professional – is crucial for creating a personalized learning process that increases motivation and engagement while providing guidance for career and life planning.

To identify the students' desires and goals, a Sociodemographic Profile Survey (See Annexes 1 & 2) in question 3 "¿Qué te gustaría hacer en tu tiempo libre?" and question 11 "¿Qué carrera universitaria te gustaría estudiar?". Desired activities included making handicrafts and outdoor activities, while popular university career choices were plastic arts, graphic or fashion design, and gastronomy. This information was vital for tailoring lessons to incorporate students' aspirations. For instance, in the lesson called Career Carousel made on April 17<sup>th</sup>, 2024, where students explored descriptions of girls who shared their desired professions, objectives, and emphases. Students actively participated, recognizing names and careers from the survey in the descriptions. This relevance made the topic captivating, prompting students to inquire about specific English vocabulary related to their chosen careers, thereby linking the activity to their aspirations, and generating excitement about their future goals.

Another activity titled "My future plans," (See Annexes 8 & 9) involved communicative task where students answered five questions regarding their desired living situation, prospective job, hobbies, and interests, places they want to visit, and they overall life projections for the next five years. This exercise encouraged students to articulate their

aspirations and envision their future. Most students (18) mentioned they would like to live in a different country such as South Korea, Canada, or Italy, students think they could have better life opportunities abroad. In the question “Where would you like to live and why?” Student 8 answered “I would like to live in the United States because there are more opportunities.” Some students want to know new places, people, and cultures. In the Exit Questionnaire (See Annex 14), question 9 “¿En qué aspectos consideras que las actividades realizadas ayudaron al aprendizaje del inglés? ¿Por qué?” Student 4 answered “Cuando metían temas de interés para mí y también cuando eran productivas porque así me daban más ganas de aprender inglés”. The fact that most students wish to live in another country underscores the critical role that English has in achieving their future goals.

Consequently, students recognized the usefulness of English in achieving their future goals and desires. As noted by Morrow (2011) cited by Oktaviani & Fauzan (2017) “learning English in elementary schools may offer children a number of advantages if the instructional goals and methods are appropriate for the learners ‘ages.” (p. 2) English, as a global language open opportunity by connecting people from diverse cultures, aligning with students' aspirations to travel, study and work abroad. They see English as more than an academic subject; it is crucial tool for unlocking future possibilities in their lives.

Students' expectations about how English can enhance their future opportunities are reflected in their responses and attitudes towards activities, including the Exit questionnaire (See Annex 14) question 5 “¿Sientes que entre lo que aprendiste en clase de inglés, adquiriste la capacidad de hablar de tus aspiraciones o deseos futuros?”. Responses such as Student 1's “si ya que aprendí como se decía lo que quería ser en mi futuro”, student 3's “Si, ya logro entender o hablar sobre mi futuro”, and Student 12's “Claro que si ya que me ayudo a mentalizarme de aprender inglés mucho mejor” reveal a strong belief that learning English enhances future opportunities. This suggests that students felt empowered not only to acquire the language but also to communicate their ambitions.

This belief underscores the connection between English proficiency and personal aspirations, illustrating its importance in achieving future goals. Students expressed increased motivation to enhance their language skills to express their aspirations, and incorporating their goals into helps them see real-life relevance of learning English, framing education as a pathway to realizing their ambitions.

### ***Students' attitudes and motivation***

The third subcategory focuses on students' attitudes and motivation to learn English. As defined by Somnath (2013) "Students' attitude refers to their positive or negative feelings and evaluations towards a particular object or class of objects", while Tohidi & Mehdi (2012) described motivation as "the driver of guidance, control and persistence in human behavior." Students' attitudes are shaped by their emotional responses to engage in learning a foreign language, motivation is crucial for initiating and maintaining consistent efforts.

Understanding how students perceive the importance of English in their daily lives is essential for assessing motivation. In the English Performance Survey (See Annexes 3,4 & 5), question 3 asked "¿En qué situaciones consideras que es útil el inglés?" Most students (16) affirmed that English is for travel, enabling communication with locals, while 12 students noted its importance for studying abroad. These responses showed that students view English as significant outside the classroom, providing valuable insight into their motivation and recognizing the language's relevance in real-world contexts. However, few students mentioned its utility in daily life, which may affect their perception of the language. Student 2 stated in the same questionnaire "Considero útil el inglés en situaciones de uno tener que irse al extranjero", an answer that highlights a specific context for English's usefulness. In contrast with other learners, who recognized English as beneficial for different personal, social, and academic purposes.

In the same survey, question 8 "¿Consideras importante relacionar tus experiencias personales con el aprendizaje de inglés?" Most students (17) affirmed its significance for

gaining new opportunities in their academic, social, and personal environment. An example highlighted is the “Emotional awareness” (See Annex 8) activity conducted on May 3rd, 2024, students discussed their feelings in nine different situations. Field note revealed students’ motivation to share individual experiences connecting as they recognized shared emotions with classmates:

In general, the students were attentive and participative during the class, expressing their ideas and providing examples of situations where they express themselves with aggressive, passive, or assertive communication. In the last activity, the students shared with their classmates some situations that they have had, related to different emotions and daily life experiences. (May 3rd, 2024)

An important aspect of language learning is understanding how students’ motivation affects their attitudes towards activities, which is fundamental for the learning process. As Richards & Schmidt (2002) stated, motivation is “The combination of learners’ attitudes, desires, and willingness to expend effort in order to learn a second language . . . motivation is generally considered to be one of the primary causes of success and failure in language learning” (p. 344). This underscores the necessity of making English learning personally relevant and motivating for students through various resources and strategies that integrate the foreign language into their daily lives.

### ***Individual and group interests***

The fourth subcategory focused on individual and group interests, encompassing personal preferences and shared goals. As Priyanka (2023) stated “Group interests represent shared goals of a collective body, centered on mutual benefit. Individual interests, however, focus on the personal desires or goals of a single person. They can occasionally align but may also conflict.” (p. 34) Addressing these interests increases student engagement and motivation by connecting activities to their real-life experiences, thereby enhancing learning retention.

Understanding how students' interests influenced their participation is crucial, as demonstrated in a class session on May 22<sup>nd</sup>, 2024, where field notes indicated.

They felt motivated by having to compare the game with a game of their own culture since the students mentioned some of their interests in games, remembering the games they used to play when they were younger. Also, the teamwork helped them since the students were participating actively and finding similar interests with their classmates.

This suggests that motivation rises when lessons include personal and shared interests, leading to active participation and engagement in the learning process. Recognizing group interests encourages students to share and engage more fully with tasks.

An important aspect to analyze is how the integration of group interests influences group dynamics and the learning environment in English classes, significantly impacting students' performance and development. To facilitate this, group work was incorporated, as established by Yoon-Hee (2000)

Group work has had its roots in education, social psychology, group management and psychotherapy. In language teaching, interaction has been cited as one of the major contributing factors to enhance acquisition, and group work provides guaranteed interaction among the members. (p. 271)

This approach fosters essential interaction among students promoting communication in the target language. For instance, there was an activity about K-Pop music which was related to their interests and the language. Students had to create groups of 4 or 5 people, then, they chose a song by a K-Pop band, they listened and read the lyrics to comprehend the meaning and performed a choreography using steps according to the song's verses. Observations from various classes indicated that the students enjoyed discussing their interests with classmates, which generated increased participation and engagement. This interaction is crucial for developing fluency and confidence, as well as improving students' overall skills.

### **Third category: Productive skills**

Learning and acquiring a new language involves multiple elements, including cognitive principles, meaningful learning, and intrinsic motivation. This process is facilitated through skills categorized as productive and receptive. Productive skills, which encompass speaking and writing, are crucial for expressing ideas and emotions. As Iqram (2015) notes “Productive skills, speaking and writing, are defined by Jaramillo and Medina (2011) as an important form of expression used to persuade or convince other people as well as to share ideas and feelings.” (p. 8) These skills are vital for effective communication and self-expression. Consequently, two sub-categories: Speaking and Writing, were established to evaluate key aspects of the students’ language performance, focusing on clarity, coherence, and effectiveness to identify strengths and areas of improvement.

#### ***Speaking***

The first subcategory relates the ability of speaking, defined by Bailey (2005), “the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning.” (p.48) This skill encompasses three main points: Pronunciation and phonemic awareness, fluency, and vocabulary that enhance effective communication, ensuring listeners comprehend the message and allowing speakers to express their thoughts naturally. Throughout the pedagogical intervention, speaking skills were incorporated into various activities such as storytelling, interactive games, and presentations about traditional games.

The analysis begins with students’ responses to pronunciation and phonemic awareness in contextually relevant activities for clear communication, confidence, and cultural sensitivity. For example, in a class on November 2<sup>nd</sup>, 2023, the students recognized and pronounced words related to clothing descriptions. They learned new vocabulary and practiced reading phonetic transcription, which initially posed challenges but improved with

instruction. This class included vocabulary relevant to the students' lives, which was more meaningful and enhancing retention, as they later utilized the vocabulary in other activities.

The second important element related to speaking is fluency, defined by Bailey (2005) as “ the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc.” (p. 55) A key goal is to facilitate effective communication by allowing speakers to focus on their message rather than the mechanics of speech. Activities designed for students' interaction positively impacted their ability to express thoughts and feelings. Some students lacked confidence and did not participate fully, particularly during group presentations on traditional games. While other students could express themselves, some felt insecure speaking in public. Small group activities fostered a more comfortable environment for speaking English, and incorporating everyday situations such as real conversations and social interactions was crucial for enhancing participation and engagement.

The implementation and learning of new vocabulary enhanced students' communication skills through speaking, enabling them to use various strategies to retain and apply vocabulary in daily interactions. For example, on October 19<sup>th</sup>, 2023, centered on weather conditions (See Annexes of Class presentation), students effectively recognized and used relevant vocabulary. Field notes stated, “They understood most of the information provided and were able to recognize the weather conditions, the students used their notes as well as recognizing in the picture's common places such as the school, city downtown, and some common parks.”

This indicates that when students engage with new vocabulary in context, rather than memorizing isolated words, they achieve a deeper understanding of their function in real-life situations. Such contextualization activities enable students to create associations between new words and familiar concepts, enhancing learning and outcomes.

To conclude, speaking skills are crucial for effective communication, cultural exchange, social interaction, and confidence in real-life situations. Improving this skill fosters comfort and engagement in learning a foreign language, allowing students to express their opinions and ideas. To support this development, it is essential to provide multiple tools that enhance pronunciation and phonemic awareness, fluency, and vocabulary.

### **Writing**

The second sub-category focuses on writing skills, defined as the ability to communicate thoughts, ideas, and information through written language. As Iqram (2015) states

Writing is a good way to practice grammar structures; it helps learners to recycling and look up new vocabulary and to learn English punctuation rules. It encourages learners' autonomy when they are asked to keep journals or turn in regular writing assignments that they carry out at home. (p. 3)

Effective writing requires multiple factors, including creativity, precision, vocabulary, and awareness of purpose and audience. Three key elements were established for developing writing skills in classes: Grammar, originality, and English use. Writing skills foster critical thinking by helping learners organize and analyze their thoughts.

Grammar is a set of language rules structure, syntax, morphology, and punctuation, and is essential for clear communication. A significant focus in classes was the impact of integrating grammar into real and meaningful contexts. For instance, in a class on September 21<sup>st</sup>, 2023, the students created descriptive paragraphs about their favorite places using the present simple topic. Incorporating relevant contexts into grammar instructions increases relevance, understanding, connection, and retention of the material learned.

The second important aspect of writing skill is originality, which emphasizes producing unique perspectives through innovative and personalized ideas. In a lesson on September 21<sup>st</sup>, 2023, students wrote descriptive paragraphs about their favorite places. Field notes

indicated:

In the development of the paragraph the students were focusing on providing complete information about their favorite place, some of the students asked for specific adjectives such as lovely, spacious, illuminated and so on. Each student decided which information to put and the order they want to have in their text.

This activity allowed students to display their creativity and originality, developing distinct voices and personal writing styles. It fostered authenticity as they drew from individual experiences, reflecting their perspectives. Furthermore, the students showed their academic and social context by creating original content, making unique connections to real-world situations, and integrating knowledge from different fields to enhance engagement.

The third aspect is language use, which is essential for developing effective writing skills by selecting and arranging words, phrases, and structures to convey complete meaning. Effective language use communication through clear and creative expressions of their thoughts, ideas, and concerns. In an activity on assertive communication, where students wrote verbal responses for different communication styles (passive, assertive, and aggressive). It revealed how specific and contextualized vocabulary impacted students' written development, resulting in clearer and more precise ideas. This engagement highlighted the relevance of vocabulary choices and contributed to improving overall writing quality.

In conclusion, writing skills are essential for developing multiple abilities that facilitate communication, critical thinking, creativity, and personal expression. Consequently, it was vital to incorporate three elements into activities: Grammar, Originality, and Language use. As quoted by Iqram (2015) writing is important:

because writing communication is a basic life skill. Students may need to take notes, fill in forms, and write letters, reports, stories etc. Many need to fill in detailed questionnaires relating to health, education, and employment. Sufficient ability of writing skill gives one the confidence and marks his expertise on a particular language. (p. 3)

Therefore, understanding the multifaceted nature of writing skills is crucial, as they play an integral role in various life scenarios. Implementing writing skills is not only necessary in academic contexts but also essential for navigating personal and professional environments.

#### **Fourth category: Receptive skills**

The English learning process involves not only the improvement of speaking, reading, writing, and listening, but as Pennycook (1994) established, the learning process “is a broad of range of social, historical, cultural and political relationships” (p. 12) The author highlights the importance of deep connections to historical and political contexts which focus on learners’ environment, making of English not only a simple tool of communication but also something that requires recognizing how one’s cultural context, familial influences, and personal identity impact our engagement and understanding.

The acquisition of a new language includes various elements essential for effective communication, particularly the understanding of language input, which pertains to receptive skills. According to Sreena & Ilankumaran (2018), receptive skills “are the ability to listen and understand a language. (...) Language is received, and meaning is decoded for the easy understanding of the message. Imagination is increased through listening and reading.” (p. 670). This underscores the critical role of understanding language input in decoding meaning and enhancing communication. Receptive skills foster creativity, comprehension, and cognitive development. The analysis addressed two subcategories: Listening focusing on interpretation and attention, and Reading, examining global and detailed comprehension.

#### ***Listening***

The first sub-category relates on the listening skill, which Lakshminarayanan (2021) describes as “stage one of responding act of a communicating event. Listening is a sustained effort to receive sound and make meaning. It opens up possibilities for continuing interaction” (p.670). Therefore, providing students with tools for meaning-making interactivity is crucial.

Listening involves not just hearing but also constructing and understanding meaning, essential for effective interaction. Two main elements identified are Interpretation and Attention, which help analyze students' responses to various listening activities.

Interpretation includes making sense of messages through contextual understanding and active engagement. The research project examined the students' responses to different listening exercises, such as individual versus group activities, notably during a lesson on weather conditions in Colombia. On October 19<sup>th</sup>, 2023, field notes indicated that while some students struggled to comprehend the video content, they benefited from visual aids. As mentioned in the field note:

In the video activity, some students had some difficulties comprehending clearly the information, they were guided by the images and sounds of the video, which helped them to identify better the key points of the activity. While in the collaborative activity, the students helped their classmates to comprehend better the words used, there was a better understanding since between work couples they helped each other to understand the meaning of the audios.

Collaborative activities enhanced understanding, as students assisted each other with vocabulary related to weather. The use of individual questions and matching games assessed comprehension and engagement, revealing that, while the main message was understood, some specific details remained unclear for the students.

Attention is a critical aspect of listening, defined as the ability to concentrate on the speaker's message. This element is crucial for effective learning, encompassing active engagement, selective focus, and concentration. As Malesevic, Jelic, & Vekaric (2021) mentioned that with a good level of attention "a person is able to recognize the moment of an important choice and to pause amid a stable inflow of stimulants from the environment, and to consciously make a decision on how to act." (p. 7) Understanding the message requires recognizing factors that influence students' attention such as language proficiency, content familiarity, speaker clarity, individual differences, and distractions.

Activities that incorporate personal experiences, peer collaboration, and contextual vocabulary highlight these factors. Observations indicated that students with higher English proficiency understand audio better, influenced by their exposure to language outside the classroom. Familiarity with topics enhanced engagement and comprehension, particularly when classes relate to students' interests. Additionally, using audio from Colombian speakers or Latin individuals improved understanding, as students struggled with fast speech and complex language. These contextualized learning activities enable students to integrate their social realities, thereby enhancing English skills and ability to apply their context in class.

In conclusion, the exploration of listening skills in the pedagogical intervention reveals their vital role in the students' learning process by facilitating effective communication through active sound reception and interpretation. As noted, interpretation and attention are essential for understanding and analyzing the students' responses in various listening activities applied. In addition, individual and group activities enhance comprehension and engagement, particularly when students can familiarize themselves with content, maintain focus and interpretate messages accurately.

### ***Reading***

The second subcategory focuses on reading skills, which Iqram (2015) defines as

the process of looking at a series of written symbols and getting meaning from them.

When we read, we use our eyes to receive written symbols (letters, punctuation marks and spaces) and we use our brain to convert them into words, sentences and paragraphs that communicate something to us. (p. 9)

Reading is essential for personal and academic growth, enhancing knowledge acquisition, critical thinking, and language development. Students required multiple tools to comprehend and analyze information effectively, especially since reading in English differs from reading in Spanish.

Reading development includes two essential elements: global and detailed comprehension, enabling readers to engage with texts fully. As mentioned by Clarke, Truelove, Hulme & Snowling, (2014) “Global level. In relation to text comprehension, a coherent understanding of the whole text, such as ideas about its theme, point, moral, etc.” (p. 178) Global comprehension is essential for grasping the overall meaning of a text, allowing students to connect ideas and recognize the main topic. For example, during the activity on May 22nd, 2024, students read a description of a traditional game from another country, identifying key information such as the name of the game, country, rules, and cultural significance. This exercise enabled students to discuss similarities with Colombian traditional games, thereby enhancing their understanding of the text’s main idea.

Detailed comprehension refers to the ability to understand and analyze specific information within a text, requiring attention to supporting details beyond the main idea. This skill is crucial for students to make effective comparisons and contrasts in English texts. Engagement in detailed comprehension allows students to identify similarities and differences through the analysis of multiple texts. During a class on May 22nd, 2024, in the final task, the students read about a traditional Indian game “Doubleball” (See Annex 15) and answered specific questions regarding its history and elements. Field notes indicated that there were difficulties identifying key words, “since the questions established were asking for specific details, the students could not find easily the answers, the teacher helped them to recognize the key words and provide some tips to recognize the information easily.”

Students struggled with detailed information due to a lack of familiarity with specific vocabulary and background knowledge. Also, ineffective reading strategies, such as annotating or summarizing, contributed to a superficial understanding. To conclude, developing reading skills includes global and detailed comprehension, incorporating effective strategies to relate texts to prior knowledge. Activities featuring familiar vocabulary and context comparisons can enhance comprehension, with global comprehension aiding in information synthesis and discussion, while detailed comprehension facilitates analysis and comparison.

## **Fifth Category: Foreign Language Learning**

Language is used for multiple factors which include personal, social, cultural, and educational. Learning a foreign language is a key process for nowadays globalized world. It is extremely important to develop different skills and abilities to communicate with other people and relate with knowledge presented in another language. Foreign Language Learning is essential for multiple reasons such as good memory, critical thinking, fostering cultural understanding and exchange. As stated by Bley (1990) "Foreign language learning takes place where the language to be learned is not the native language of the society: Le., learning English as a foreign language in Japan" (p. 5) It is important to comprehend that language is a key process for developing essential skills and abilities that require to interact with people from different countries and cultures. The analysis in this category is focused on two subcategories which are learning difficulties and awareness of attitudes toward learning English, both aspects will be presented next:

### ***Learning difficulties***

The first subcategory is related with the learning difficulties referring to multiples challenges faced by the students and the teacher which impede a person to acquire knowledge and skills in a determined subject, in this case, the English learning process. These difficulties can manifest in four skills: listening, speaking, reading, and writing, as well as in social skills. Parsaulian, Buan, & Bunau (2013) established multiple factors that can affect the learning process which can be defined in two facets domaining a foreign language.

The first of these is the intrinsic side. This is the internal factor that comes within a person in learning a language. Furthermore, the second facet is the extrinsic factors. These are the factors which come from sociocultural variables around the learners. (p. 1)

As mentioned in this case there are intrinsic and extrinsic factors that affect the students' learning process and generate learning difficulties impacting their ability to develop

essential skills in the foreign language. It is essential to identify and comprehend these difficulties to provide sufficient tools for the students.

Therefore, it is important to recognize the main learning difficulties faced by the students in the English class. For this reason, in the English Performance Survey (See Annex 5), second question, “¿Qué crees que dificulta tu progreso en el aprendizaje de la lengua?” the main idea was to identify the most common difficulties. Through this questionnaire the most common difficulties mentioned were verbal production, which was one of the biggest challenges because students were not at constant exposition to the language; the students did not interact with the language every day. Also, they mentioned the lack of attention since there were multiple internal and external factors which impacted their learning process. In addition, the students mentioned the lack of exposure to vocabulary since they could not easily access new vocabulary, or they needed a guide to comprehend the new words and the use of it.

The above is illustrated by Student 1 when saying "No entiendo y no tengo otros espacios para poder practicarlo", Student 6, who stated "El habla porque a veces se dificulta hablar ya que no me acuerdo muy bien de algunas palabras". These are some of the examples provided by the students that reveal the difficulties in the learning of English. In the pedagogical intervention different activities were done to provide the students with sufficient tools and implementing strategies that helped them improve in their English skills. Some were the development of specific topics such as free time activities, future plans, and group activities which helped them feel more confident expressing their ideas and thoughts. By recognizing and developing targeted strategies the students could address some of their learning difficulties, finding a resolution with a supportive and effective learning environment.

This can be seen in the eighth question of the exit questionnaire: “¿Consideras que las actividades realizadas te ayudaron a mejorar tu nivel de inglés en speaking, listening, writing, and listening? Si tu respuesta es sí. ¿De qué manera mejoraste?” Student 9 answered “Si, ya que pronunció mejor las palabras en inglés, les doy sentido y entiendo lo qué escucho

en inglés.” This response provided a valuable insight about the perception of some students into the effectiveness of the activities conducted in the English classes. The student’s affirmation that activities helped in her pronunciation, meaning, and understanding of the foreign language underscores a significant advancement in her comprehension skills. However, it is important to recognize that there were still some difficulties with the language, as provided in the answers from question seven in the exit questionnaire: “¿*Cuál consideras que fue la mayor dificultad al realizar las actividades en clase?*” The most common response referred to difficulties related to writing, reading and the comprehension of some vocabulary. Taking this into account it is important to understand the students’ needs and determine future activities to help them with these specific difficulties.

### ***Awareness of attitudes toward Learning English***

The second sub-category is focused on the factors that contribute to the students’ positive and negative attitudes towards English, as mentioned by Sewbihon (2020): “Language attitudes have something to do with students’ EFL learning. (...) There are some factors like educational factors, social factors, learner personality factors and other factors which in turn affect the attitudes of learners towards learning EFL.” (p. 34)

Following Sewbihon (2020), positive factors can be related to the students’ engagement with English-speaking cultures through media, travel, or interactions that can enhance their interest and appreciation for the language. It is important to include a genuine interest in learning a foreign language with enthusiasm and engagement. On the negative factors, there can be previous negative experiences with the language such as struggles with pronunciation or grammar, limited opportunities to practice English outside the classroom which can result in a sense of disconnection with their social reality.

Another essential factor mentioned by Sewbihon (2020) is to comprehend how the students deal with challenges and errors in language learning, in this case, one important element is to recognize their difficulties or challenges in the foreign language process. As mentioned above

in the Performance Survey, the students identified the main difficulties that included writing, listening, and acquiring new vocabulary. Throughout the development of the classes those difficulties were addressed, providing them with strategies to improve in their English skills and fostering the use of English outside the classroom through the implementation of their interests and plans. Some of the most common exercises done by the students to face those challenges were active engagement, peer collaboration, self-reflection, setting goals, and utilizing resources provided in the class.

### **Conclusions**

In summary, the main purpose of this research project was to explore the impact of contextualization and students' interests in English classes. The analysis provided multiple key findings such as greater participation and improvement of understanding when the lessons incorporated factors related to their social and cultural environment. The activities done and the results obtained highlight the importance of contextualized learning in language education. Also, it provides vital data about the activities that worked in the implementation of the idea giving a better understanding of its application, as well as the advantages and challenges presented during the pedagogical intervention. The following conclusions will provide the implications of these findings for educators, students, and curriculum developers.

First of all, the recognition and implementation of the students' context has a vital role in the learning process by integrating learners' social, cultural, and academic realities in the classroom. By identifying three main sub-categories: Inclusion of social reality in the academic context, current knowledge and prior knowledge, the results obtained represented that the students could see elements from their environment and experiences reflected in the topics and the activities developed, which helped them to engage more meaningfully in the class. Some of the students felt more interested in learning English since they could observe multiple applications not only in the academic field but also for their personal life. Through the surveys

and questionnaires applied the students' responses signified that learners value the incorporation of these elements in their daily life experiences which indicates that when a person is engaged with familiar topics, their language skills are improved, as well as their participation and interest in their learning process.

The findings suggest that contextualization is vital for the development of classes and the learning process of a foreign language since by acknowledging their prior knowledge, teachers can create deeper connections between the students' past experiences and the new content they will see. Similarly, it could be easier for students to comprehend a topic if they can relate it with a topic that is familiar to them. This recognition helped determine and address some gaps or difficulties in learning English. Finally, when the students comprehended the importance of their context in the learning environment, it provided a better understanding of the materials, topics, and examples used. This creates a more meaningful, motivating, and engaging learning environment through the recognition and application of their knowledge.

Second, the recognition and inclusion of the students' interests in the English classes provided essential and useful information for the development of the activities and the research idea, identifying four subcategories: Personal preferences, future and aspirations, students' attitudes and motivation, and individual and group interests, the impact in student engagement and motivation for the learning of English was identified. Personal preferences reflect their interests, like discussing their hobbies or free time activities, fostering a sense of community, and enhancing learning experiences. Although it is an exhausting process given the number of students, understanding that each one has different interests, it is possible to organize them into common interests. Talking about their future and aspirations comprehending the students' goals and dreams is a crucial step for adapting educational activities since expressing their aspirations for careers, life abroad, or cultural development allowed linking English proficiency with their future opportunities, reinforcing the importance of English as a tool for personal and professional growth.

In addition, identifying the students' attitudes and motivation including their positive or negative feelings about learning English provided a considerable influence in their learning process since, before the intervention, some students did not recognize the importance of English outside the classroom. After learning more about its application in their personal, social, and cultural environment, the students showed more motivation and engagement in the foreign language. Acknowledging individual and group interests boosted participation and peer collaboration in the English classes given that the activities promoted teamwork, and the sharing of experiences allowed the students to have a more dynamic learning environment, fostering communication and fluency in English. This way the inclusion of the students' interests and aspirations into the English classes not only improved their engagement and motivation but also made English more relevant for their present and future experiences.

Third, the development and inclusion of the productive skills on the acquisition of English provided multiple benefits and challenges during the pedagogical intervention. Working on speaking and writing, which are fundamental skills for the learning process including cognitive principles and intrinsic motivation, generated a more meaningful environment focusing on their context. On the one hand, Speaking is a key element of language learning since it is the main way of communicating with other people. The elements considered, such as pronunciation and phonemic awareness, fluency, and vocabulary helped to provide more effective speaking involving the students' experiences through interactive group and couple discussions. This type of task allowed them to express briefly about their environment. On the other hand, Writing is an important skill to develop critical thinking and articulate one's thoughts and ideas with written language. The integration of grammar, originality and language use in contextualized writing activities led the students to a better understanding of language rules and creativity.

Fourth, the inclusion and implementation of receptive skills, which include listening and reading, revealed their critical role in the learning of a foreign language and the development of effective communication. On the one hand, listening includes not only hearing separate

sounds but also interpreting them according to the purpose of the activity. It was observed that the students' interpretation and attention is influenced by different factors such as language proficiency, content familiarity, and the clarity of the message and speaker. The application of activities that foster individual and collaborative listening established a deeper understanding and gave the students the ability to interpret and make sense of the content from the audio. On the other hand, reading skills are an important basis for the students' personal and academic growth since they provide multiple data about different topics. Both detailed and global comprehension generated key elements which helped learners with the challenges of understanding generalities and specific elements of a text. Findings showed that integrating familiar vocabulary encourages learners to use effective reading strategies, such as annotation or summarization which are crucial for enhancing comprehension.

Fifth, Foreign Language Learning has multiple roles in the students' process since it impacts not only their lives but also in the globalized world. It is significantly important in personal, social, and cultural fields. The acquisition of English as a foreign language is essential to provide the students with effective communication strategies, developing abilities such as critical thinking, memory, and cultural understanding. Two subcategories were established in the analysis: learning difficulties and awareness of attitudes toward learning English. Both topics revealed that intrinsic and extrinsic factors impact the students' ability to learn English. There were multiple challenges during the intervention, including verbal production, lack of vocabulary, language exposure outside the classroom, and attention issues. In the pedagogical intervention some strategies such as active engagement, peer collaboration, and self-reflection were implemented to intervene and provide elements that helped the students to solve these difficulties.

To conclude, during the pedagogical intervention and the implementation of the research project it was possible to observe the multiple benefits of including the students' interests and contextualization factors in the learning process. Although it is a process that managed to obtain positive results through the application of multiple activities which includes

the four skills for learning a language, a few difficulties were presented in the development of the idea mainly because each person is extremely different, therefore, sometimes it is not possible to include all their interests and aspirations. However, as teachers it is important to find strategies that allow us to identify their personal and social factors to be able to address activities in the classroom which give students a space to express not only about academic topics but also about their concerns and personal problems.

This research project allowed me to comprehend better the educational reality and understand the multiple factors that can affect the learning process including the economic and familial conditions of the students since it impacts in their interactions with classmates and teachers. The educational policies that dictate the curriculum standards, teacher qualifications and school resources influencing the topics learnt in the English classes and development of the same. In addition, teachers understanding the students' psychological factors, including their mental health, self-esteem, and motivation levels, significantly influences their academic and personal performance. Thanks to this pedagogical intervention I could see closely the meaning of being a teacher, which is not only academically speaking but also the influence that we can have on our students' personal lives.

### **Limitations**

Boundaries presented during the pedagogical intervention relate to multiple factors such as time limitations, resource constraints, and external factors generating the impossibility to implement all the activities and topics selected. Some limitations were presented since the institution programmed different activities like presentations or cultural days, causing the postponement or cancelation of several classes, and this delayed the topics planned in the curriculum. Also, there were some problems with the accessibility to some resources such as the internet, HDMI cables, computers for online activities, or electrical power issues. These problems caused some classes to be developed incompletely or with some difficulties in their implementation. Additionally, external factors such as socioeconomic elements, family issues

or community influences could affect participation and engagement. For instance, during the intervention the school was dealing with critical psychological problems with some students.

During the classes and development of research, certain elements could not be observed such as internal thought processes, long-term retention, and self-directed learning. For a teacher, it is possible to infer from the student's behavior issues like hesitation or learning difficulties, however they cannot accurately grasp the learners' real thinking. Observing long-term retention requires time and follow-up assessments which are not often part of the learning or evaluation process. Self-directed learning behaviors are difficult to recognize since they include activities outside the classroom like seeking out additional information and resources which can improve the students' skills.

In addition to these non-easily observable issues, some data that I could not collect were: First, reflective journals kept by the students where they could reflect on their learning experiences, emotions, and thoughts. Second, it was not possible to apply as many times as desired assessment scores using pre-tests and post-tests to measure knowledge gain. Third, it was not possible to fully determine retention rates to assess long-term retention of knowledge following up for weeks or months after the intervention.

Relating with the English communicative abilities, I considered that one that was not developed as expected was speaking since the students did not like to speak in front of their classmates and teachers due to different factors that were identified, such as lack of confidence or practice, limited proficiency, or motivation. There were some students that liked to speak in English but most of them did not feel well while doing it. Some mistakes that I identified in the classes and the collection instruments designed were the lack of specific activities focused on each of the four communicative skills, since the activities were more centered on contextualization and the students' interests. Similarly, the grammatical factor was sometimes left aside. Something positive about this pedagogical intervention, though, is that the findings associated with the students' process could be extrapolated to other scenarios since they are flexible and adaptable to different environments.

## **Recommendations**

It is essential to determine key factors obtained in the research project by providing advice for future investigations. Some key elements to improve this research idea for new opportunities involve collecting feedback from participants, educators and other stakeholders about their perceptions, feelings, and experiences in the learning process. Also, it is important to assess the effectiveness of the data collection applied identifying alternative methods if needed, even though there is not a specific methodology to follow, it is vital to determine the key elements of it. Another important aspect is to identify barriers for the investigation process, considering possible solutions to not affect the development of the classes.

Working with contextualization involves multiple factors to adapt the learning process to students' lives, making it more relevant. There are elements that must be considered. First, understand students' social, cultural, and economic background as essential for the evolution of English classes; collection instruments to aim this are surveys, questionnaires, and interviews. Second, the integration of real-world situations allows learners to put into practice their knowledge in a familiar environment. Third, encouraging the students' voice is essential, since they are an active part of their learning process, which provides relevance to their interests and experiences. Finally, some aspects that could not be investigated in this research project were the impact of socio-emotional factors in students, best methodologies for students' retention, and the understanding of the students' diverse learning styles and needs, which is fundamental for including contextualization and their interests.

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## Annexes

### Annex 1: Socio-demographical survey (Format)



#### Encuesta de perfil sociodemográfico

Nombre completo: \_\_\_\_\_

Edad: \_\_\_\_\_ Barrio: \_\_\_\_\_

Marca con una X la respuesta seleccionada

¿Con quien vives?	
a.	Madre o madrastra
b.	Padre o padrastro
c.	Hermanos o hermanas
d.	Tíos o tías
e.	Otras:

¿Qué haces en tu tiempo libre?	

¿Qué te gustaria hacer en tu tiempo libre?	

¿Qué tipo de lectura te gusta?	
a.	Libros
b.	Revistas
c.	Cómics
d.	No me gusta leer
e.	Otro:

¿Qué tipo de música te gusta?	
a.	Pop
b.	Rock
c.	K-Pop
d.	Reggaeton
e.	Otro:

¿Qué deporte te gusta más?	
a.	Baloncesto
b.	Atletismo
c.	Fútbol
d.	Patinaje
e.	Otro:

¿Realizas alguna actividad extraescolar?	
a.	Practico deportes
b.	Practico artes
c.	Realizo refuerzo en tareas
d.	Estoy en cursos de idiomas
e.	Otro:

¿Qué tipo de problemáticas te preocupa de tu comunidad?	
a.	Discriminación
b.	Bullying
c.	Drogadicción
d.	Inseguridad (Robos)
e.	Otro:

¿Crees que aprender Inglés es importante?	
a.	Sí
b.	No
¿Por qué?	

¿Donde utilizas el inglés?	
a.	Colegio
b.	Casa
c.	Con amigos
d.	En redes sociales
e.	Otro:

¿Que carrera universitaria te gustaria estudiar?	

¿Hay algo más que te gustaria comentar sobre el aprendizaje del inglés?	

## Annex 2: Socio-demographical survey (Examples)



### Encuesta de perfil sociodemográfico

Nombre completo: Violetta Ibagón Martínez  
 Edad: 10 años Barrio: La Igualdad

Marca con una X la respuesta seleccionada

¿Con quien vives?	
<input checked="" type="checkbox"/>	Madre o madrastra
<input checked="" type="checkbox"/>	Padre o padrastro
<input type="checkbox"/>	Hermanos o hermanas
<input type="checkbox"/>	Tíos o tías
<input type="checkbox"/>	Otras:

¿Qué haces en tu tiempo libre?
Pintar, escuchar musica en ingles y jugar fútbol.

¿Qué te gustaria hacer en tu tiempo libre?
Ver peliculas y dormir mas.

¿Qué tipo de lectura te gusta?	
<input type="checkbox"/>	Libros
<input type="checkbox"/>	Revistas
<input checked="" type="checkbox"/>	Cómics
<input type="checkbox"/>	No me gusta leer
<input type="checkbox"/>	Otro:

¿Qué tipo de música te gusta?	
<input type="checkbox"/>	Pop
<input type="checkbox"/>	Rock
<input type="checkbox"/>	K-Pop
<input type="checkbox"/>	Reggaeton
<input checked="" type="checkbox"/>	Otro: musica en ingles

¿Qué deporte te gusta más?	
<input type="checkbox"/>	Baloncesto
<input type="checkbox"/>	Atletismo
<input checked="" type="checkbox"/>	Fútbol
<input type="checkbox"/>	Patinaje
<input type="checkbox"/>	Otro:

¿Realizas alguna actividad extraescolar?	
<input checked="" type="checkbox"/>	Practico deportes
<input checked="" type="checkbox"/>	Practico artes
<input type="checkbox"/>	Realizo refuerzo en tareas
<input type="checkbox"/>	Estoy en cursos de idiomas
<input type="checkbox"/>	Otro:

¿Qué tipo de problemáticas te preocupa de tu comunidad?	
<input checked="" type="checkbox"/>	Discriminación
<input checked="" type="checkbox"/>	Bullying
<input type="checkbox"/>	Drogadicción
<input type="checkbox"/>	Inseguridad (Robos)
<input type="checkbox"/>	Otro:

¿Crees que aprender Inglés es importante?	
<input checked="" type="checkbox"/>	Si
<input type="checkbox"/>	No
¿Por qué?	
Es importante ya que si tu vas a otro país en el que hablen ingles tu vas a saber	

¿Donde utilizas el inglés?	
<input checked="" type="checkbox"/>	Colegio
<input type="checkbox"/>	Casa
<input type="checkbox"/>	Con amigos
<input type="checkbox"/>	En redes sociales
<input type="checkbox"/>	Otro:

¿Que carrera universitaria te gustaria estudiar?
arquitectura y diseño de interiores.

¿Hay algo más que te gustaria comentar sobre el aprendizaje del inglés?
Es importante ya que nos va a ayudar para mas adelante y para ahora.

Encuesta de perfil sociodemográfico

Nombre completo: Maxiana Buitrago Gomez  
 Edad: 11 Años Barrio: santa fe (madres)

Marca con una X la respuesta seleccionada

¿Con quien vives?	
<input checked="" type="checkbox"/>	Madre o madrastra
<input type="checkbox"/>	Padre o padrastro
<input type="checkbox"/>	Hermanos o hermanas
<input type="checkbox"/>	Tios o tias
<input type="checkbox"/>	Otras:

¿Qué haces en tu tiempo libre?
Estar en el celular o hacer tareas y dibujos

¿Qué te gustaria hacer en tu tiempo libre?
Jugar Voley ball

¿Qué tipo de lectura te gusta?	
<input type="checkbox"/>	Libros
<input type="checkbox"/>	Revistas
<input checked="" type="checkbox"/>	Cómics
<input type="checkbox"/>	No me gusta leer
<input type="checkbox"/>	Otro:

¿Qué tipo de música te gusta?	
<input type="checkbox"/>	Pop
<input type="checkbox"/>	Rock
<input checked="" type="checkbox"/>	K-Pop
<input type="checkbox"/>	Reggaeton
<input checked="" type="checkbox"/>	Otro: Música en inglés

¿Qué deporte te gusta más?	
<input type="checkbox"/>	Baloncesto
<input type="checkbox"/>	Atletismo
<input type="checkbox"/>	Fútbol
<input type="checkbox"/>	Patinaje
<input checked="" type="checkbox"/>	Otro: Voley ball y gimnasia

¿Realizas alguna actividad extraescolar?	
<input checked="" type="checkbox"/>	Practico deportes
<input checked="" type="checkbox"/>	Practico artes
<input type="checkbox"/>	Realizo refuerzo en tareas
<input type="checkbox"/>	Estoy en cursos de idiomas
<input checked="" type="checkbox"/>	Otro: baile

¿Qué tipo de problemáticas te preocupa de tu comunidad?	
<input type="checkbox"/>	Discriminación
<input type="checkbox"/>	Bullying
<input checked="" type="checkbox"/>	Drogadicción
<input checked="" type="checkbox"/>	Inseguridad (Robos)
<input checked="" type="checkbox"/>	Otro: Prostitución

¿Crees que aprender Inglés es importante?	
<input checked="" type="checkbox"/>	Si
<input type="checkbox"/>	No
¿Por qué?	
Yo me quiero ir de Colombia y me hablo muchos países	

¿Donde utilizas el inglés?	
<input checked="" type="checkbox"/>	Colegio
<input checked="" type="checkbox"/>	Casa
<input type="checkbox"/>	Con amigos
<input checked="" type="checkbox"/>	En redes sociales
<input type="checkbox"/>	Otro:

¿Que carrera universitaria te gustaria estudiar?
Diseño grafico en los años

¿Hay algo más que te gustaria comentar sobre el aprendizaje del inglés?
NO =)

### Annex 3: English Performance Survey (Format)



### Encuesta de desempeño en inglés

Nombre completo: \_\_\_\_\_ Fecha: \_\_\_\_\_

1. ¿Cómo calificarías tu nivel de inglés? (Alto, medio o bajo) ¿Por qué?

2. ¿Qué crees que dificulta tu progreso en el aprendizaje de la lengua?

3. ¿En qué situaciones consideras que es útil el inglés? (Estudio, viajes, vida social, etc.).

4. ¿Practicas inglés en otro momento diferente a la clase de inglés?

Si \_\_\_\_\_ No \_\_\_\_\_ ¿Por qué?

5. ¿Sientes que hay una relación entre lo que aprendes en tu clase de inglés y tu vida?

6. ¿Consideras que aprender inglés te ofrece más oportunidades en tu vida? (Trabajo, estudio, viajes, etc.) Si \_\_\_\_\_ No \_\_\_\_\_ ¿Por qué?

7. ¿Consideras que es importante incluir tus intereses en el aprendizaje del inglés? (Música, deportes, películas, artes, etc.) Si \_\_\_\_\_ No \_\_\_\_\_ ¿Por qué?

8. ¿Consideras importante relacionar tus experiencias personales con el aprendizaje de inglés? Si \_\_\_\_\_ No \_\_\_\_\_ ¿Por qué?

9. ¿Consideras que la formación que has recibido en el colegio te ha servido para el fortalecimiento de las habilidades comunicativas en inglés? Si \_\_\_\_\_ No \_\_\_\_\_ ¿Por qué?

10. En la escala del 1 al 10 donde 1 es muy poco y 10 es mucho. ¿Crees que es importante incluir factores del contexto en el aprendizaje del inglés? (Tu entorno familiar, social y educativo)

Annex 4: English Performance Survey (Examples)



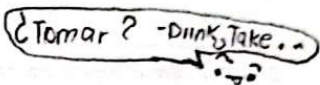
Encuesta de desempeño en inglés

Nombre completo: Angela Mariana Canter Lopez Fecha: 5/10/23

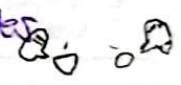
1. ¿Cómo calificarías tu nivel de inglés? (Alto, medio o bajo) ¿Por qué?

✓ Medio, ya que algunas palabras no las recuerdo


2. ¿Qué crees que dificulta tu progreso en el aprendizaje de la lengua?

✓ -La escritura   ¿Tomar? -Drink, Take... 

3. ¿En qué situaciones consideras que es útil el inglés? (Estudio, viajes, vida social, etc.).

✓ siento que es útil para trabajos o estudios, cuando en internet hablas con gente q habla inglés 

4. ¿Practicas inglés en otro momento diferente a la clase de inglés?  
Si  No  ¿Por qué?

✓ En mi casa, mi mamá me habla en inglés, o en internet en juegos hablo en inglés con otras personas y veo documentales en inglés.  
-Tmb practico Duolingo  <Dialogo de chino/ japonés

5. ¿Sientes que hay una relación entre lo que aprendes en tu clase de inglés y tu vida?

✓ Si, como mi mamá me habla en inglés, le entiendo y le puedo responder

6. ¿Consideras que aprender inglés te ofrece más oportunidades en tu vida? (Trabajo, estudio, viajes, etc.) Si  No  ¿Por qué?

✓ Depende del trabajo o del lugar, si viajas fuera de Latam te sirve, y si trabajas en un call center tmb

7. ¿Consideras que es importante incluir tus intereses en el aprendizaje del inglés? (Música, deportes, películas, artes, etc.) Si  No  ¿Por qué?

✓ Pues, supondría q para q me interese mas q mas es el ingles


8. ¿Consideras importante relacionar tus experiencias personales con el aprendizaje de inglés? Si  No  ¿Por qué?

✓ Pues, pq hablo con la mayoría de mi familia (los q saben ingles) en ingles

9. ¿Consideras que la formación que has recibido en el colegio te ha servido para el fortalecimiento de las habilidades comunicativas en inglés? Si  No  ¿Por qué?

✓ En mejorado en la mayoría de cosas, llevo 7 años practicando ingles

10. En la escala del 1 al 10 donde 1 es muy poco y 10 es mucho. ¿Crees que es importante incluir factores del contexto en el aprendizaje del inglés? (Tu entorno familiar, social y educativo)

✓ 10 



UNIVERSIDAD PEDAGÓGICA  
NACIONAL

## Encuesta de desempeño en Inglés

Nombre completo: Isabel Sofía Marroy Parra Fecha: 08/09/23

1. ¿Cómo calificarías tu nivel de inglés? (Alto, medio o bajo) ¿Por qué?

Medio porque, hay veces que se me olvidan palabras pero, hay veces que se me olvidan cuando escucho música en inglés hay palabras que entiendo y las voy traduciendo.

2. ¿Qué crees que dificulta tu progreso en el aprendizaje de la lengua?

Escribir por que hay veces que se me olvida escribir un is o she y a veces toda la palabra.

3. ¿En qué situaciones consideras que es útil el inglés? (Estudio, viajes, vida social, etc.).

En los viajes y el estudio ya que los viajes sirve para comunicarte en otro país y el estudio para las carreras.

4. ¿Practicas inglés en otro momento diferente a la clase de inglés?

Si  No  ¿Por qué?

La verdad no esto se oír, hay veces que lo practico pero muy poco, antes estudiaba todos los días en Open English, y este año lo estudio hay pero no estoy pagado.

5. ¿Sientes que hay una relación entre lo que aprendes en tu clase de inglés y tu vida?

Si porque puedo ir traduciendo mi canción favorita ejm. 30 de JJKOOK hay palabras de inglés que entiendo y lo traduzco, y también vive que hacen mis canciones en inglés.

6. ¿Consideras que aprender inglés te ofrece más oportunidades en tu vida? (Trabajo, estudio, viajes, etc.) Si  No  ¿Por qué?

Porque el inglés es un idioma internacional ya que se puede hablar en muchos países, y de adulta me puede servir.

7. ¿Consideras que es importante incluir tus intereses en el aprendizaje del inglés? (Música, deportes, películas, artes, etc.) Si  No  ¿Por qué?

porque puedo entender mis canciones favoritas y ver series de K-drama en inglés.

8. ¿Consideras importante relacionar tus experiencias personales con el aprendizaje de inglés? Si  No  ¿Por qué?

por la música, y yo recuerdo que mi definitiva de inglés era; 13, 26, y la más alta fue 32, pero este año es 45, 4, 42 me pare mucho.

9. ¿Consideras que la formación que has recibido en el colegio te ha servido para el fortalecimiento de las habilidades comunicativas en inglés? Si  No  ¿Por qué?

hay veces que pronuncio muy bien inglés ejm, una presentación.

10. En la escala del 1 al 10 donde 1 es muy poco y 10 es mucho. ¿Crees que es importante incluir factores del contexto en el aprendizaje del inglés? (Tu entorno familiar, social y educativo)

muy importante porque estoy hablando de las personas que quiero, ejm, familia y amigos, hace que le doy un 10

### Annex 5: English Performance Survey (Some answers)

PREGUNTA 1	¿Cómo calificarías tu nivel de inglés? (Alto, medio o bajo) ¿Por qué?			
ID RESPUESTA	ALTO	MEDIO	BAJO	RESPUESTA ABIERTA
604-1		X		"Entiendo una que otra palabra"
604-2		X		"Para mejorar mi escritura"
604-3	X			"He aprendido mucho"
604-4		X		"A veces no se lo que digo y me confundo"
604-5		X		"Ya que algunas palabras no las recuerdo"

PREGUNTA 2	¿Qué crees que dificulta tu progreso en el aprendizaje de la lengua?			
ID RESPUESTA	NO ENTIENDO O SE ME DIFICULTA	NO HAY OTROS ESPACIOS	ME DISTRAIGO	RESPUESTA ABIERTA
604-6	X			"El habla porque a veces se dificulta hablar ya que no me acuerdo muy bien de algunas palabras"
604-7	X			"Yo creo que más que todo la pronunciación"
604-8	X			"Cuando tengo que escribir algunas palabras"
604-9		X		"No tengo mucho tiempo fuera de la clase para practicar inglés"
604-10	X		X	"A veces no me concentro y no entiendo las cosas que dice la profe"

PREGUNTA 3	¿En qué situaciones consideras que es útil el inglés? (Estudio, viajes, vida social, etc.).			
ID RESPUESTA	ESTUDIO	VIAJES	VIDA SOCIAL	RESPUESTA ABIERTA
604-10	X	X		"Es útil cuando hay estudios, escuchando música, para los viajes"
604-11	X	X		"En el estudio y en los viajes"
604-12	X	X		"Creo que es útil en viajes ya que puedes ir a cualquier país que hable inglés y podrías entender y siento que también es útil en estudio y vida porque en estudio hay muchas maneras"
604-13	X			"En el país de Estados Unidos, ya por otro lado también en películas o también en música la verdad es que uno aprenderse la música en inglés es muy complicado."
604-14		X		"Para mí las situaciones más importantes son los viajes y el estudio o por si me voy a otro país en la mayoría hablan inglés"

PREGUNTA 4			
¿Practicas inglés en otro momento diferente a la clase de inglés? ¿Por qué?			
ID RESPUESTA	SI	NO	RESPUESTA ABIERTA
604-15		X	"La verdad no estoy segura, hay veces que practico pero muy poco, antes estudiaba todos los días en Open English y este año no lo estude porque no hemos pagado"
604-16	X		"En Duolingo y antes en mi universidad"
604-17	X		"Porque quiero hablar inglés fluido para irme a vivir a Miami a estar cómoda"
604-18	X		"Utilizo Duolingo para practicar inglés y si me ha servido mucho para aprender como pronunciar las palabras y saber como se escriben"
604-19		X	"Porque necesito mas interés y lo estoy logrando poco a poco"
<b>TOTAL</b>	<b>12</b>	<b>7</b>	Duolingo, cursos fuera del colegio, con familiares o amigos.

PREGUNTA 5			
¿Sientes que hay una relación entre lo que aprendes en tu clase de inglés y tu vida?			
ID RESPUESTA	SI	NO	RESPUESTA ABIERTA
604-1	X		"Me sirve para poder entender sobre ese idioma"
604-2	X		"Para entender las canciones de mi artista favorito"
604-3	X		"Ya que nos sirve para todo"
604-4	X		"Porque entiendo cuando mi prima me habla en inglés"
604-5	X		"Como mi mamá me hable en inglés le entiendo y le puedo responder"

PREGUNTA 6			
¿Consideras que aprender inglés te ofrece más oportunidades en tu vida? (Trabajo, estudio, viajes, etc.) Si ____ No ____ ¿Por qué?			
ID RESPUESTA	SI	NO	RESPUESTA ABIERTA
604-6	X		"Porque yo quiero viajar por todo el mundo, quiero además ser poliglota y trabajar fuera del país"
604-7	X		"Porque el inglés es un idioma que la mayoría de personas sabe y eso puede traer nuevas oportunidades"
604-8	X		"Porque hay algunos trabajos que tiene que saber inglés"
604-9	X		"Porque en un futuro quiero trabajar como azafata"
604-10	X		"Nos ofrece muchas oportunidades quizás no ahora pero mas adelante si por ejemplo en las universidades, en los trabajos, en otro país o a veces aquí en Bogotá."

PREGUNTA 7	¿Consideras que es importante incluir tus intereses en el aprendizaje del inglés? (Música, deportes, películas, artes, etc.) Si ___ No ___ ¿Por qué?		
ID RESPUESTA	SI	NO	RESPUESTA ABIERTA
604-11	X		"Si por ejemplo estoy viendo una película en inglés entendería más fácil e igualmente pasaría con una canción"
604-12	X		"Me gustaría que pusieran música y la podamos traducir y poder entender un poco sobre esa canción"
604-13	X		"Me gustaría que el aula ponga como más música de inglés de más seguido la verdad es muy chevere lo que pone la profe Camila como la profe Nancy muy lindo todo"
604-14	X		"Porque nos fluye mucho más el inglés y la clase no se vuelve aburrida"
604-15	X		"Porque puedo entender mis canciones favoritas y ver series de K-drama en inglés"

PREGUNTA 8	¿Consideras importante relacionar tus experiencias personales con el aprendizaje de inglés? Si ___ No ___ ¿Por qué?		
ID RESPUESTA	SI	NO	RESPUESTA ABIERTA
604-15	X		"Por la música y yo recuerdo que mi definitiva en inglés era 1.3, 2.6 y la más alta fue 3,2, pero este año es 4,5, 4,42. Mejore mucho"
604-16	X		"Tengo un tío en Estados Unidos y cuando hablamos por chat solo hablamos en inglés todo el día y mi tía estudio lenguas modernas y me ayuda a corregir"
604-17		X	"Porque en mi casa si ninguno sabe inglés, no lo entenderían"
604-18	X		"Porque considero mi aprendizaje mejor y con más explicaciones"
604-19	X		"Puedo aprender diferentes aprendizajes y pronunciaciões"
<b>TOTAL</b>	<b>17</b>	<b>2</b>	<b>Para hablar con familiares, entender otras experiencias, utilizar lo personal en el aprendizaje.</b>

PREGUNTA 9	¿Consideras que la formación que has recibido en el colegio te ha servido para el fortalecimiento de las habilidades comunicativas en inglés? Si ___ No ___ ¿Por qué?		
ID RESPUESTA	SI	NO	RESPUESTA ABIERTA
604-1	X		"Me ha servido porque he aprendido lo básico"
604-2	X		"Ya entiendo más cosas y tan bien a pronunciar más cosas"
604-3	X		"Las profesoras nos enseñan mucho"
604-4	X		"A veces me comunico con una prima en inglés y me gusta mucho"
604-5	X		"He mejorado en la mayoría de cosas, llevo siete años practicando inglés"
604-6	X		"Porque a mí se me dificulta escribir y hablar y el colegio de ha ayudado mucho"

PREGUNTA 10	En la escala del 1 al 10 donde 1 es muy poco y 10 es mucho. ¿Crees que es importante incluir factores del contexto en el aprendizaje del inglés? (Tu entorno familiar, social y educativo)			
ID RESPUESTA	FAMILIAR	SOCIAL	EDUCATIVO	RESPUESTA ABIERTA
604-6	X	X	X	"9 porque me parece que el entorno familiar, social y educativo ayuda a aprender más"
604-7	X			"8.9 porque mi tia habla inglés y ella no me deja hablar mal o pronunciar mal alguna palabra"
604-8				"10"
604-9			X	"10 me parece importante porque es importante saber más cosas sobre el inglés"
604-10	X			"5 porque sii se puede incluir el contexto familiar o social pero no de una manera que lo digas absolutamente todo ya que puede ser"
604-11	X	X		"Si, del 1 al 10 creo que yo pondria un 8 ya que seria importante"

## Annex 6 - Field notes (Format)



Universidad Pedagógica Nacional  
Departamento de Lenguas  
Praxis Pedagógico-Investigativa: Implementación  
2023 - II

LESSON #				
Course:	Institution:	Date:	Time:	Intern's name: Senior's name:
Lesson topic				
Relevant recent work				
Expected Learning Outcomes	General: 1. Specific: 1.			
Research objectives	General: 1. Specific: 1.			

ACTIVITIES SUMMARY				
Activity	Lesson Stage	Research Objectives (RO) / Expected Learning Outcomes (ELO) Specific Objectives #	Skill(s) / Language Component	Time
1.				
2.				
3.				

ACTIVITIES DESCRIPTION				
Activity #	Interaction (Teacher-Students / Students-Students / Student)	Procedure	Specific Instruction / Prompt / Worksheet / Material / Link	Students' Production (Specify if it will be object of analysis)
Transition:				

LESSON ASSESSMENT	
What objectives could we meet? What worked well?	
What objectives could we not meet? What didn't work?	
How was my time management?	
What was the students' general response?	
How has this lesson contributed to my research?	
To sum up, what should I keep doing?	
To sum up, what can I work on?	

### Annex 7: Field notes completed (Example)



Universidad Pedagógica Nacional  
 Departamento de Lenguas  
 Praxis Pedagógico-Investigativa: Implementación  
 2023 - II

LESSON # 3				
<b>Course:</b> 604	<b>Institution:</b> Colegio La Merced	<b>Date:</b> September 21 <sup>st</sup> , 2023	<b>Time:</b> 09:30 am – 11:30 am	<b>Intern's name:</b> Maria Camila Castelblanco Prada <b>Senior's name:</b> Nancy Stella Monroy Abril
<b>Lesson topic</b>	<b>Descriptive paragraph</b>			
<b>Relevant recent work</b>	In the previous classes students learned about the structure of an informative paragraph, they practiced with some exercises and examples.			
<b>Expected Learning Outcomes</b>	<b>General:</b> <ol style="list-style-type: none"> <li>1. Comprehend the meaning and the parts of a descriptive paragraph.</li> </ol> <b>Specific:</b> <ol style="list-style-type: none"> <li>1. Recognize the meaning and use of the descriptive paragraph.</li> <li>2. Identify the use of descriptive adjectives in different examples.</li> <li>3. Learn how to write descriptively using sensory details.</li> <li>4. Create a descriptive paragraph about their favorite place.</li> </ol>			
<b>Research objectives</b>	<b>General:</b> <ol style="list-style-type: none"> <li>1. Realize the use of the descriptive writing to explain their favorite place.</li> </ol> <b>Specific:</b> <ol style="list-style-type: none"> <li>1. Identify the favorite place of students including the descriptions and the reason.</li> <li>2. Recognize the attitude of students talking about a thing is interesting for them.</li> </ol>			

ACTIVITIES SUMMARY				
Activity	Lesson Stage	Research Objectives (RO) / Expected Learning Outcomes (ELO) Specific Objectives #	Skill(s) / Language Component	Time
1. Ask for previous knowledge about a paragraph.	Warm up	ELO 1	Speaking – Writing	10 minutes
2. Explanation about the descriptive paragraph.	Presentation	ELO 1	Grammar	20 minutes
3. Step by step to make a descriptive writing	Presentation	ELO 2	Grammar	10 minutes
4. Video about the description of your hometown	Presentation	ELO 1	Listening	5 minutes
5. Use the descriptive language graphic organizer	Practice	ELO 3 / RO 2	Writing – Speaking	20 minutes
6. Write a descriptive paragraph about their favorite place	Practice	ELO 4 / RO 1	Writing	25 minutes

**ACTIVITIES DESCRIPTION**

Activity #	Interaction (Teacher-Students / Students-Students / Student)	Procedure	Specific Instruction / Prompt / Worksheet / Material / Link	Students' Production (Specify if it will be object of analysis)
1	Teacher – Students	The teacher asks students the previous knowledge they have about a paragraph. Students will provide some ideas and the teacher will write on the board to use it in the explanation of the topic.	“What do you know about a paragraph?”  “What parts do you think a paragraph has?”	
2	Teacher-Students / Students – Students	The teacher will ask students to write a small description of their houses. The teacher will show an example so students can consider it to write their own description. Then students will read the description to another classmate.	Presentation: <a href="https://view.genial.ly/650a8ab6d636130018e4a849/presentation-descriptive-paragraph">https://view.genial.ly/650a8ab6d636130018e4a849/presentation-descriptive-paragraph</a>	Students will write in their notebook a small description of their houses.
<b>Transition:</b>	“Perfect, so now we are going to learn more about what is a paragraph and how we can write one”			

Activity #	Interaction (Teacher-Students / Students-Students / Student)	Procedure	Specific Instruction / Prompt / Worksheet / Material / Link	Students' Production (Specify if it will be object of analysis)
1	Teacher-Students	The teacher will explain students the definition of a paragraph, including the parts and some tips to write a paragraph. The teacher will ask students if they have any questions before continuing with the exercise.	Presentation: <a href="https://view.genial.ly/650a8ab6d636130018e4a849/presentation-descriptive-paragraph">https://view.genial.ly/650a8ab6d636130018e4a849/presentation-descriptive-paragraph</a>	
2	Students – Students	The teacher will play a video about a description of the hometown, students need to write the main ideas or descriptive words of the video. While the video is on the teacher will explain some of the words use on the video. Then some students will read the ideas they write.	Video: <a href="https://www.youtube.com/watch?v=3_spakJ4CyA">https://www.youtube.com/watch?v=3_spakJ4CyA</a>	Students will write the main ideas or words from the video.
<b>Transition:</b>	“Now that we already know how to make a paragraph and we see some examples. We are going to describe a place”			

Activity #	Interaction (Teacher-Students / Students-Students / Student)	Procedure	Specific Instruction / Prompt / Worksheet / Material / Link	Students' Production (Specify if it will be object of analysis)
1	Teacher – Students / Students	The teacher will show students the descriptive language graphic organizer where they can write some words of the place they are going to describe in the next activity. The graphic is focused on the five senses which is a topic the students already know. Students will write the main ideas on the graphic.	Presentation: <a href="https://view.genial.ly/650a8ab6d636130018e4a849/presentation-descriptive-paragraph">https://view.genial.ly/650a8ab6d636130018e4a849/presentation-descriptive-paragraph</a>	Students will make a graphic with the five senses.
2	Students	Once students create the graphic they will write a description between 6 to 8 lines of their favorite place.	Presentation: <a href="https://view.genial.ly/650a8ab6d636130018e4a849/presentation-descriptive-paragraph">https://view.genial.ly/650a8ab6d636130018e4a849/presentation-descriptive-paragraph</a>	Students will write in a paper the description, then I will take the papers to check their answers.
<b>Conclusion:</b>		"Great job girls, you already know how to write a descriptive paragraph"		



LESSON ASSESSMENT	
<b>What objectives could we meet? What worked well?</b>	The main expected learning outcome objective was achieved since the first, second and third specific objectives were reached. The activities that worked well was the warm-up activity since the students like to comment some ideas about the paragraph, the example of the description of the house helped students to comprehend the parts in a paragraph. The video showed students an example of the description of a place which may help learners to follow the structure to describe their favorite place and the country they chose.
<b>What objectives could we not meet? What didn't work?</b>	The fourth expected learning outcome objective was not achieved due to the time in the session, students could not create the descriptive paragraph about their favorite place, it will be completed in the next session, students need to complete the descriptive language graphic organizer as homework for next class. The general and specific research objectives were not complete since they were focused on the creation of the paragraph. I consider the things that did not work properly was the presentation I made, since students wrote

	the ideas on their notebooks but maybe it was strenuous for them. I think it will be better to make more dynamic activities.
<b>How was my time management?</b>	In general terms the time management was properly controlled, especially in the first activities, however when I was showing the presentation I request the girls to write the description, tips and words used in a paragraph, however, it took longer than I thought. Therefore, the last activity was not complete.
<b>What was the students' general response?</b>	At the beginning of the class students were participating actively during the warm-up activity, then during the presentation of the topic most of the students were writing the description of the paragraph, however, some students were not paying attention. Also, in the video students paid attention and for the descriptive language graphic some students liked the idea.
<b>How has this lesson contributed to my research?</b>	In the class some activities were focused on students' context for example the second activity where students made a description of their houses, the main idea of this activity was to connect students' environment with the learning process. Also, in the last activity with the descriptive language graphic organizer students could write some ideas and words about their favorite place, therefore, they can remember some previous experiences and relate with their learning process.  In the development of the paragraph the students were focusing on providing complete information about their favorite place, some of the students asked for specific adjectives such as lovely, spacious, illuminated and so on. Each student decided which information to put and the order they want to have in their text.
<b>To sum up, what should I keep doing?</b>	I consider that the brainstorming at the beginning of the session worked since students like to share their ideas about different topics, as well it is a good activity to recognize the previous knowledge. In addition, the use of videos and images were interesting for students and the graphic organizer helped students to clarify and specify their ideas.
<b>To sum up, what can I work on?</b>	I consider it is important to work in the time management for all the activities since sometimes it took more time that the established in the lesson plan, also the presentation had too much text for students, therefore it was complicated for them or maybe exhausting.

Annex 8: Students' artifacts (Career Carrousel - Format)

\*\*\*\*\*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

 **CAREER CAROUSEL** 

Name	Profession	Objective	Emphasis	Vocabulary

Write one sentence for each girl using be going to:


- \_\_\_\_\_.
- \_\_\_\_\_.
- \_\_\_\_\_.
- \_\_\_\_\_.
- \_\_\_\_\_.

\*\*\*\*\*


See Annex 9: Students' artifacts (Career Carrousel - Examples)

30

Name: Lina Paola Cardo Bonilla Date: 17/09/24



## CAREER CAROUSEL



Name	Profession	Objective	Emphasis	Vocabulary	
Lina	Criminologist	Investigator to collect information like the truth	?	?	X
Sofia	Chef	am going to teach people how to cook healthly	?	?	X
Salome	fashion designer	I am going to be a custom designer because I want to create the best	?	?	X
Silvia	doctor	I am going to be a doctor to take care of all diseases children	?	?	X
Mariana	Psychologist	help students academically, socially, and emotionally	?	?	X

Write one sentence for each girl using be going to:

1. ?
2. ?
3. ?
4. ?
5. ?

A.A

Name: Luciana Pia Zuluaga

Date: 17-04-21



# CAREER CAROUSEL

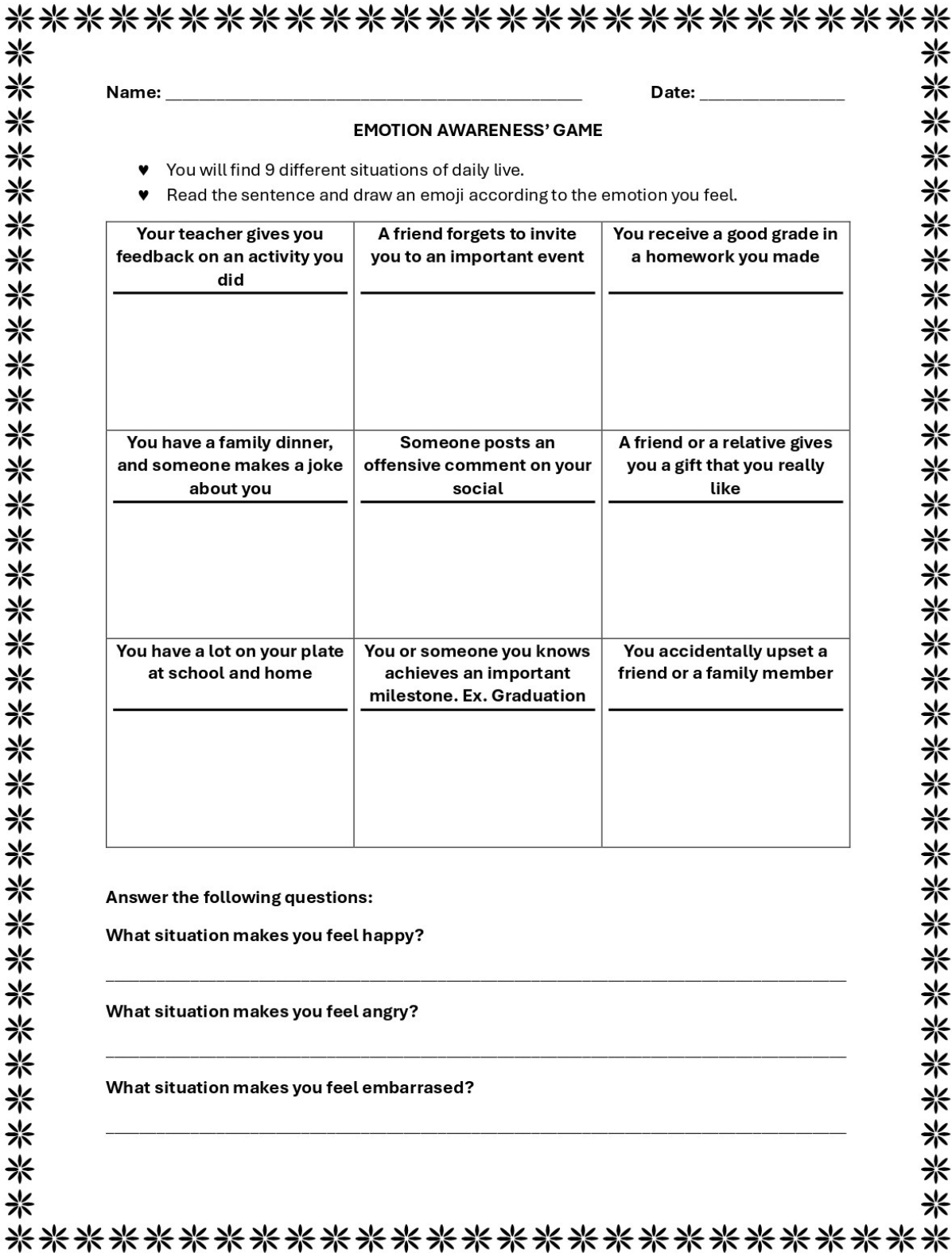


Name	Profession	Objective	Emphasis	Vocabulary
Lina	Criminologist	Discover the truth	I am going to learn about criminal <del>x</del>	behavior Collect
Sofia	Chef	I am going to teach people how to cook healthy food too	I am going to <del>be</del> <sup>be</sup> a chef	Desserts Healthy
Silvia	Doctor	Help my patients when they feel sick	Pediatrician to take care of and diagnose children	take care enjoy
Mariana	Psychologist	Listening to people's problems and help them	help students academically, socially and emotionally <del>x</del>	them
Solome	Fashion designer	Draw my ideas and express them through art	Customize designer	Characteristics designed

Write one sentence for each girl using be going to:

- Sofia is a going to be a chef ✓
- Lina is a going to be a Criminologist ✓
- Silvia is a going to be a Doctor ✓
- Mariana is a going to be a Psychologist ✓
- Solome is a going to be a fashion designer ✓

**Annex 10: Students' artifacts (Emotional awareness - Format)**



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**EMOTION AWARENESS' GAME**

- ♥ You will find 9 different situations of daily live.
- ♥ Read the sentence and draw an emoji according to the emotion you feel.

<b>Your teacher gives you feedback on an activity you did</b> <hr/>	<b>A friend forgets to invite you to an important event</b> <hr/>	<b>You receive a good grade in a homework you made</b> <hr/>
<b>You have a family dinner, and someone makes a joke about you</b> <hr/>	<b>Someone posts an offensive comment on your social</b> <hr/>	<b>A friend or a relative gives you a gift that you really like</b> <hr/>
<b>You have a lot on your plate at school and home</b> <hr/>	<b>You or someone you knows achieves an important milestone. Ex. Graduation</b> <hr/>	<b>You accidentally upset a friend or a family member</b> <hr/>

Answer the following questions:

What situation makes you feel happy?

\_\_\_\_\_

What situation makes you feel angry?

\_\_\_\_\_

What situation makes you feel embarrassed?

\_\_\_\_\_

Annex 11: Students' artifacts (Emotional awareness - Examples)

3.0

Name: Vioketta Tbagon Martinez

Date: Friday May 3<sup>rd</sup> 2024

EMOTION AWARENESS' GAME

- ▼ You will find 9 different situations of daily live.
- ▼ Read the sentence and draw an emoji according to the emotion you feel.

<p>Your teacher gives you feedback on an activity you did</p> <p>nervous</p>	<p>A friend forgets to invite you to an important event</p> <p>Sad</p>	<p>You receive a good grade in a homework you made</p> <p>Happy</p>
<p>You have a family dinner, and someone makes a joke about you</p> <p>Angry</p>	<p>Someone posts an offensive comment on your social</p> <p>Sad</p>	<p>A friend or a relative gives you a gift that you really like</p> <p>Happy</p>
<p>You have a lot on your plate at school and home</p> <p>Tired</p>	<p>You or someone you knows achieves an important milestone. Ex. Graduation</p> <p>Happy</p>	<p>You accidentally upset a friend or a family member</p> <p>Sad</p>

Answer the following questions:

What situation makes you feel happy?  
when I'm with family

What situation makes you feel angry?  
when someone lies

What situation makes you feel embarrassed?  
when I fall in public










S.U.  
704

Name: Sara Rivera

Date: 05/05/24

EMOTION AWARENESS' GAME

- ▼ You will find 9 different situations of daily live.
- ▼ Read the sentence and draw an emoji according to the emotion you feel.

Your teacher gives you feedback on an activity you did sad ✓ 	A friend forgets to invite you to an important event confused ✓ 	You receive a good grade in a homework you made Happy ✓ 
You have a family dinner, and someone makes a joke about you surprised ✓ 	Someone posts an offensive comment on your social worried ✓ 	A friend or a relative gives you a gift that you really like shy ✓ 
You have a lot on your plate at school and home stressed ✓ 	You or someone you know achieves an important milestone. Ex. Graduation proud ✓ 	You accidentally upset a friend or a family member angry ✓ 

Answer the following questions:

What situation makes you feel happy?

be with my family together ✓

What situation makes you feel angry?

Don't pay attention to me and hurt my little cousins ✓

What situation makes you feel embarrassed?

say something strange and everyone stays silent ✓

## Annex 12: Consent form

 UNIVERSIDAD PEDAGÓGICA NACIONAL INSTITUCIÓN EDUCATIVA	<b>FORMATO</b>		
	<b>AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES Y DE MENORES DE EDAD</b> Resolución 767 de 18 de junio 2018		
FOR009GSI	Fecha de Aprobación: 18-06-2018	Versión: 01	Página 2 de 2

### AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES DE MENORES DE EDAD

Ciudad y fecha: \_\_\_\_\_  
Yo, \_\_\_\_\_, identificado con C.C.  C.E.  No. \_\_\_\_\_ expedida en \_\_\_\_\_, representante legal del menor \_\_\_\_\_, identificado con T.I.  NUJIP  No. \_\_\_\_\_

declaro que he sido informado por **LA UNIVERSIDAD PEDAGÓGICA NACIONAL** (en adelante la **UPN**), identificada con NIT. 899.999.124-4, con domicilio en la ciudad de Bogotá y sede principal en la calle 72 No. 11 – 86 de Bogotá, que, de conformidad con los procedimientos establecidos en la Ley 1581 de 2012, Decreto Reglamentario 1377 de 2013 y el *Manual de política interna y procedimientos para el tratamiento y protección de datos personales de la Universidad*, disponible en la página web [www.pedagogica.edu.co](http://www.pedagogica.edu.co), actuará como Responsable del tratamiento de mis datos personales<sup>1</sup>, necesarios para el cumplimiento de la misión de la **UPN**, obtenidos a través de canales y dependencias institucionales y que podrá recolectar, almacenar, usar, actualizar, transmitir, transferir y poner en circulación o suprimirlos, mediante el uso de las medidas necesarias para otorgar seguridad a los registros, evitando su adulteración, pérdida, consulta, uso o acceso no autorizado o fraudulento incluso por terceros.

Que tratándose de datos sensibles<sup>2</sup> y de menores de edad no está obligado a autorizar su tratamiento, salvo las excepciones consagradas en la ley o que medie su consentimiento expreso. Que es de carácter facultativo responder a las preguntas que traten de datos sensibles o menores de edad.

Como representante legal del menor, debo velar por los derechos consagrados en la Constitución y la Ley sobre sus datos, especialmente el derecho a conocer, actualizar, rectificar y suprimir información personal, así como el derecho a revocar el consentimiento otorgado para el tratamiento de datos personales del menor, en los casos en que sea procedente. Las inquietudes o solicitudes relacionadas con el tratamiento dichos datos, pueden ser tramitadas a través del e-mail: [quejasyreclamos@pedagogica.edu.co](mailto:quejasyreclamos@pedagogica.edu.co)

La Universidad garantiza la confidencialidad, libertad, seguridad, veracidad, transparencia, acceso y circulación restringida de los datos y se reserva el derecho de modificar su Política de Tratamiento de datos personales en cualquier momento. Cualquier cambio será informado y publicado oportunamente en la página web.

Teniendo en cuenta lo anterior, autorizo de manera voluntaria, previa, explícita, informada e inequívoca a la **UPN** para tratar los datos personales del menor que represento, de acuerdo con el *Manual de política interna y procedimientos para el tratamiento y protección de datos personales de la Universidad* y para los fines relacionados con su Misión.

Leído lo anterior, manifiesto que la información para el Tratamiento de los datos personales del menor de edad que represento, ha sido suministrada de forma voluntaria y es veraz, completa, exacta, actualizada, comprobable y comprensible.

#### FIRMA


Nombre: \_\_\_\_\_

Identificación: \_\_\_\_\_

<sup>1</sup> La UPN garantiza la confidencialidad, libertad, seguridad, veracidad, transparencia, acceso y circulación restringida de mis datos y se reserva el derecho de modificar su Política de Tratamiento de datos personales en cualquier momento. Cualquier cambio será informado y publicado oportunamente en la página web.


<sup>2</sup> Son **datos sensibles** aquellos que afectan la intimidad del Titular o cuyo uso indebido puede generar su discriminación, tales como aquellos que revelen el origen racial o étnico, la orientación política, las convicciones religiosas o filosóficas, la pertenencia a sindicatos, organizaciones sociales, de derechos humanos o que promueva intereses de cualquier partido político o que garanticen los derechos y garantías de partidos políticos de oposición, así como los datos relativos a la salud, a la vida sexual, y los datos biométricos (Art. 5° Ley 1581 de 2012, art. 3° Decreto 1377 de 2013).


## Annex 13: Exit Questionnaire (Format)



### Cuestionario de salida

Por favor, responde las siguientes preguntas

macamilacp@gmail.com [Cambiar de cuenta](#) 

 No compartido

\* Indica que la pregunta es obligatoria

**Nombre completo \***

Tu respuesta \_\_\_\_\_

**1. ¿Consideras que las actividades realizadas incluyeron tu entorno social, familiar y cultural? ¿Por qué? \***

Tu respuesta \_\_\_\_\_

**2. ¿Sientes que las tareas realizadas en clase hicieron uso de tus conocimientos previos? \***

**Si tu respuesta fue sí, ¿Cómo piensas que estos conocimientos fueron útiles/propulsaron tu aprendizaje?**

Tu respuesta \_\_\_\_\_

**3. ¿Crees que se incluyó tu conocimiento actual en las actividades que se realizaron? ¿Por qué? \***

Tu respuesta

---

**4. A lo largo del proceso realizado ¿Consideras que se incluyeron tus gustos personales (Música, series, deportes, etc.) en las clases realizadas? \***

Tu respuesta

---

**5. ¿Sientes que entre lo que aprendiste en clase de inglés, adquiriste la capacidad de hablar de tus aspiraciones o deseos futuros? \***

Tu respuesta

---

**6. ¿Sientes que el hecho de incluir tus intereses en las clases realizadas genera una mayor motivación por aprender inglés? \***

**Si tu respuesta fue sí, ¿Cómo piensas que estos conocimientos fueron útiles/propulsaron tu aprendizaje?**

Tu respuesta

---

**7. ¿Cuál consideras que fue la mayor dificultad al realizar las actividades en clase? \***

Tu respuesta

---

**8. ¿Consideras que las actividades realizadas te ayudaron a mejorar tu nivel de inglés en speaking, listening, writing and listening? \***

**Si tu respuesta es sí. ¿De qué manera mejoraste?**

Tu respuesta

---

**9. ¿En qué aspectos consideras que las actividades realizadas ayudaron al aprendizaje del inglés? ¿Por qué? \***

Tu respuesta

---

**10. ¿Sientes que hay una relación entre lo que aprendiste (Lengua inglesa y elementos sociales) y tu vida cotidiana? ¿Por qué? \***

Tu respuesta

---

**Comentarios adicionales: \***

Tu respuesta

---

**Enviar**

Borrar formulario

## Annex 14 - Exit questionnaire (Answers)

Date & Time	Reference	1. ¿Consideras que las actividades realizadas incluyeron tu entorno social, familiar y cultural? ¿Por qué?	2. ¿Sientes que las tareas realizadas en clase hicieron uso de tus conocimientos previos? Si tu respuesta fue sí, ¿Cómo piensas que estos conocimientos fueron útiles/propulsaron tu aprendizaje?
7/29/2024 20:34:15	Student 1	yo pienso que social y culturalmente ya que me ayudo mucho mas a entender el ingles .	las tareas me parecieron muy útiles para mi aprendizaje ya que podía repasar mas de los temas vistos
7/30/2024 16:38:13	Student 2	Si en parte porque eran como relacionadas con la familia y cultura	La verdad no entiendo mucho pero si pude aprender un poco
7/30/2024 16:49:36	Student 3	Si, ya que vimos ejemplos con diversos personajes referente al tema	Si, porque reforzamos y comprendimos más los temas
7/30/2024 19:14:06	Student 4	Si porque en varias actividades hablan de mi entorno social y daban varios ejemplos con esos temas	Si porque refuerzan lo aprendido en cada clase
7/30/2024 20:07:12	Student 5	Si. Porque fueron actividades que me permitieron afianzar mis conocimientos	Si. Porque los conocimientos previos me permitieron avanzar en el proceso de aprendizaje.
7/31/2024 17:23:45	Student 6	Si, en general las actividades realizadas tenían que ver con temas que conocemos, temas que tenían que ver con nuestra familia, amigos, o también cosas relacionadas a juegos de otras culturas o musica	Si, al tener actividades divertidas y con temas que están de moda, logre aprender y entender más los temas de los que hablaban
7/31/2024 17:32:35	Student 7	Si porque gracias a ellas pudimos aprender más sobre estos temas	Si, me motivaron en el sentido de que eran dinámicas y pues así pude aprender mejor
7/31/2024 18:07:44	Student 8	Si, pq mi familia esta pendiente de las actividades que realizo	si, pq conozco nuevas palabras que son importantes para mi futuro
7/31/2024 18:32:48	Student 9	Si, porque hubo varias actividades donde se presentó trabajo colaborativo con mis compañeras y mis padres.	Si, por ejemplo ya habíamos trabajado los verbos, present continuous, present simple, y futuro simple, que me permitieron crear frases más elaboradas y con sentido.
7/31/2024 18:40:50	Student 10	Si porque me hizo ver mi entorno más agradable además aprendí muchas cosas que me ayudaron con mis cosas.	Si, fueron útiles ya que me ayudaron a profundizar mucho más mi inglés
7/31/2024 20:58:40	Student 11	Si, porque nos ayudaban sobre la cultura con juegos ya familiares y había muchos trabajos en grupo	Si, fueron útiles en algunas actividades en clase ya que no tengo mucho conocimiento en inglés pero lo que vimos me ayudo a reforzar lo que ya sabia
8/1/2024 18:11:38	Student 12	Puede entender muchas cosas en inglés como en sepañol, aparte de eso teníamos a una profe genial.	Fueron muy útiles ya que las tareas eran con actividades que nos gustaban a nosotras
8/1/2024 19:12:26	Student 13	si porque dentro de algunas actividades veíamos cosas tan normales en español y ver mas afondo esos temas	siento que todas las actividades realizadas usaron todos mis conocimientos
8/2/2024 20:20:00	Student 14	Las actividades realizadas además de ser muy recreativas y interactivas nos permitieron participar en diversas ocasiones en equipo además se hablaron de temas de nuestra sociedad actual de nuestras	La magnitud de actividades y trabajos que realizamos en clase con la profe Camila fueron muy divertidos Además de que solían tener muchas imágenes lo cual facilitaba el aprendizaje y cuando no entendíamos algo
8/7/2024 12:45:01	Student 15	si por que pude socializar mas con mis compañeras	me ayuda a aprender las emociones los juegos est
<b>The most important information</b>		Students considered their social, familiar and cultural reality were included during the classes since they mentioned some of the activities talked about specific topics from their contexts which help them to include information from their daily life. Also, some students mentioned they could share information with their classmates and the teacher.	The students considered their previous knowledge were included in the process since they could use it to reinforce and support the new knowledge. Also, the students mentioned the use of different resources such as videos, images and so on that help them to comprehend better the topics. In addition, some students consider they reinforce their knowledge through the activities done in class.

3. ¿Crees que se incluyó tu conocimiento actual en las actividades que se realizaron? ¿Por qué?	4. A lo largo del proceso realizado ¿Consideras que se incluyeron tus gustos personales (Música, series, deportes, etc.) en las clases realizadas?	5. ¿Sientes que entre lo que aprendiste en clase de inglés, adquiriste la capacidad de hablar de tus aspiraciones o deseos futuros?
si ya que puedo recordar mas sobre lo que había aprendido	si me encanto que en las clases no decía que realizáramos cosas con nuestros gustos	si ya que aprendí como se decía lo que quería ser en mi futuro
Si porque se aprendían varias cosas de la actualidad	Si varios gustos en especial los musicales de mi parte	No tanto
No exactamente	Si, utilizamos nuestros gustos personales	Si, ya logro entender o hablar sobre mi futuro
Si porque siempre esas actividades fueron para reforzar mis conocimientos actuales	Si porque varios temas que nos daban en la clase fueron con deportes y a cada una le preguntaban cuál era nuestro deporte favorito o música	No tanto pero si me puedo defender con lo aprendido en clase
Si. Porque realiza vamos los videos y guías de la clase	Si. Las clases fueron muy divertidas y lo entusiasma a tener la clase. Siempre involucra nuestros gustos	Si. Aunque debo seguir aumentando mi vocabulario
Si, todo tenía que ver con cosas actuales, probablemente la mayoría de cosas yo las conocía y era más divertido	Si	Si
Si, la Teacher camila se casó en nuestros avances f	Si, inclusive pudimos hablar sobre ellos y varias concedíamos en los mismo	Si
si pq creo q es bueno en el futuro ya que al país que quiero ir la mayoría de personas hablan en ingles y es algo muy primordial para mi futuro	si pq son temas casi de mi interés	si
Si, no solo en términos de conocimientos de inglés si no respecto a diversas cosas de mi vida personal, cotidiana, y familiar.	Si, ya que en varias oportunidades pudimos hablar sobre nuestros gustos.	Si, porque en varias actividades escribí sobre mi proyecto de vida.
Sí porque a veces me hacían escribir cosas que ya había visto algunas veces, profundizando esas palabras o frases	Sí porque la teacher nos hacía actividades divertidas sobre nuestros gustos y eso hacía divertido las clases ya que podíamos expresarnos por medio de cosas que nos gustaban	Si
Si, porque vimos algunos verbos, y tiempos de lo cual ya tenía un poco de conocimiento	No mucho	Un poco
Porque después de que se fue camilla todo lo que nos enseñó nos ayudo mucho con las clases sin ella	Todos mis gustos si encluyeron, y también el de las demás, camil hacia actividades con los gustos de cada una juntos, y también divertido y aprendiendo	Claro que si ya que me ayudo a mentalizarme de aprender inglés mucho mejor
si creo que por cada enseñanza de los maestros	en lo posible si dado que so temas que se pueden tratar para entender demasiadas cosas	siento que no total mente no pero si ayudo a avanzar mucho en ese proceso
Si Además de ese conocimiento que ya tenía que no era mucho, la profe Camila nos profundizó mucho más en los temas que ya teníamos algo de conocimiento y en otros temas totalmente diferentes	Sí muchas de las actividades incluyeron hablar sobre mí sobre mis gustos y cómo soy yo	No entiendo muy bien esa pregunta pero creo que nada sobre mis aspiraciones o deseos a futuro en inglés Pero en realidad no siento haber avanzado mucho en ese tema ya que siempre he tenido pánico escénico Tengo miedo que la gente me critique Aunque siento
si	si	maso menos
The students considered the topics seen in class included their current knowledge will help them to comprehend better the new topics. Also, they could relate their previous knowledge with the new information presented in the class.	Most of the students considered their personal preferences were included in the classes which help them to comprehend some of the topics seen in class. Also, they could talk about their personal preferences in the classes, sharing the information with their classmates and realizing some of them have the same interests.	Some students considered their future and aspirations were included in the classes, however, they considered it is important to reinforce this topic more. Some of the students mentioned they did not consider this topic was seen deeply in the classes.

6. ¿Sientes que el hecho de incluir tus intereses en las clases realizadas genera una mayor motivación por aprender inglés? Si tu respuesta fue sí, ¿Cómo piensas que estos conocimientos fueron útiles/propulsaron tu	7. ¿Cuál consideras que fue la mayor dificultad al realizar las actividades en clase?	8. ¿Consideras que las actividades realizadas te ayudaron a mejorar tu nivel de inglés en speaking, listening, writing and listening? Si tu respuesta es sí. ¿De qué manera mejoraste?
si ya que uno mismo se puede interesar mas en el ingles con sus cosas favoritas	el escribir	si ya que ahora se identificar mas frases , palabras , sonido etc.
Si pero aveces se me hace muy difícil el ingles	Entender lo que decían los textos	Si mas o menos porque si me ayudo mucho a poder escuchar mas activamente
Si, ya que yo intentaba entender de manera profunda los temas	Ninguna desde mi parecer en la manera en la que se explico todo lo entendí	Si, ya podría mantener una conversación estable
Si, porque nos daba mas interés por saber y aprender sobre esos temas	No saber el significado de algunas palabras	Mejore en la pronunciación y en conocer algunas nuevas palabras y Hací subir mi nivel
Si. Porque al incluir nuestro interés nos motivamos más para aprender, ejemplo nuestro tipo de música y lo que nos gusta leer	El vocabulario porque a veces no entendía lo que estaban pronunciando.	Si. En el término oral aumente mi vocabulario
Si, normalmente hacer cosas relacionadas con lo que me gusta, me apasionan más	No tuve ninguna dificultad en clases	Aprendí a escribir frases que antes escribía mal
Si, pudimos utilizar bien el material de apoyo	A la hora de hacer comprensión de lectura	Si, me base en la clase y en dulingl
si pq aprendí a pronunciar	escribir pero cuando dictan	practicando,también pq escucho musica de otro continente y se algunas palabras
Si, porque realizar las actividades se vuelve más fácil y divertido y hace que estas sean interesantes.	La pronunciación.	Si, ya que pronunció mejor las palabras en inglés, les doy sentido y entiendo lo que escucho en inglés.
Si porque me podía inspirar en las cosas que me interesaban para poder hacer algunos trabajos o actividades	La verdad siento que las actividades eran fáciles pero que al igual me enseñaban mucho así que no hubo muchas dificultades	Si, me ayudaron a mejorar mi pronunciación
Las clases que incluyeron un pequeño gusto, fueron útiles para concentrarse más y disfrutar	El trabajar en grupo y los bailes eran difíciles, el baile porque no soy muy buena y el trabajo en grupo porque no convivio demasiado	Si, mejore con mi vocabulario y aprendí nuevos significados
Lo propulsaron porque le ponía más atención a clase, entonces no me parecía aburrida la clase	Ninguna, todas eran muy fáciles	Mejore en la pronunciación, la traducción y la escritura.
Si siento que genera algún interés siento que fue útil para motivarnos y así tener mas claro el tema	considero que lo mas complicado es el escribir textos	si dado que para todos estos temas tengo mucha mas claridad frente a muchos mas temas
Si ya que hablar de un tema que nos gusta nos motiva y nos da más ganas aprender inglés, ya que es algo que nos interesa Y lo que queremos poner más empeño porque nos importa	No siento que haya dificultad en mi opinión las actividades fueron muy entendibles	Si La profe Camila explicar muy bien y los trabajos que ponían la mayoría eran en equipo. Ahora cuando la profesora Nancy habla o otra persona me habla en inglés comprando más o menos lo que
creo que si por que al aprender cosas que me gustaban voy entendiendo mejor	la traducción	cuando explicamos los juegos que cada una nos tocan van
The students considered their interests where included in the classes, also, they commented that this caught their attention and in some situations it motivated them to participate in the class and acquire new knowledge.	The students mentioned some of the most common learning difficulties are related with the writing, reading and the comprehension of the vocabulary. Some students considered they did not have too much difficulties during the classes.	The students considered the activities done in the classes helped them to connect their knowledge with the English learning process. According to their comments they could improve in some of the skills through the activities done.

9. ¿En qué aspectos consideras que las actividades realizadas ayudaron al aprendizaje del inglés? ¿Por qué?	10. ¿Sientes que hay una relación entre lo que aprendiste (Lengua inglesa y elementos sociales) y tu vida cotidiana? ¿Por qué?	Comentarios adicionales:
en saber como se usaban las palabras y en que tiempos	si ya que uno puede tener un buen uso en mi participacion	Que me encantaron las clases y ame que fueran haci de creativas
Pues porque se encontraban nuevas palabras y se practicaba mucho	Pues no mucho porque casi no utilizo el inglés en mi vida cotidiana	No tengo comentarios adicionales
En todas ya que mediante juegos u otras actividades reforzamos el ingles	No, exactamente ya que no vimos mucho sobre el tema social	Gracias por el esfuerzo de enseñarnos inglés
Cuando metian temas de interés para mí y también cuando eran productivas porque haci me daban más ganas de aprender inglés	Si porque al aprender una nueva lengua puedo incluir mi vida cotidiana y así establecer una conversación estable	Las clases de inglés son muy chéveres ya que aprendemos y nos divertimos mientras aprendemos nuevo idioma
Los videos vistos en clase y las diferentes actividades	Si. Porque todo lo que se aprende se puede aplicar en la vida cotidiana para aumentar continuamente el vocabulario	Que siempre allá una practicante que nos apoye en las clases. Y en los reforzos que nos puedan brindar
La forma en la que tan explicadas las actividades hacia que fueran más entendibles a mi parecer	Si, con mi mamá a veces hablamos inglés, o al ver series o películas, también al reforzar clases o hablar por internet, puedo entender y hablar casi a la perfección con los demás	Las clases fueron muy divertidas, lo único difícil fue el ultimo dia al tenernos que despedir de la profe camila
Speak - Listening Esto fue a nivel del curso	Si, porque pude aprender a entender mas sobre esta sociedad y como utilizarlo en mi vida cotidiana	Gracias por todo
la capacidad de la profesora así que entienda mejor	si pq me gusta ver cosas en ingles como kdrmas o escuchar kpop casi la mayoría hablan en ingles hice me facilita algunas veces	me gusta la clase
Porque fueron dinámicas, interesantes, creativas y muy acordes a los intereses de los estudiantes.	Si, ya que en un futuro me pueden ayudar para comunicarme con otras personas que no hablan mi lengua.	Gracias profesora por su paciencia y amabilidad.
En que ya puedo tener una conversación con alguien más porque antes no lo sabía hacer	Si porque me pueden ayudar con muchas situaciones cotidianas que suelen suceder	La clase de inglés me parece muy divertida ya que podemos inspirar en nosotras mismas como en nuestras profesoras y compañeras.
Ayudaron al ser más entretenidas, y cuando teníamos una duda nos respondía con claridad y muy amablemente	Un poco, porque las actividades en grupos en inglés aveces eran cosas básicas de la vida diaria	Me divertí mucho en las clases
Porque eran interactivas y divertidas	Si la hay porque entendía mucho lo que me ponían en clase y mis canciones tv	Camila fue muy buena profesora, y siempre lo sera, nos hizo muy felices a todas y también lo ara con sus futuros estudiaste, ojalá no se hubiera ido, pero es parte de su vida todo esto y también ahora tiene una experiencia con niños discapacitados, no metras jaja
considero que ayudaron en el aspecto de aprender las cosas jugando	si ya que en esta lengua se dicen o la usamos para cosas comunes y eso nos permite usarlo día a día	no tengo ninguno
Como ya había mencionado antes las actividades fueron muy recreativas tuvieron muchas imágenes lo cual ayudaba al aprendizaje y su propósito era claro y directo	Siento que si, normalmente suelo Escuchar mucha música y leer muchos libros en mi casa además a mí me gusta Investigar sobre todo y algunas de las cosas que mencioné en ocasiones están en inglés o frases en inglés.	Camila no se si se reformulario va directamente a ti Pero si es así solo quiero decirte que sé que vas a hacer una gran persona en la vida que no importa los obstáculos que se atraviesen por tu camino tú vas a seguir adelante fuiste una gran maestra y en parte como una
por q me enseñó a hablar mas fluido y mejorar en la lectura	la verdad no, por que voy ir hablando ingles siempre	q gracias por todo lo q aprendimos
The students considered that the activities done in the classes helped them to comprehend better the vocabulary and speak fluently. Also, the students mentioned that since the activities were dynamic and interesting so they can understand and use the knowledge in different life situations.	The students considered there were relations between their prior and new knowledge with their daily life since they could comprehend better some music and texts in English. Also, some students mentioned that the activities helped them in some daily life situations.	

## Annex 15: Contextualized task and a Decontextualized task (Format)

- Contextualized task



Name: \_\_\_\_\_ Date: \_\_\_\_\_

 **Free time activities** 

**\*\* Pair work**

Classmate's name: \_\_\_\_\_

1. What do you do in your free time?  
\_\_\_\_\_
2. Which is your favorite free time activity?  
\_\_\_\_\_
3. What hobbies do you have?  
\_\_\_\_\_
4. Are there any hobbies you would like to try?  
\_\_\_\_\_
5. If you had more free time, what would you do with it?  
\_\_\_\_\_

 **Traditional games** 

**\*\*\*\* Group work**

Mention at least three Colombian traditional games:  
\_\_\_\_\_

Read the description you received and complete the form:

Name of the game: \_\_\_\_\_ Country: \_\_\_\_\_

Number of players: \_\_\_\_\_

Rules:  
\_\_\_\_\_  
\_\_\_\_\_

Materials:  
\_\_\_\_\_  
\_\_\_\_\_

Cultural significance:  
\_\_\_\_\_  
\_\_\_\_\_

Is this game similar to any Colombian traditional game?  
\_\_\_\_\_  
\_\_\_\_\_

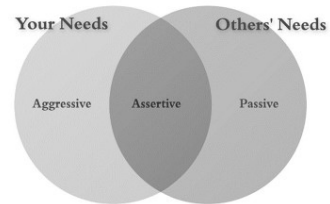
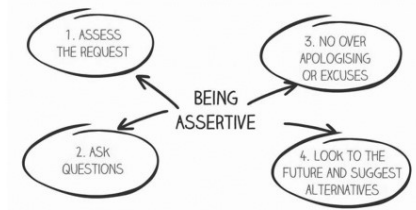


## Assertive communication



### \*\*\*\* Group work

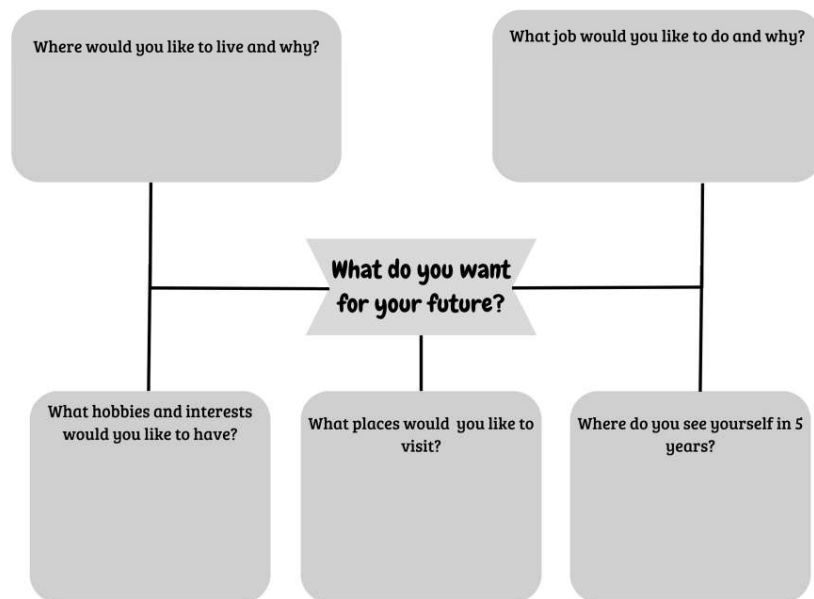
Read the scenario, discuss in group, and write the assertive response.



## My future plans



### \*Individual work



Taken from: <https://www.twinkl.com.cy/resource/t-c-255105-what-do-you-want-for-your-future-mind-map-activity-sheet>

- **Decontextualized task**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Free time activities**

**Complete the gaps with the present simple and present continuous of the verbs in brackets.**

1. This boy \_\_\_\_\_ to school every day. (go)
2. They \_\_\_\_\_ tennis at the moment. (play)
3. My sister \_\_\_\_\_ an email now. (write)
4. She \_\_\_\_\_ text messages every evening. (write)
5. We \_\_\_\_\_ sports every weekend. (do)

Taken from: <https://www.liveworksheets.com/w/en/english-second-language-esl/452928>

**Traditional games**

**Read the next text and answer the following questions.**

**Doubleball Indian game**

Doubleball, in the past, among east coast and plains Indians was played almost exclusively by women and was commonly known as the woman's game. In northern California however, it was played by men. In the past 20 years as the interest in this game had a resurgence, it has been played by youth 8 years old to older adults; always with great enthusiasm. The implements for the game consist of two balls or similar objects attached to each other by a thong, and a curved stick with which the objects are thrown. Among the Cheyenne, two small slightly flattened buckskin are used. Among other Algonquian tribes the balls are oblong, weighted with sand, cut from one continuous piece for one side and the same for the other.

1. **Who primarily played among the east coast?**  
\_\_\_\_\_
2. **Where was doubleball played by men historically?**  
\_\_\_\_\_
3. **Nowadays who play this game?**  
\_\_\_\_\_
4. **Which materials do people use to play doubleball?**  
\_\_\_\_\_
5. **What is the function of the thong in the game?**  
\_\_\_\_\_

Taken from: <https://teacherprogram.wordpress.com/wp-content/uploads/2015/12/all-traditional-games.pdf>

### Assertive communication

Write down a verbal response to each of these situations that represents the different type of communication.

**Situation 1:** Your boss is giving you too much work and you can't keep up.

How this makes you feel:

Passive: \_\_\_\_\_

Assertive: \_\_\_\_\_

Aggressive: \_\_\_\_\_

**Situation 2:** Your sibling isn't giving you personal space and went through your phone.

How this makes you feel:

Passive: \_\_\_\_\_

Assertive: \_\_\_\_\_

Aggressive: \_\_\_\_\_

Taken from: <https://studentmentalhealthtoolkit.com/wp-content/uploads/2020/10/Assertive-Communication-8-12-Lesson-Plan-SMHT.docx-1.pdf>

### The future

Answer the next questions using "going to" or "will"

1. What do you think the environment will be like in the future?

\_\_\_\_\_

2. Will humanity destroy itself? Why or why not?

\_\_\_\_\_

3. Will humans be replaced by robots or artificial intelligence in the future?

\_\_\_\_\_

4. Which countries will be the most powerful in the future?

\_\_\_\_\_

5. Is the future already determined?



\_\_\_\_\_

Taken from: <https://youenglishpal.com/wp-content/uploads/2022/10/Your-English-Pal-ESL-Lesson-Plan-Future-Student-v2.pdf>

Annex 16: Contextualized task and a Decontextualized task (Examples)

- Contextualized task



Name: Mariana Diaz Rativo Date: 22-05-24

 Free time activities 

**\*\* Pair work**

Classmate's name: Natalia Bonilla

1. What do you do in your free time?  
Sleep and study
2. Which is your favorite free time activity?  
watch movies
3. What hobbies do you have?  
read and draw
4. Are there any hobbies you would like to try?  
ride a cycle
5. If you had more free time, what would you do with it?  
remodel your room

 Traditional games 

**\*\*\*\* Group work**

Mention at least three Colombian traditional games:  
trompo, the conig, fox hide and seek

Read the description you received and complete the form:

Name of the game: Five-Fiel Nomo Country: Korea

Number of players: two players

Rules:  
Beads can move, players capture an opponent's bead

Materials:  
14 Beads and a square board 14<sup>th</sup>

Cultural significance:  
the game was created at the end of 19<sup>th</sup> century

Is this game similar to any Colombian traditional game?  
No, don't think that

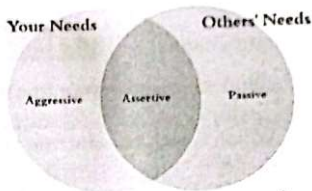
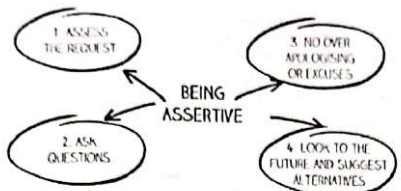


### Assertive communication



#### \*\*\*\* Group work

Read the scenario, discuss in group, and write the assertive response.



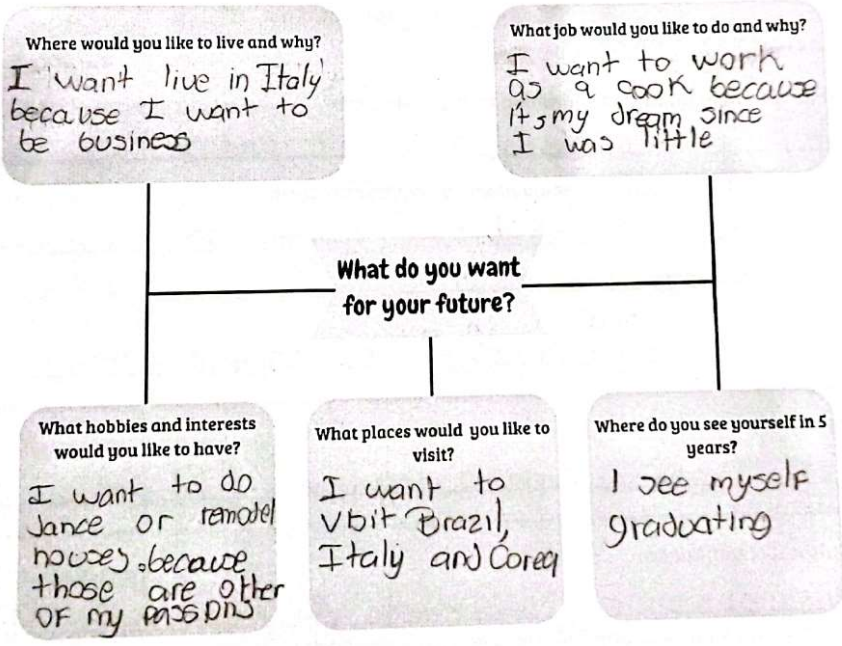
Can you make this point because you haven't done anything please?



### My future plans





#### \*Individual work



Taken from: <https://www.twinkl.com.cy/resource/t-c-255105-what-do-you-want-for-your-future-mind-map-activity-sheet>

Name: Isabel Sofia Nancy Pardo Date: 22/05/24

 Free time activities 

**\*\* Pair work**

Classmate's name: Andrea Victoria Morales

1. What do you do in your free time?  
she like to dance
2. Which is your favorite free time activity?  
she is favorite, the dance
3. What hobbies do you have?  
she is dance
4. Are there any hobbies you would like to try?  
learn skate
5. If you had more free time, what would you do with it?  
sleep

 Traditional games 

**\*\*\*\* Group work**

Mention at least three Colombian traditional games:

Hide, run, jump.

Read the description you received and complete the form:

Name of the game: Law Kalar Kati Country: India

Number of players: two

Rules:

Talking funny, players move one token along a line to a close empty point.

Materials:

shaped board game and nine tokens per players.

Cultural significance:

encourages logical thinking and rewards perseverance.

Is this game similar to any Colombian traditional game?

not is game, not is similar game.

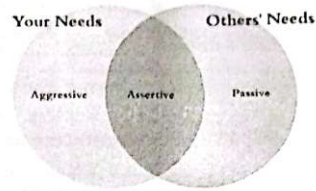
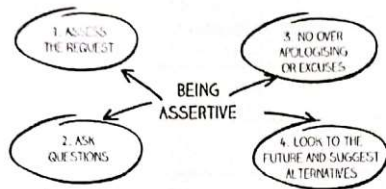


### Assertive communication



#### \*\*\*\* Group work

Read the scenario, discuss in group, and write the assertive response.



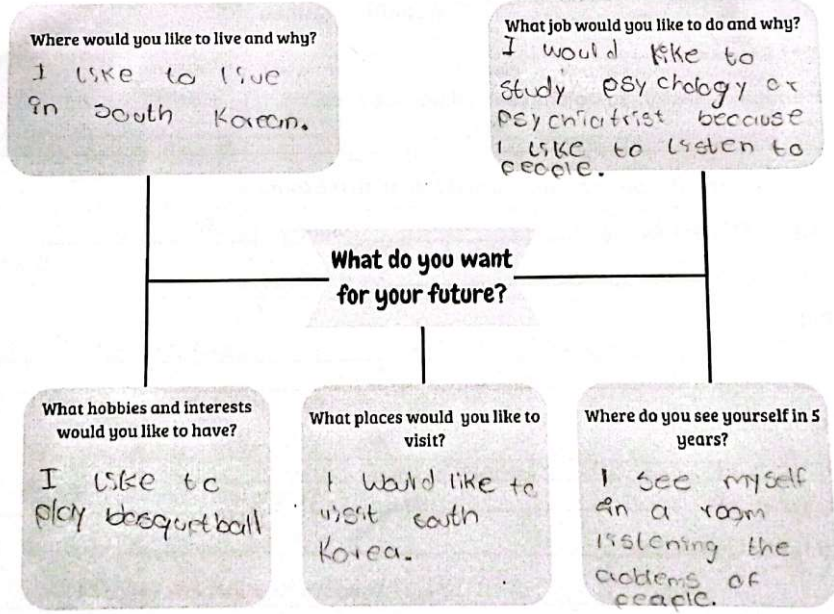
I don't like borrowing my things



### My future plans



#### \*Individual work



Taken from: <https://www.twinkl.com.cy/resource/t-c-255105-what-do-you-want-for-your-future-mind-map-activity-sheet>

- Decontextualized task

Name: Mariana Diaz Rotun Date: 22-09-24

### Free time activities

Complete the gaps with the present simple and present continuous of the verbs in brackets.

1. This boy goes to school every day. (go)
2. They are playing tennis at the moment. (play)
3. My sister is writing an email now. (write)
4. She writes text messages every evening. (write)
5. We do sports every weekend. (do)

Taken from: <https://www.liveworksheets.com/w/en/english-second-language-esl/452928>

### Traditional games

Read the next text and answer the following questions.

#### Doubleball Indian game

Doubleball, in the past, among east coast and plains Indians was played almost exclusively by women and was commonly known as the woman's game. In northern California however, it was played by men. In the past 20 years as the interest in this game had a resurgence, it has been played by youth 8 years old to older adults; always with great enthusiasm. The implements for the game consist of two balls or similar objects attached to each other by a thong, and a curved stick with which the objects are thrown. Among the Cheyenne, two small slightly flattened buckskin are used. Among other Algonquian tribes the balls are oblong, weighted with sand, cut from one continuous piece for one side and the same for the other.

1. Who primarily played among the east coast?  
Women
2. Where was doubleball played by men historically?  
California
3. Nowadays who play this game?  
8 years old to older adult
4. Which materials do people use to play doubleball?  
two balls and curved stick which the objects are
5. What is the function of the thong in the game?  
attach the objects

Taken from: <https://teacherprogram.wordpress.com/wp-content/uploads/2015/12/all-traditional-games.pdf>

Mariana Diaz Ratin

### Assertive communication

Write down a verbal response to each of these situations that represents the different type of communication.

**Situation 1:** Your boss is giving you too much work and you can't keep up.

How this makes you feel:

Passive: Yes Boss, I will do the job with pleasure

Assertive: I don't have time boss, can you leave it to someone else?

Aggressive: I won't do it boss, my problem

**Situation 2:** Your sibling isn't giving you personal space and went through your phone.

How this makes you feel:

Passive: Use it but quickly yes?

Assertive: Please stop

Aggressive: Stay still, you're all

Taken from: <https://studentmentalhealthtoolkit.com/wp-content/uploads/2020/10/Assertive-Communication-8-12-Lesson-Plan-SMHT.docx-1.pdf>

### The future

Answer the next questions using "going to" or "will"

1. What do you think the environment will be like in the future?  
I, say that world is very bad because of global warming
2. Will humanity destroy itself? Why or why not?  
yes, because the contamination
3. Will humans be replaced by robots or artificial intelligence in the future?  
yes, because due to technological advances
4. Which countries will be the most powerful in the future?  
Russia can become very powerful for their progress
5. Is the future already determined?  
No, since you can change a lot

Taken from: <https://yourenglishpal.com/wp-content/uploads/2022/10/Your-English-Pal-ESL-Lesson-Plan-Future-Student-v2.pdf>

Name: Isabel Sofia Marry Parra Date: 22/05/24

### Free time activities

Complete the gaps with the present simple and present continuous of the verbs in brackets.

1. This boy goes to school every day. (go)
2. They are playing tennis at the moment. (play)
3. My sister writes an email now. (write)
4. She writes text messages every evening. (write)
5. We do sports every weekend. (do)

Taken from: <https://www.liveworksheets.com/w/en/english-second-language-esl/452928>

### Traditional games

Read the next text and answer the following questions.

#### Doubleball Indian game

Doubleball, in the past, among east coast and plains Indians was played almost exclusively by women and was commonly known as the woman's game. In northern California however, it was played by men. In the past 20 years as the interest in this game had a resurgence, it has been played by youth 8 years old to older adults; [always with great enthusiasm.] The implements for the game consist of two balls or similar objects attached to each other by a thong, and a curved stick with which the objects are thrown. Among the Cheyenne, two small slightly flattened buckskin are used. Among other Algonquian tribes the balls are oblong, weighted with sand, cut from one continuous piece for one side and the same for the other.

1. Who primarily played among the east coast?  
Women played among the east coast
2. Where was doubleball played by men historically?  
in northern California however, it was played by men.
3. Nowadays who play this game?  
played by youth 8 years old to older adults
4. Which materials do people use to play doubleball?  
Consist of two balls or similar objects attached.
5. What is the function of the thong in the game?  
always with great enthusiasm.

Taken from: <https://teacherprogram.wordpress.com/wp-content/uploads/2015/12/all-traditional-games.pdf>

### Assertive communication

Write down a verbal response to each of these situations that represents the different type of communication.

**Situation 1:** Your boss is giving you too much work and you can't keep up.

How this makes you feel:

Passive: I can do it

Assertive: I have a lot things to do

Aggressive: I don't care

**Situation 2:** Your sibling isn't giving you personal space and went through your phone.

How this makes you feel:

Passive: I don't like you take my phone

Assertive: Okay, yes you can take my phone

Aggressive: stay out of my life

Taken from: <https://studentmentalhealthtoolkit.com/wp-content/uploads/2020/10/Assertive-Communication-8-12-Lesson-Plan-SMHT.docx-1.pdf>

### The future

Answer the next questions using "going to" or "will"

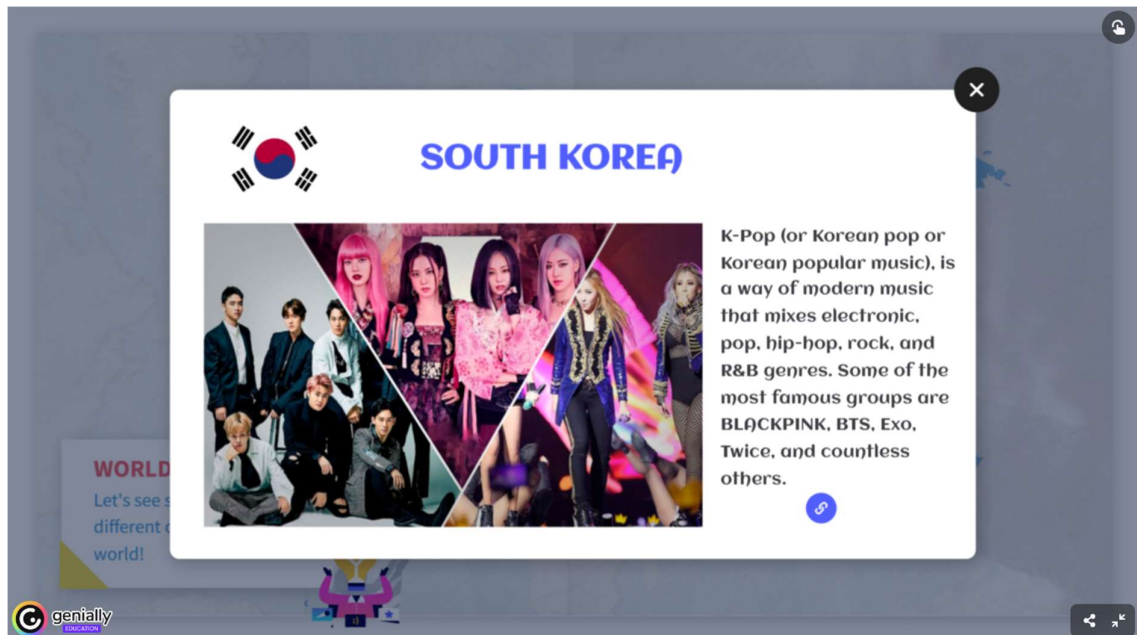
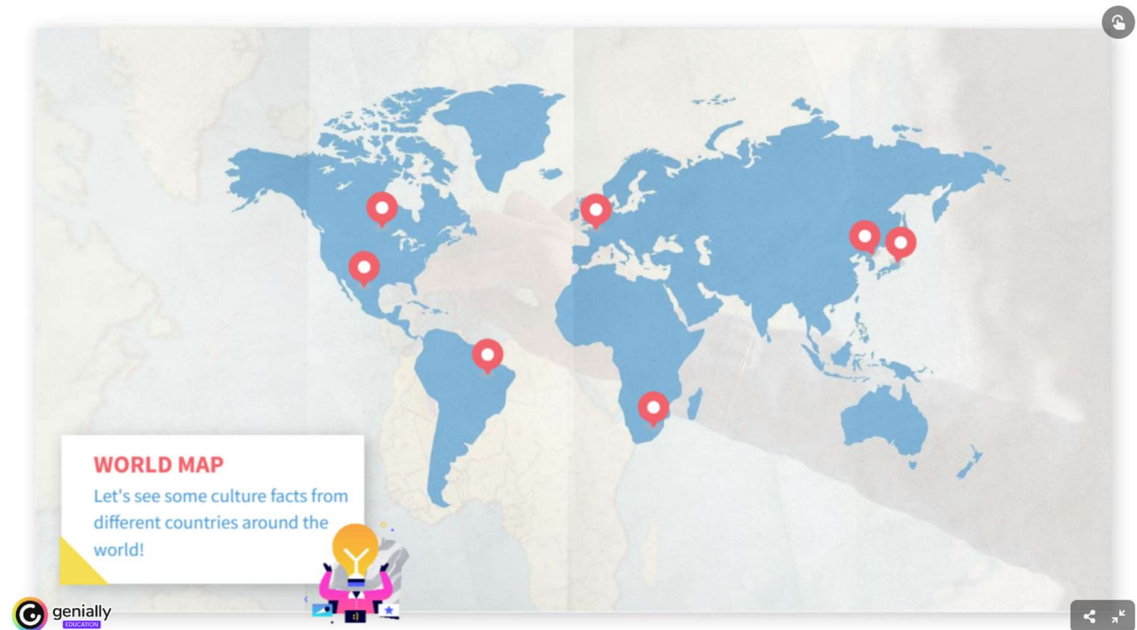
1. What do you think the environment will be like in the future?  
the environment going to the water will run out and everything else.
2. Will humanity destroy itself? Why or why not?  
humanity is going to be destroyed by poor treatment of the environment.
3. Will humans be replaced by robots or artificial intelligence in the future?  
the robots are going to replace the humanity the united states, china and Russia.
4. Which countries will be the most powerful in the future?  
the most powerful countries are going to be
5. Is the future already determined?  
humanity will determine it

Taken from: <https://yourenglishpal.com/wp-content/uploads/2022/10/Your-English-Pal-ESL-Lesson-Plan-Future-Student-v2.pdf>

## Annexes

### Class presentations


- World Map World Map – Culture:



Link: <https://view.genially.com/650084709d9f2b00124b33e8/interactive-image-world-map-culture>

- Descriptive paragraph:

How is my house?




I live in a small **house** which is located in a house complex in Nueva Castilla, Kennedy. My house has 3 **floors**, 3 **bedrooms**, two **bathrooms** and one **kitchen**. It is a quiet place, I like it because it is near to a park where I can go with my dog.

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You can use some words such as:

LINKING WORDS



**And:** before a similar idea


**Because:** before a reason.

**But:** before a different idea.

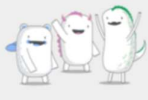
**So:** before a result

SOMETHING THAT EXISTS

THERE IS



THERE ARE




**There is** + singular noun

**Ex. There is a book** on the desk.

**There are** + plural noun

**Ex. There are books** on the desk.

DESCRIPTIVE ADJECTIVES



Amazing  
Amused  
Awesome  
Enjoyable  
Faboluos  
Fantastic  
Marvelous  
Wonderful

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Link: <https://view.genially.com/650a8ab6d636130018e4a849/presentation-descriptive-paragraph>

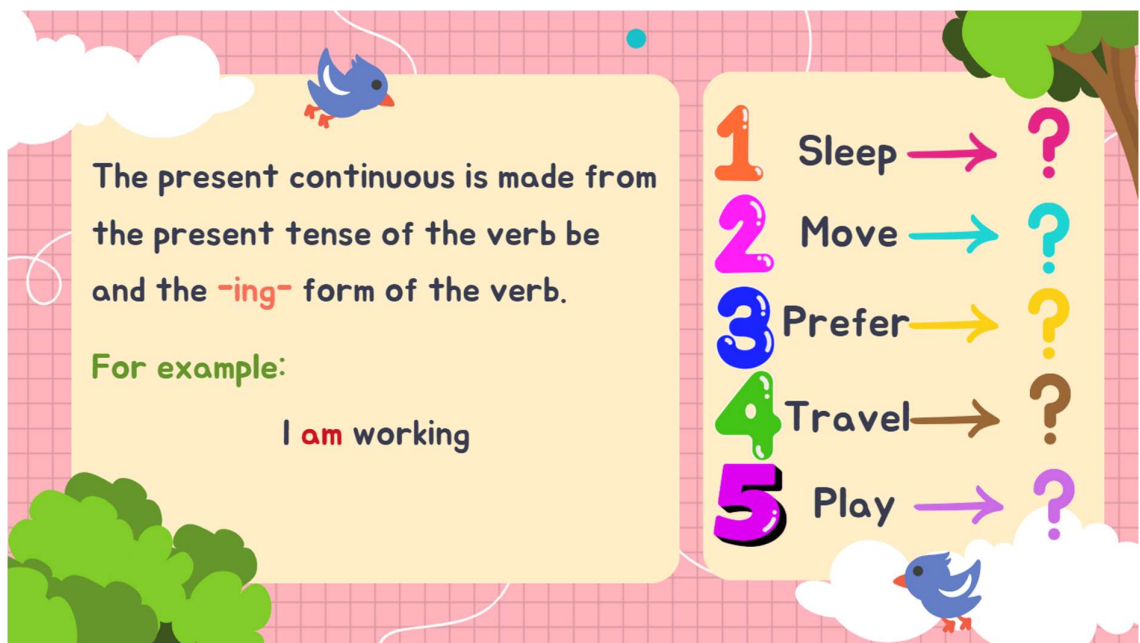
- Present continuous:



**LET'S MAKE THE DESCRIPTION OF YOUR FAVORITE PLACE AND COUNTRY.**

**HAVE READY YOUR LANGUAGE GRAPHIC ORGANIZER**

You will write a small description (between 6 to 8 lines) about your favorite place and the country you selected.



The present continuous is made from the present tense of the verb be and the **-ing-** form of the verb.

**For example:**

I **am** working

<b>1</b>	Sleep	→	?
<b>2</b>	Move	→	?
<b>3</b>	Prefer	→	?
<b>4</b>	Travel	→	?
<b>5</b>	Play	→	?

Link: <https://www.canva.com/design/DAFvm48BbQI/Su-xTA6-RAIOVle8f3D86Q/edit>

- Weather conditions:

## What is the weather like in Colombia?

There are only two seasons

A dry season from **December to January** and **July to August**




A cloudy season from **April to May** and **October to November**, when usually it's sunny in the morning and cloudy/rainy in the afternoon.



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### The weather in Colombia



uploaded in HD @ TunesToTube.cc

Ver más ta... Compartir

Ver en YouTube

VectorStock®

VectorStock.com/29427218

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Link: <https://view.genially.com/653021f82d5b810012853591/learning-experience-didactic-unit-hows-the-weather-2023>

- Weather & Clothes

*You can wear...*

It's rainy

An umbrella

A scarf

A raincoat

A jacket

Pants

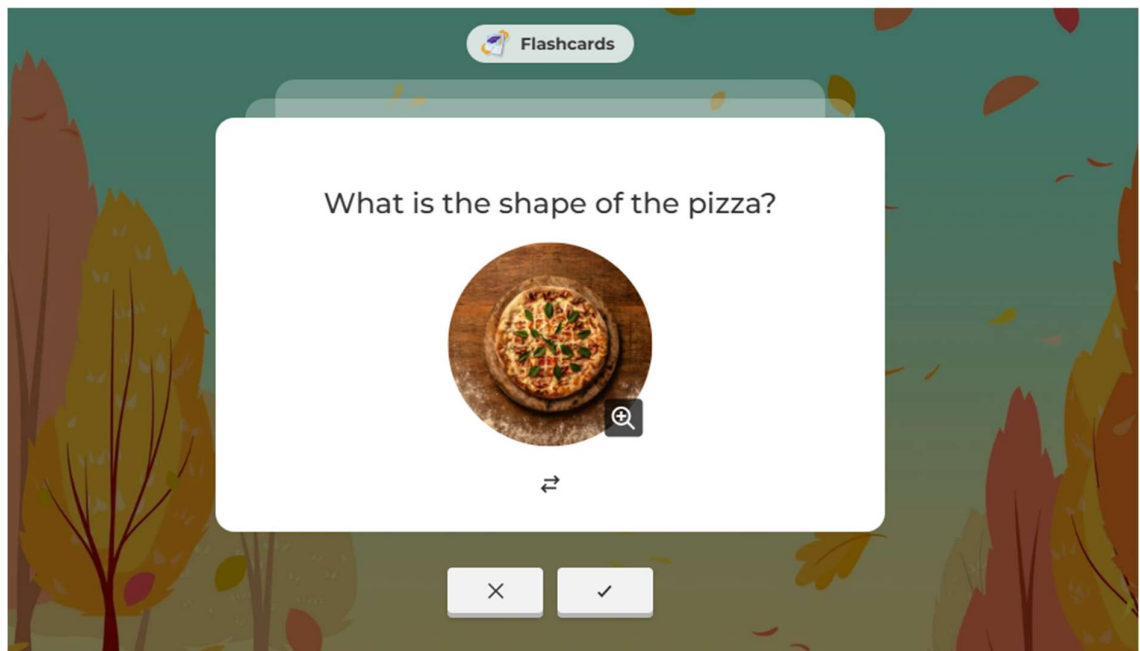
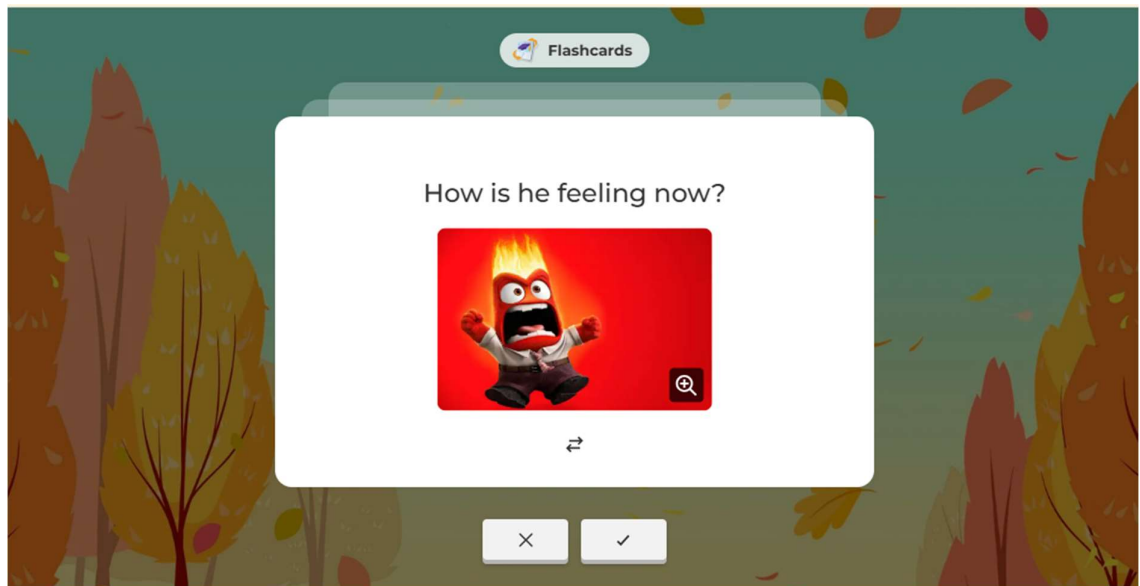
Sweat pants

*Check this example*

She is in Canada, it is a beautiful place, she is having a lot of fun. It is very cold and it is snowing. She is wearing a hat, a jacket, a scarf, pants and shoes.

Link: <https://view.genially.com/65386fb118ee2200111cc2b1/presentation-clothes-descriptio>

- Adjectives:



Link: <https://create.kahoot.it/share/adjectives/eff43c12-f91b-48d0-858a-466a5b3f3135>

- Free time activities:



Link: [https://pedagogicaedu-my.sharepoint.com/:p/r/personal/jssabogal\\_upn\\_edu\\_co/\\_layouts/15/Doc.aspx?sourcedoc=%7BA00D2236-4E96-4A75-8481-442BB1BB0087%7D&file=1.%20Presentation%20March%201st.pptx&action=edit&mobileredirect=true](https://pedagogicaedu-my.sharepoint.com/:p/r/personal/jssabogal_upn_edu_co/_layouts/15/Doc.aspx?sourcedoc=%7BA00D2236-4E96-4A75-8481-442BB1BB0087%7D&file=1.%20Presentation%20March%201st.pptx&action=edit&mobileredirect=true)

- Traditional games:

## Colombian traditional games

Do you know some traditional games from our country? Let's see some of them.



Spinning top

Marbles



## Traditional games in other countries



Link: <https://www.canva.com/design/DAF-suvPUlc/bgM1Xq713RlptdhppaaJxw/edit>

- My future plans:

## FUTURE: BE GOING TO + (VERB)



Affirmative form:

I **am going to** eat a hamburger.



You **are going to** eat vegetables.

He **is going to** eat an apple.



## LET'S MAKE A GROUP ACTIVITY



Link: <https://www.canva.com/design/DAGBU7gXEPE/ETBRx5bWAPdmovFIW-zBaA/edit>

- Communication styles:



## WHAT IS ASSERTIVE COMMUNICATION?



Assertive communication occurs when:

- You let others know about your needs and wants.
- You consider the needs and wants of other people.
- You respect the rights of other people.

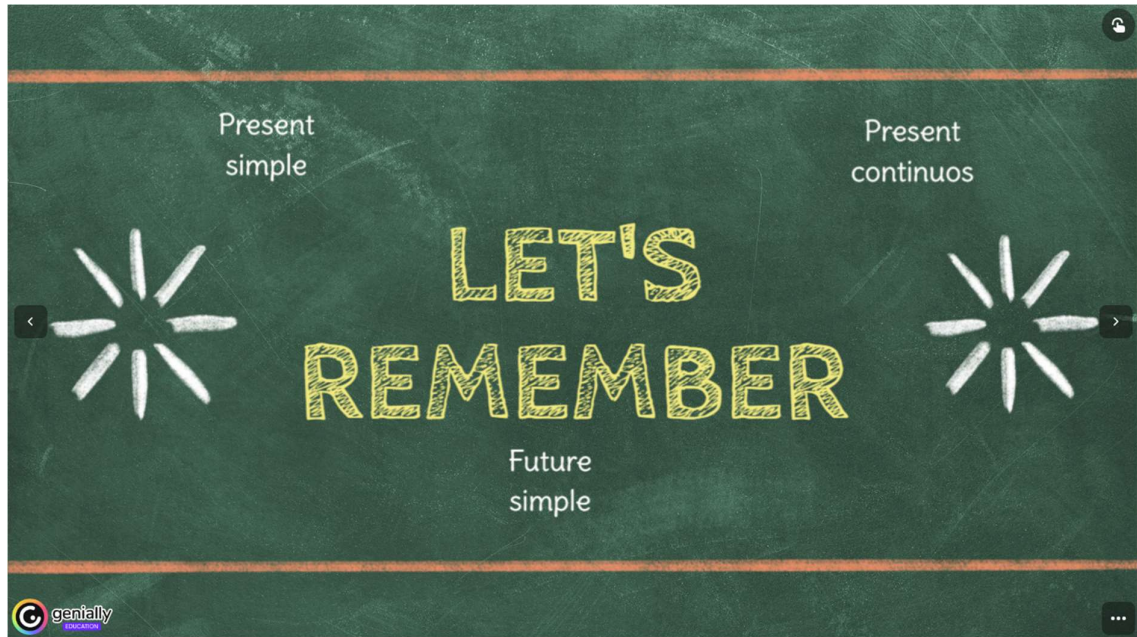
## LET'S PLAY A GAME



- Read the paper given by the teacher.
- You will find different situations of daily life.
- You have to draw an emoji according to the emotion you have at that moment.

Link: <https://www.canva.com/design/DAGDRT2gsTQ/3 ktq oMP3ucajt2NS4kEQ/edit>

- Topics review:



Questions	Present Simple	Present Continuous	Future Simple
What are you doing right now? -----	Where do you live? -----		What are you going to have for breakfast? -----
Do you play the piano? -----		How are you feeling? -----	What are you going to do this weekend? -----
Will it rain today? -----	Who plays soccer at the weekend? -----	What are you studying these days? -----	Will you go to the park tomorrow? -----
	Where does the teacher come from? -----	Are you watching anything good these days? -----	

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Link: <https://view.genially.com/663ae17275eb06001408a60f/presentation-remember-topics>

- **Communicative task:**



## CLAPPING GAME

Also known as Ten Ten. Two players stand facing each other, clapping their hands and moving their legs to a rhythm. They must ensure they don't raise a leg directly facing the other opponent – which means it is OK for a player to raise a left leg when the other raises a right leg. Once a girl or boy raises the wrong leg, the other girl scores a point. It is a physically complex and challenging clapping game from Nigeria.

Hand games, or hand-clapping games, are seen as an oral tradition with pop-culture additions. People learn the game versions from their parents; then they learn the naughty versions from their peers on the playground.

## Life situations

### Situation 1

Your friend keeps borrowing your things without asking.

### Situation 2

Your group members aren't contributing equally to a project.

### Situation 3

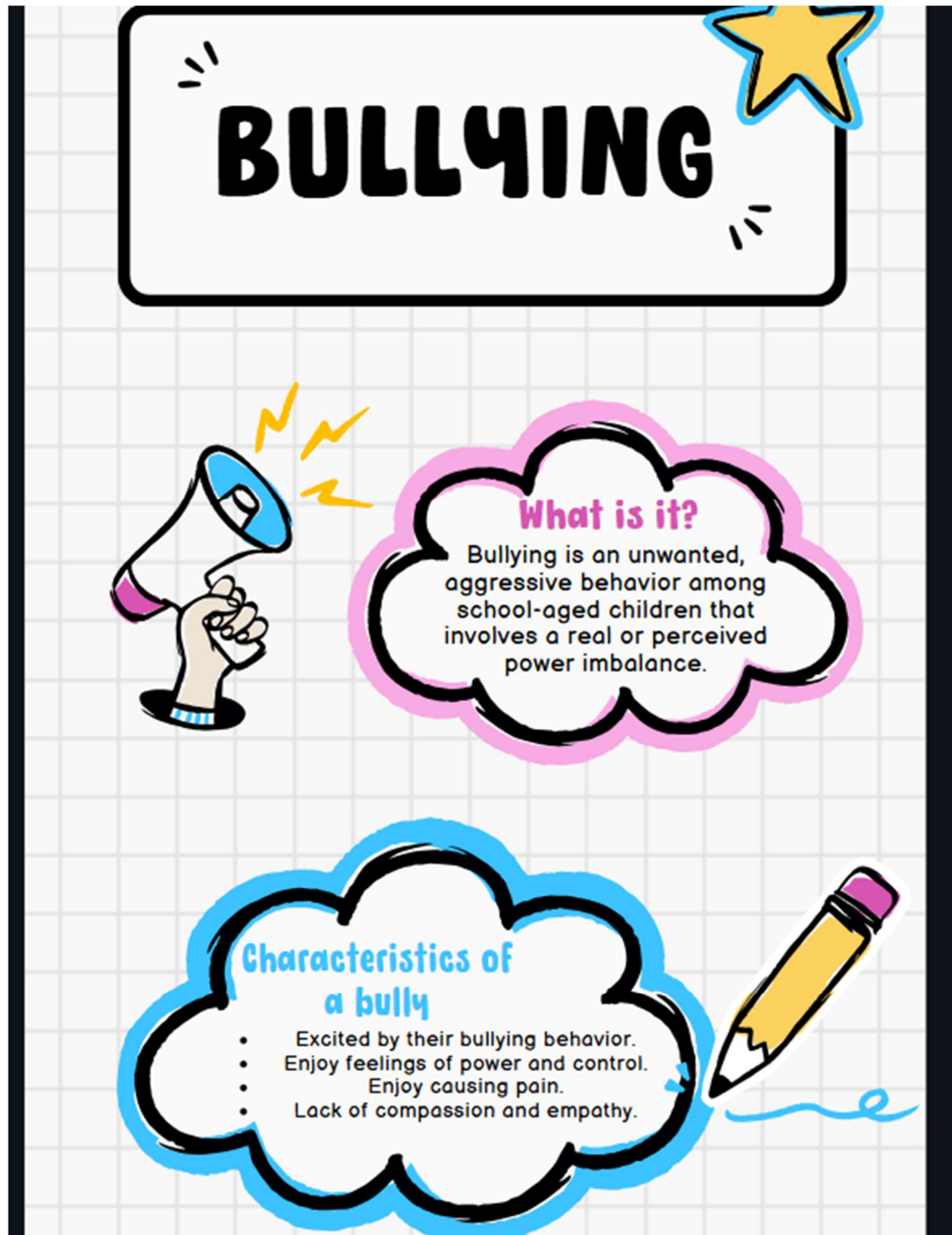
Someone is gossiping about you behind your back.

### Situation 4

Your friend wants to borrow your favorite book but you're currently reading it.

Link: [https://www.canva.com/design/DAGFcOppa\\_U/XEZUBp92zNor5NYdNvHtqA/edit](https://www.canva.com/design/DAGFcOppa_U/XEZUBp92zNor5NYdNvHtqA/edit)

- Bullying and healthy relationships:



Link: <https://www.canva.com/design/DAGGwvldh5o/LJgBL0AG6xGW7VJ0a2mXWg/edit>