



UNIVERSIDAD
NACIONAL
DE COLOMBIA

Local Knowledge and Practices for EFL Curriculum Design in a Rural School in Bogotá, Colombia

**Saberes y Prácticas Locales para el Diseño Curricular
del Inglés como Lengua Extranjera en una Escuela
Rural en Bogotá, Colombia**

Daysi Paola Cruz Castillo

Universidad Nacional de Colombia
Facultad de Humanidades, Departamento de Investigación en Educación
Bogotá, Colombia

2023

Local Knowledge and Practices for EFL Curriculum Design in a Rural School in Bogotá, Colombia

Daysi Paola Cruz Castillo

In Partial fulfillment of the Requirements for the Degree of:
Magister in Education

Director (a):
Professor Melba Libia Cárdenas

Line of Research:
Languages and Literatures

Universidad Nacional de Colombia
Facultad de Ciencias Humanas, Instituto de Investigación en Educación
Bogotá, Colombia

2023

To a journey that started in kindergarten...

*As you set out for Ithaka
hope your road is a long one,
full of adventure, full of discovery.
Laistrygonians, Cyclops,
angry Poseidon—don't be afraid of them:
you'll never find things like that on your way
as long as you keep your thoughts raised high,
as long as a rare excitement
stirs your spirit and your body.*

Konstantino Kavafis

Acknowledgements

Since I was a kid, I always felt the need to be in a continuous relationship with learning, as a pure and genuine attitude towards living life. As an adult, I keep learning and have the possibility to accompany others in their learning, through this formidable labor of serving in education. Therefore, I would like to thank for the opportunity of education which has provided me with ways to enhance and assure a life quality. I would also like to cherish public education and acknowledge my students' attitude and courage towards life, especially to Emily, for reminding me to believe that I am "best teacher in the world."

I would love to thank my family, especially my mom Daysi, my sister Aleja, and my grandad Alipio. My friends, for such unconditional love that you've always had for me, for wishing me the best and encouraging me in every stage of my life projects. I want to thank Secretaría de Educación del Distrito for having financed my master's education at Universidad Nacional de Colombia. Finally, I would like to express my especial gratitude to Professor Melba Libia Cárdenas for such a candid and patient way to share knowledge throughout this process.

Declaración de obra original

Yo declaro lo siguiente:

He leído el Acuerdo 035 de 2003 del Consejo Académico de la Universidad Nacional. «Reglamento sobre propiedad intelectual» y la Normatividad Nacional relacionada al respeto de los derechos de autor. Esta disertación representa mi trabajo original, excepto donde he reconocido las ideas, las palabras, o materiales de otros autores.

Cuando se han presentado ideas o palabras de otros autores en esta disertación, he realizado su respectivo reconocimiento aplicando correctamente los esquemas de citas y referencias bibliográficas en el estilo requerido.

He obtenido el permiso del autor o editor para incluir cualquier material con derechos de autor (por ejemplo, tablas, figuras, instrumentos de encuesta o grandes porciones de texto).

Por último, he sometido esta disertación a la herramienta de integridad académica, definida por la universidad.

Daysi Paola Cruz Castillo

Fecha 01/02/2023

Resumen

Este estudio informa sobre una investigación acción que se llevó a cabo en una escuela primaria rural en Bogotá (Colombia) sobre cómo los saberes y las prácticas del contexto local de la escuela contribuyen a los diseños curriculares que son fundamentales para aprender y enseñar inglés como lengua extranjera. El proyecto se centró en revisar las implicaciones que se derivan del diseño e implementación de una unidad curricular para la enseñanza del inglés como lengua extranjera, para lo cual se partió de la necesidad de reflexionar sobre el currículo institucional, desde una perspectiva crítica. Los datos se recolectaron a través de una encuesta demográfica, una entrevista grupal, el diario de investigación de la docente y evidencias documentadas que se analizaron usando la teoría fundamentada para el análisis por categorización. Los resultados indican que la unidad curricular, además de integrar prácticas y saberes del contexto rural de los estudiantes con la lengua extranjera, aporta interesantes reflexiones sobre la recontextualización del inglés en formas locales de pensar y ver el mundo. Asimismo, apoya el desarrollo de habilidades en inglés de acuerdo con los estándares y competencias nacionales reinterpretando el sentido del currículo escolar. En conclusión, además de indagar en su sentido verdaderamente crítico, el estudio propone un modelo de diseño curricular y sus implicaciones para el aprendizaje y la enseñanza del inglés en escuelas rurales de Colombia.

Palabras clave: saberes locales, prácticas locales, inglés como lengua extranjera, pedagogía crítica, currículo, educación rural.

Abstract

This study reports on an action research carried out in a rural primary school in Bogotá (Colombia) that inquired how the knowledge and practices of the local context of the school contribute to the curricular designs that are fundamental to learning and teaching English as a foreign language. The project focused on reviewing the implications derived from the design and implementation of a curriculum unit for English as a foreign language, starting from the need to reflect on the institutional curriculum, from a critical perspective. Data was collected through a demographic survey, a group interview, the teacher's research journal, and documented evidence that was analyzed using the grounded theory for categorization analysis. The results indicate that the curriculum unit, in addition to integrating practices and knowledge from the rural context of the students with the foreign language, provides interesting reflections on the recontextualization of English in local ways of thinking and seeing the world. Also, it supports the development of English skills in accordance with Colombian national standards and competencies, reinterpreting the meaning of the school curriculum. In conclusion, and in addition to investigating its truly critical sense, the study proposes a model of curriculum design and its implications for the learning and teaching of English in rural schools in Colombia.

Keywords: local knowledge, local practices, critical pedagogy, English as a Foreign Language, curriculum, rural education.

Contenido

	Pág.
Acknowledgements	VI
Resumen	IX
Introduction	3
1.1 Problem Statement	5
1.2 Research Question	7
1.3 Objectives.....	7
1.3.1 Main Objective.....	7
1.3.2 Specific Objectives	7
Literature Review	9
1.4 Rural Education.....	10
1.5 Local Knowledge and Practices.....	12
1.6 Curriculum Design.....	13
Research Design.....	16
1.7 Research Context	17
1.8 Participants.....	18
1.9 Method	19
1.10 Research Process and Data Collection.....	20
1.10.1 Planning.....	20
▪ Curriculum unit design.....	20
1.10.2 Action	22
1.10.3 Observation	22
1.10.4 Reflection.....	22
Data analysis	25
1.11 Results	26
1.11.1 Singularities of the Local Context.....	27
▪ Knowledge and Practices.....	27
▪ Urban-rural Actors	28
1.11.2 EFL curriculum design: implications for learning and teaching	31
▪ Recontextualizing the Foreign Language	31
▪ Reinterpreting the Curriculum	36
Conclusions.....	41
A. Appendix: Information Letter to Parents	44

B. Appendix: Demographic Survey Guide	45
C. Appendix: Group Interview Guide	46
D. Appendix: Curriculum Unit.....	47
E. Appendix: Journal Entry Structure	51
F. Appendix: Documentary Evidence.....	52
G. Appendix: Pictionary.....	53
H. Appendix: Test Scores	54
I. Appendix: Reading and Writing Test	55
References.....	57

Introduction

In rural settings, compounded by monolingual families and communities, EFL pedagogy challenges teachers as professionals and public schools when warranting the right to education. In the school environment, any teacher might face the challenge of mediating between the curriculum, determined by national instances, and the interests and desires of students and families where cultural traditions and local knowledge play a significant role. Moreover, the social dynamics that mold these relationships are more influenced by globalization, and everyone's expectations about the educational process might differ. For example, learning English as a Foreign Language (EFL) is determined by the government's standards for communicative competencies in English, which might contrast with local perceptions built around abilities likely to be useful for students' future life.

More than a decade ago, several schools had to "resignify their maps of school training" (Galindo & Botero, 2016, p. 315) because of the implementation of the National Bilingualism Program (NBP), and English as a foreign language became a priority for education. In contrast, educational researchers have been critical of the country's cultural, social, and educational conditions, especially in regions where English is not a priority, such as rural schools (Cárdenas, 2006; Bonilla & Cruz, 2014). On the one hand, using a foreign language in a country with a broad linguistic and ethnic diversity, a variety of indigenous and creole languages, and Spanish-speaking monolingual families has implied some critical discussions on EFL. On the other, after years of implementing the NBP, public schools have been struggling to advance in achieving proficient English levels according to national diagnosis due to problems in infrastructure, lack of resources, and low levels of English in teachers (Lopez, Pena, de Mejia, Mejia, Fonseca, & Guzman, 2009).

One of the main concerns for English learning deficits is the low proficiency levels of English in teachers in the public sector. Therefore, in Bogotá, some schools were selected to focalize the bilingual program, supplying training, facilities, and resources such as English labs, foreign teachers, and advisory by the British Council. Other schools, such as the rural ones, which focus on agriculture instead of bilingualism, take English as a subject, and most teachers in primary schools do not speak the language (Cárdenas & Miranda, 2014). However, since the incorporation of “Full School Day” (Jornada Única) in public institutions in 2016, English was intensified in-class hours, and it was possible to hire bilingual teachers for the district in 2018 to teach the English subject in primary school, a cohort of which I am part of, with special training in bilingual education and a proficient language level in English.

Although linguistic factors and schools’ material conditions influence bilingualism in advance, significant attention should be directed toward the pedagogical aspects of EFL teaching and learning, such as the curriculum (Maturana, 2011). In English teaching, we need to put in perspective the institutional curriculum and the foreign approach to English to make decisions that favor the values and beliefs of the rural context so that school knowledge reflects local knowledge and practices. From this stance, this action research study approached curriculum design to contextualize the foreign language on local ways to see the world in the rural school, and it was implemented with students in grades 3rd, 4th, and 5th of a multigrade classroom in a small campus of the rural school Pasquilla, in Bogotá, Colombia.

The following sections present some characteristics of rural education and a theoretical approach toward the importance of knowledge and practices in the local context of the rural school for English teaching and learning. Also, a discussion about the EFL curriculum from the perspective of critical pedagogy is presented. Finally, the methodological research section presents the procedures carried out in this study based on the principles of action research, especially in designing and applying the curriculum unit. We close with the results section derived from the analysis of data collected in the qualitative instruments and the conclusions.

1.1 Problem Statement

The present action research emerges from the inquiries triggered by the specific context of a public school located in the rural area of the locality of Ciudad Bolívar, in the capital of Colombia, Bogotá¹. Pasquilla Rural School is an institution among the 28 schools² that the District Secretary of Education has evaluated for developing an educational policy (SED, 2021) that seeks to bridge the gap between the socioeconomic and educational conditions of the rural population. Historically, rural areas have had limited access to goods, services, and rights, reflecting results in standardized tests³, dropout rates, and academic loss, complemented by poverty and low socioeconomic levels.

Even though the sociocultural and productive characteristics of rural areas are quite different from the urban ones, there are rural territories in Bogotá located within the city's borders, especially in the localities of Usme and Ciudad Bolívar. Here we can find the village of Pasquilla and, further, the village of Santa Bárbara, which together make up two of the nine rural villages of the locality of Ciudad Bolívar, where people mainly carry out agricultural work, small-scale trade, and some ecotourism activities. In Santa Bárbara, there is a small school, a "satellite campus" of Colegio Rural Pasquilla, that, although located at a different site than the core school, operates with the same institutional program and regulations. However, classrooms are arranged by multigrade groups in this small school labeled as "campus B" of Pasquilla Rural School, where this study was conducted. Same as the core campus, it is a public educational institution providing education to students in the rural villages and suburban neighborhoods at the peripheral border in the south of the city.

¹ The Capital District, also called Bogotá, is the largest city in the country, with more than 8 million inhabitants (Departamento Administrativo Nacional de Estadística, 2023). Its territory consists of urban and rural areas. The rurality constitutes 75% -122,687.4 hectares, according to the Secretary of Government (2020)-of the total area of the territory of Bogota. This city is divided into 20 localities. The rural soil is distributed in eight of them, and Ciudad Bolivar has the most of it-after Sumapaz and Usme-.

² These 28 educational institutions host 1.6% of students enrolled in the official establishments of the city (UNAL, 2019).

³ Rural schools in Bogotá scored below the average of all district schools in the standardized test Saber 11 of 2015 (UNAL, 2017), designed by the Colombian Institute for the Evaluation of Education (ICFES). The Ministry of Education applies these tests annually throughout the country to measure performance and assess the competencies of 11th-grade students. Rural schools also score below the national average and follow the same trend with lower results than urban schools. (MEN, 2017)

Considering the previous context, it is striking that the SED sanctioned the resolution for a rural education policy for rural Bogotá until 2021, which shows a historical debt on the part of the different public administrations regarding actions on the quality of education and life of these rural communities. The following are the resolution guidelines:

- 1. Ensure complete educational trajectories for students, from pre-school to higher education.*
- 2. Help overcome the obstacles of poverty through multisectoral measures to be implemented in schools.*
- 3. Advance the right to education by improving the quality and use of school time.*
- 4. Consolidate basic training and promote the relevance of secondary education.*
- 5. Involve families in the educational processes of students.*
- 6. Strengthen education for peaceful coexistence. (SED, 2021, pp. 3-4).*

Although this resolution may mean progress, the challenges remain in the hands of the different local educational levels since there are no curricular guidelines that assume territorial differences. Given that the guidelines for rural education in Bogotá were recently created, this research project finds it necessary to approach bilingualism from territorial and local realities. In 2022, the SED started to implement an approach towards “Bilingualism for the rurality of Bogotá” in charge of the Direction of Science, Technology and Education Media under the District Plan of Bilingualism. It focused on training teachers in the communicative approach of English teaching, certifying their level in the language, and accompanied by institutes such as the Colombo Americano Institute, a binational institute in Bogotá endorsed by the U.S embassy. In addition, they motivated the implementation of the Suggested Curriculum for English (2016) focused on the Basic Rights of Learning in teaching English as technical curricular norms (2015). Thus, the curriculum design for English relies on external institutions, and its application is intended for general purposes, either in urban or rural schools.

Rural schools, such as campus B of Pasquilla Rural School, where this action research was conducted, are currently in the district's focus. The pedagogical approach to overcome the gaps regarding low levels of English proficiency and academic rates, low priority for learning English, low socioeconomic conditions, and a recently sanctioned educational resolution for rural Education in Bogotá are a challenge that remains mainly in the hands of the

directives, teachers, and classroom projects. Moreover, in monolingual homes, learning a foreign language is limited to meeting in the classroom for three hours a week. In other words, in this context, learning English does not seem to have a relationship with the everyday life of the students of the Pasquilla Rural School.

1.2 Research Question

The former pedagogical reflections gave rise to an action-research study framed in the area of curriculum design, which embraced the formulation or creation, implementation, and monitoring of a curriculum unit that aimed at articulating local knowledge and practices in the context of a rural school with the development of skills in English as a foreign language. The orienting question was: How can we approach curriculum design for EFL so that knowledge and practices in the local school context prevail in foreign language learning and teaching?

1.3 Objectives

1.3.1 Main Objective

The general objective was to identify the tenets that could be applied in the curriculum design of a primary rural school, as observed in the creation and implementation of a curriculum unit that integrates local knowledge and practices with national standards for the development of 3rd, 4th, and 5th graders skills in English.

1.3.2 Specific Objectives

1. Establish a relationship between English as a Foreign Language learning and local knowledge and practices.
2. Propose a model of curriculum design based on the students' local knowledge and practices and considering the proficiency standards in English established in national curriculum guidelines.
3. Evaluate the application of the model from a critical perspective and its implications for teaching and learning.

Literature Review

During the mid-90's, the consumption of milk caught the attention of the people in the United States due to one of the most famous advertising campaigns under the slogan "got milk?", which featured movie and sports celebrities in poses, holding a glass of milk and wearing a white mustache as a sign of having drunk the milk. The remarkable campaign traveled around the world in the shape of a magazine ad, which ended up in my hands allowing me to have one of my very first contact with a foreign culture and language. Consequently, this research study accounts for a teaching and personal experience in the design and implementation of a curricular unit for EFL that I named "got potato?", based on the previous iconic motto. It is a way of adapting the referents of the foreign language to cultural representations of rural life in Colombia. Furthermore, "got potato" refers to the appropriation of rural culture through the foreign language and what it means to learn English when local knowledge and practices play a role in the school curriculum

Just as the "got milk" slogan won awards and changed the advertising industry as well as influencing people's consumption behavior, "got potato" seeks to contribute to EFL in rural education. This research study wonders how to attract the attention of curriculum makers and English teachers on the importance of rural issues in educational policies and classroom practices. In addition, it is concerned with the understanding that EFL in schools needs to be approached from a critical perspective of people's local lives over standardized curricula and foreign language culture.

Although government stances and policymakers determine curriculum knowledge, teachers can reinterpret it by designing curriculum units that are responsive to students' everyday life reflected in local knowledge and practices. Given that the focus of the study is teaching and learning English as a foreign language, the "Got Milk" advertisement is an excellent example of how referents of the foreign culture serve as means for reflecting on local

knowledge and practices as a way for teachers to become critical towards English standardized curricula and fair teacher-students' knowledge exchange in the classroom.

The conceptual approach of this research is focused on the local practices and knowledge in the rural school, along with curriculum design. In classroom experiences in rural education on learning and teaching English, the integration of local knowledge and practices is relevant for developing skills in the foreign language. In the same way, when contextualizing English learning through local references, it is necessary to talk about the curriculum and its design since this determines the content and skills to be learned. Therefore, this literature review presents a brief review of rural education and a theoretical understanding of local knowledge and practices supported by results in EFL education research. Likewise, a discussion is presented regarding a critical approach to developing curriculum designs that consider the local context of education.

1.4 Rural Education

The rurality of Bogotá is a phenomenon recently discussed by the 2021 rural education resolution, which puts into perspective the definition of a territory located within the limits of the urban soil and the nomenclature of the city localities. According to the Institute of Urban Studies at Universidad Nacional (UNAL, 2019), this region has the same characteristics and needs as the rest of the rural territory of Colombia, with great agricultural activity based on potato planting and milking process, in addition to being close to the locality of Sumapaz where there has been guerrilla activity in the past. With this characterization in mind, it can be said that School is located in an area that goes from urban to rural, and considered a school of "difficult access" by the Ministry of Education due to the lack of transportation services.

Taking up the importance of local contexts and culture, EFL pedagogy in the rural school of Bogotá must consider two facts: on the one hand, there is not much research on rural EFL education compared to urban (Bonilla & Cruz-Arcila, 2014), at least in Colombia; on the other, even though the rural education policy resolution for Bogotá was sanctioned in 2021 (SED, 2021), it is essential to recognize that the curricula and competencies in a foreign language have been designed mainly for urban educational communities. The differences in access to other resources, such as heterogeneous environments, internet

connectivity, mass media access in a foreign language, and sociocultural, political, and economic gaps, imply relevant differences for rural educational communities.

The development of rural education in Colombia has been subjected to the historical socio-political situations of the country such as economic and territorial disadvantages of rural communities as well as the armed conflict which has affected the rural land to a greater extent. The “New School” was the first model for rural education, that in the 70’s allowed the needs in rural schools to become visible, especially the training of rural teachers, investing budget, supplying school furniture, methodologies and strategies for active, social, and participatory learning. In the 90’s the Project for Rural Education (PER) was created with the concern of closing the socioeconomic gaps between the rural and the urban sector and has been reinforced since the 2000’s giving rise to the later Special Plan for Rural Education (PEER) established in response to the peace process and agrarian reform in 2017.

As for English, the government recognized the importance of learning a foreign language through the General Law of Education, and it became an obligatory subject in school curricula in 1994. Ten years later, the government launched the NBP, and for rural schools, the development of the PER in its different phases allowed the creation of the program English for Colombia (ECO) in 2011. This program looked forward to training teachers in foreign language education and facilitate media and contents disseminated by radio for rural areas to promote the development of skills in English. Also, the strategy was appealing because the contents are framed within the country’s regional characteristics and cultural referents.

In addition to the need for rural schoolteachers to have a proficient level of English, it is even more critical that they have familiarity and sympathy for the rural lifestyle and its context, as Ramos-Holguín and Aguirre suggest (2016). They also point out that the ECO program and the “New School” model should include more efforts towards rural areas, given their unfavorable conditions for achieving the NBP objectives. In this sense, Cruz-Arcila (2018) emphasizes the need for "local pedagogies" on the repertoires of bilingualism and that the teacher’s knowledge and situated experience, which tend to remain unknown and inexplorable, are essential for professional development programs in rural schools.

1.5 Local Knowledge and Practices

Knowledge is usually the understanding or the acquisition of information about something gained by experience or study. However, when speaking from an epistemological point of view, the concept is more complex than the mere sense of information, given its deep bond to society's culture. Haraway (1995), for example, proposes the idea of situated knowledge, drawing attention to the importance of place and subjects in knowledge construction so that knowledge is created in a context that is culturally provided with values, beliefs, and models of seeing the world. Therefore, EFL education must consider the sociocultural context, as well as the individual characteristics of the students for the teaching-learning process (Vaca Torres & Gómez Rodríguez, 2017).

Along with knowledge, practices make up the "cognitive capital" of the society which is the foundation of language that has an active role as a "cognitive vehicle" in everyday life experiences, social activities, values, and beliefs of a culture (Morin, 1998). Therefore, the connection between social and language learning is fundamental because "[...] social experience, needs, motivations, and actions feed language skills" (Hymes, 1972, p. 22). Also, following Bajtin's (1982) statement that people's ways of speaking, words and statements account for how they experience the world, a local-based approach in EFL teaching must consider the communicative environments of students' context to design learning experiences in that language.

People collect the language from the family, the school, and the community as communicative environments that Jakobson (1974) named the referential function of language. In view of this, how can English learners pick up a foreign language in their local environments where there is no interaction or input in such a language in the everyday, as in the case of rural contexts? To answer this question, it is essential to keep highlighting that the cultural and social symbols of the situated context (Bourdieu, 2000), where actions, thinking, and practices converge, allow language understanding. According to Pennycook (2010), local knowledge names social practices while enabling language production from them so that English can be "recontextualized" into the local ways of knowing and doing since "languages are systems that can be used in different contexts" (p. 46).

Local practices and knowledge have played a major role in EFL teaching experiences in rural schools in Colombia. In their attempts to deepening into rural environments, teachers have considered two things: one, the connection between language learning and the knowledge that comes from everyday local practices such as agriculture, livestock farming, and cultivation (Viáfara & Pachón, 2021). Second, it is important to bear in mind the appreciation and strengthening of rural identity and peasant lifestyles where students build situated learning around activities in everyday life in the countryside (Stein, 1998). Likewise, based on an experience in the department of Quindío, where coffee production is central to daily life, Zuluaga, López & Quintero (2009) insist that the integration of cultural activities in the local context is critical to the development of communication skills in English.

In Colombia, educational authorities, policies and schools have highlighted the need to become an English speaker for economic, social and institutional participation in a globalized world. Being English the dominant language for international communication, it is implied that values and visions located at the cultural level of the foreign language impact and dismiss the cultural and regional identity of the learner as teaching a language is teaching a culture. In other words, knowledge and practices of rural communities must be a priority in approaching the English language as a means to transmit local culture, aiding students to use the foreign language and also understand phenomena in their daily lives.

1.6 Curriculum Design

Traditionally, *school curriculum* is defined as a document that gathers the vision, the philosophy and the routes of a given institution, area, or subject; a guiding document that structures the knowledge and skills that are institutionally decided to be worth learning and teaching. In view of the critical perspective of curriculum, scholars say that its institution-centered organization supported by economy-based structures of teaching, places knowledge at the “technical interest” of foreign models created in hegemonic contexts such as the case of the US Embassy and the British Council on designing and defining foreign language instruction in Bilingualism for Rural Bogotá. As a result, unequal power relationship and institutional dominance govern school life, and it becomes necessary for education to be emancipatory and protect individuals’ freedom (McLaren, 1984).

In this line of thought, critical pedagogy advocates for the rights and recognition of the “oppressed” and marginalized, in Freire’s words, the low-class society, and the existing realities of minorities such as the rural environment, being this, the “emancipatory” character of curriculum on the recognition of peoples’ desires to change their life when curriculum starts at their expectations and wants (2011). How can this perspective be applied to the EFL experience in the classroom of rural schools? Our findings are closely related to similar studies in other scenarios. For instance, Malebese & Tlali (2020) reports on the experience of a rural community in extreme poverty in South Africa –where English is a second language. In project-based learning, students addressed everyday problems emerging from community tasks and customs, such as fuelwood, lighting a fire, and cooking, significantly increasing literacy tests’ results and oral English communication. As a result, teachers who integrate students’ identities, family cultural devices, and social backgrounds with learning a foreign language develop an inquiry into curriculum by integrating local knowledge and practices with English learning (Sheridan, Tanaka, & Hogg, 2019).

From this stance, English lessons have the potential to become a political scenario for debates on vulnerable individuals’ and groups’ rights and freedom. Benavides (2017) articulates this idea with the learning of EFL with secondary education students on gender relations based on the analysis of the discourses present in English texts, fostering reflections oriented to respect and equality between men, women, and people of other gender identities. Other experiences, such as that of Quintana & Bello (2020), integrate local multi-ethnic customs into the EFL curriculum and show that English favors intercultural competencies to re-signify schemes for understanding the world and preserving indigenous cultures. In this same sense, cultural and social traditions and needs are critical in the research of Rojas & Rueda (2019) that seeks to mediate learning when an indigenous language (Embera-chamí), Spanish and English meet in trilingual students at a public school in Florencia, Caquetá.

Usually, school contents and skills differ from the real needs and interests of learners due to the prevalence of traditional approaches to teaching such as teaching from a textbook, memorizing, teaching for performance in standardized tests or teaching as a collection of activities. On the contrary, curriculum design requires teachers to plan based on activities, objectives and resources that engage students in meaningful and active construction of

their learning (Biggs, 2003). Wiggins and McTighe (2005) propose the model "Understanding by Design" (UbD) for planning meaningful curriculum units that emphasize the idea of long-term understanding of what is being learned and applying knowledge in daily life and situations in the local context through thinking, questioning, and solving problems. Besides, optimizing learning by including a set of criteria that are needed for effective teaching and learning, UbD also allows to delve into the critical sense of curricula so as not to fall on teaching governed by "banking education," which manages school knowledge as a capital deposited in students' minds during the school year (Freire, 1987). Therefore, in curriculum design, teachers plan for learning units that help students deepen their understanding of essential ideas and transfer their learning to the real world in a meaningful way.

In Colombia, works like Buitrago's (2017) also developed learning focused on real situations in the rural community, by integrating students' knowledge about rural activities in a public institution in the region of Cundinamarca, Colombia, with emphasis on the use of the English language. The idea was to motivate students to describe the process of building an irrigation system for crops in the area. Therefore, curriculum design encourages taking a critical look at the school contents, which implies unrevealing the domains of power (Toruño, 2020) while teachers and students participate in the construction and development of the curriculum. Goodson (2014) advocates for teachers' and students' narratives to make an active ingredient in reinterpreting the standardized and institutional sense of curriculum. For critical pedagogy, teacher-student relationship is horizontal, between equals, where individuals exchange thinking, feelings, actions, and theories that emerge from their places (Walsh, 2013).

In conclusion, the social realities in which teachers work are fundamental for critical teaching in the EFL in Colombia, and as teachers integrate local-based aspects and context into planning for learning, they develop a critical approach to education through curriculum design (Ubaque & Aguirre, 2020). This research project follows a trend in EFL education, aiming to prioritize territories surrounding educational communities' everyday life as places of enunciation and reflection to reconfigure foreign language learning and teaching. Curriculum designs based on local knowledge and practices can reconfigure power to promote a more democratic sense of the curriculum, learning, and teaching of EFL. This research study stems from these ideas and the importance of the agriculture and potato

production from which some local knowledge and practices in campus B of Rural School Pasquilla emerge. The design and application study followed the action research principles, which are described below.

Research Design

This study is framed within several elements of qualitative research remarked by Preissle (2006), as attention is heavily driven towards the participants experience and actions, and also collects information through different sources from journaling to interviewing. Thus, starting at an enquiry about how to enhance the teaching and learning experience of English in the rural school, qualitative research is interested in understanding how one or more interventions or factors lead to an outcome (Maxwell, 2005). As already mentioned, this educational research delved into the area of curriculum design from a socio-critical perspective by creating and applying a curriculum unit that looked forward to articulating local knowledge and practices in the context of a rural school with the development of skills in English as a foreign language, which implied attention to qualitative dimensions of the participants' experiences and views.

Besides inquiring about educational teaching experiences on the sociocultural perspective of learning a foreign language in learners' local context, this study accounts for the design and implementation of the curriculum unit with students in primary grades 3rd, 4th, and 5th. The implementation required to follow a series of stages in action research as a qualitative method that, for Flick (2009), starts with the definition of a field of study, questions, participants and roles. It also requires to engage with the field, collect data in situ, perform data analysis, and report the experience. In this line of thought, this research starts at the identification of a problem in my pedagogical work, which I addressed through reflection in order to transform it into a new learning situation. A detailed description of this process is presented later in this section.

1.7 Research Context

Pasquilla Rural School is a public institution in the district of Bogotá. It is named after its geographical location and was founded in 1922 on a small farm in the village of Pasquilla with particular funds provided by the inhabitants. In 1990, the school was legalized by the SED and became one of the district schools financed with public funds. Also, during the legalization, two small schools were annexed to the core school labeled as campuses B and C, which are in two different villages further from Pasquilla. Campus B, where this action research took place, is in the village of Santa Bárbara, and resources such as computers, books, and internet connection have been progressively provided under the SED regulations.

The Institutional Educational Project (PEI = Proyecto Educativo Institucional) of Rural Pasquilla School aims at strengthening rural identity by promoting an environmental approach and the professionalization in agricultural work⁴, as well as the promotion of careers related to the context and the creation of productive projects in line with the characteristics of the rural environment.

Although the school is not bilingual and students receive instruction solely in the first language (Spanish), bilingualism is considered a project for academic improvement under the proposals for obligatory Transversal Pedagogical Projects regulated by the General Law of Education (Political Constitution of Colombia [Const], (1994), which are integrative axes of the different areas to teach basic knowledge and skills for life. Therefore, bilingualism is approached at school as a tool to promote communication and information which is reflected in the institutional training for grades third, fourth and fifth in spelling skills in English during the first trimester of the year. The school has participated since 2019 in the district contest “Spelling Bee” where students are tested in abilities to pronounce, spell, give examples or infer vocabulary in English to compete against other bilingual and non-bilingual public institutions in Bogotá.

⁴ Due to these urban-rural characteristics, the community of this educational institution took an active part in the elaboration of the Rural Education Policy of Bogotá (2021).

The key aspect of English in the school is the curriculum oriented by the Basic Standards of Foreign Language Competences which define the abilities as "[...] clear criteria enabling students and their families, teachers and school institutions, Education Secretary and other education authorities to know what to learn" (MEN, 2006, p. 16). The contents are defined by the Basic Rights for Learning (MEN, 2015) which also dictate the technical norms for curricular orientations on what and how to learn. The contents compile topics around health, environment, peace, and global world. Since the participation of the school in the developing policy for Rural Education of Bogotá in 2022, English has acquired importance while the SED provides resources to advance in teaching and learning the foreign language in rural schools.

1.8 Participants

Twenty-two students from grades 3rd, 4th, and 5th, arranged as a multigrade classroom, participated in this study. The Ministry of Education defines the multigrade classroom as a model in which students of two or three grades have only one teacher (MEN, 2017). In this case, the participants of this research meet from third to fifth in a single classroom. Given that the research activity was part of my daily teaching practice, parents were informed about their child's participation during a school meeting through an information letter (see appendix A).

The demographic survey collected the following information about the characteristics of students within the ages of 8 to 11 years. They live in neighborhoods on the southern rural and urban-rural border of Bogotá, in the locality of Ciudad Bolívar. Of the total, six students live in rural areas, four in urban areas, and fourteen in intermediate areas. The district provides school transportation services for students who live far from school. The families are composed mainly of a father, mother, brothers, and grandparents, whose ways of life involve potato planting, agricultural activities, and a small business or shop administration.

Students live in monolingual families and have no contact with English outside school activities. They take English classes as a subject at school for an average of three hours a week. Their proficiency in the foreign language goes from spelling and naming vocabulary about food, colors, family, and numbers as well as using classroom expressions, responding to classroom instructions, and providing basic personal information in the

foreign language. As the researcher of this study, I was also their English teacher, who came to be the only bilingual person with whom most of students interacted in English.

I have been working at the school for about four years in charge of English as a subject. Regarding my role in the study, as it is known, when researcher-teachers are part of the educational community, they become participants and observant as they teach through research lenses and delve into the details and steps an investigation entails. Hence, I was a participant observer and directed my work towards understanding, restructuring, and improving educational practice (Burns, 2010). However, to make decisions and changes in the educational exercise, it is critical to begin analyzing the own belief system on learning and teaching (Wallace, 1998), as well as those of the school, which "implies denaturalising these values and examining the taken-for-granted assumptions" (Burns, 1999, p. 31).

1.9 Method

As already mentioned, I conducted an action research study, which is defined as an approach for educational communities to work on inquiries, problems, and a variety of issues of school concern, with the intent to change, enhance and improve various areas of education. Likewise, action research considers the relationship with life and everyday knowledge as a foundation in a teaching practice "reflecting on the social structures and orders which surround the classroom" (Burns, 1999, p. 30), which means always keeping in mind the circumstances and actions of the context of those who learn and teach.

Action research makes it possible to establish a triangulation between context, school, and learning to take a critical stance on educational policies, institutional curricula, and teaching autonomy (Noffke & Somekh, 2009) as well as on the sociocultural and economic context in which the school is born. Hence, bearing in mind the idea of education as a practice of freedom and autonomy (Freire, 2011), a critical view of school curriculum promotes the defense and dignity of the life and modes of existence of rural communities.

1.10 Research Process and Data Collection

The design and execution of this project followed the model of Kemmis and McTaggart (cited in Burns, 1999). Action research works as a cycle composed of four moments, which can co-occur within each of its parts: planning, action, observation, and reflection. Thus, action research records what happens in the implementation of a plan around an inquiry. This requires data collection and evaluation in order to develop a critical review of the plan and to define adjustments, if needed. This section will provide a description of how these steps were followed according to the cycle protocol.

1.10.1 Planning

The action research cycle begins with the teacher-researcher developing a plan based on the topic or inquiry of the study to approach the teaching situation that needs to be enhanced through decisions and possible ways to change it. Hence, I began by applying a demographic survey (see appendix B) to characterize the participants who contributed on the topics in an oral manner while I took notes on their contributions. A group interview (see appendix C) was also applied, and students' responses were recorded and transcribed to get to know their interest regarding local knowledge and practices situated at school activities and context. In turn, they provided some benchmarks and patterns in students' discourse that were the starting point for designing the curriculum unit. Finally, it should be noted that planning also included designing learning activities and lessons that were part of the application of the curriculum unit. The following section describes the details of the designing the unit through a rigorous step-by-step suggested by the model Understanding by Design [UbD] (Wiggins & McTighe, 2005).

- Curriculum unit design

UbD (Understanding by Design) is an approach to educational planning focused on teaching for assessment and understanding. It focuses on design rather than intending to structure a curricular plan and follows the principles of constructivist alignment in its form as the design process is goals oriented in three stages: desired outcomes, learning evidence, and learning plan. The model was chosen because it allowed “unpacking” the national standards into meaningful content and skills, prioritized purposeful thinking, and made connections between pieces of information for students. It also allowed the teacher to inquire into English within its linguistic and communicative complexity rather than as a

subject of study. The following is the description of the step-by-step curriculum design based on the model UbD:

<p>Stage 1: Desired outcomes</p> <p>The first stage in UbD began with setting learning goals that encompass local knowledge with curricular guidelines for communicative skills in English as a foreign language suggested by the Ministry of Education. UbD establishes three types of goals: transfer, meaning and acquisition. The transfer goals have to do with the big idea of the unit, and what notions students can transfer into the real world. The second type refers to the meaning or the essential understandings or questions with which students can make sense of the learning they are performing. Finally, the acquisition goals refer to the skills (competencies in English, e.g. relating sentences to pictures) and knowledge (linguistic information, e.g. grammar, vocabulary) required to achieve understanding (Why am I learning this?) and transfer (e.g. performing in a real-world conversation).</p>
<p>Stage 2: Learning evidence</p> <p>After establishing goals, the designer plans for how learners will demonstrate their learning during the second stage for learning evidence. The designer needs to consider summative assessment tools that are authentic and related to real world situations. Some of these assessment strategies for EFL are role-plays, conversations, or presentations of market reports. These performance tasks in which students apply transfer, meaning, knowledge and skills need to accomplish a set of criteria concerned with task objectives, roles, audience, situation, and product. Designers can monitor performance with a variety of assessment tools such as self-assessment, peer-assessment, rubrics or checklists. Rubrics were implemented for the curriculum unit of this study.</p>
<p>Stage 3: Learning plan</p> <p>The design process of UbD can be seen as a backwards design, given that the very last stages of learning are carefully planned first. Then, designers can carry on with planning the learning activities that will aid learners to perform in real world situations. The learning plan is composed of a series of lessons. Each lesson is designed following the GANAG (Goals, Access, New Knowledge, Application and Gathering) instructional model (Marzano, Pickering & Pollock, 2001), which is an acronym that stands for. Goals are established using two Bloom's taxonomy verbs to write effective and achievable learning objectives. Access refers to building background around the new learning. New knowledge refers to the way the information is presented. Application has to do with independent work in which students apply the new information. Gathering refers to the closing in which formative assessment is performed and language skills are tested. Each step-in lesson planning allows teachers to use a variety of tools and strategies that support EFL learning such as pair work, audios, recordings, realia, sentence frames, canned questions, gallery walks, charts, diagrams, flashcards, images, slides, etc.</p>

The template in appendix D shows the resulting curriculum unit, including all the elements stated above, and a summary of 12 lessons that were applied with students. A lesson planned with GANAG is included to illustrate how each lesson was performed. As indicated above, planning occurs in the different actions of the research regarding preparing and planning classroom lessons.

1.10.2 Action

During this second stage, the researcher acts on the plan and implements the selected changes and strategies. This action phase includes developing the intervention on teaching to facilitate the learning process, while generating data on the action steps. Then, the curriculum unit was implemented through a series of 12 lessons that were also planned before class during a time period of 12 weeks, while the design, application and completion of the research study took over six months (May to November 2022).

1.10.3 Observation

Data gathering plays a major role in this phase where the researcher makes observations based on the effects of the action or the changes. It is about documenting the information about the intervention where perspectives and response of the participants towards the action plan are important as well as the course of the events. Therefore, the observation phase was conducted by recording notes in the teachers' journal following an entry structure (appendix E) on all the research and pedagogical actions and activities during the application of the unit. Classroom talks were also recorded and transcribed into the field journal to be analyzed, and documented materials such as study guidelines, students' artifacts and exams were also implemented in the action.

Observation was critical for the development of the research given that it allowed to monitor the implementation of the unit and collect significant data on classroom events and students' interventions during class lessons. It also accounted for teacher impressions on specific events regarding local knowledge and practices as well as the development of the unit.

1.10.4 Reflection

Reflection is about studying the consequences of the action by identifying general findings in observation reports. It allows to discuss the results based on the feedback and review of data, in a process of identifying the strengths and weaknesses of the changes and actions. In order to review and reflect upon the data gathered through observations and documented evidence such as lesson plans and authentic material (see appendix F), it was useful to apply critical thinking as to deepen into impressions or events from a personal theorizing perspective and the reflective process of understanding. The unit was evaluated during this

stage from the development of teaching planning and actions, and lesson activities were also adjusted on the account of observations and reflections on the learning rhythm of students as they completed activities and objectives.

As already noted, action research cycles can reoccur within the application of the model. This study applied a set of cycles in different moments of the study as the curriculum unit was implemented through one research cycle, while each of the twelve lesson of the unit was also developed through a cycle. Documented evidence also required to be planned, executed, observed, and evaluated as in the case of study guidelines, learning material and exams. Finally, although AR processes regarding planning and execution may change depending on local realities, context, and junctures, it is essential to mention that the research design presented in this section remained relatively the same in its implementation.

Data analysis

On account of the research purpose that focused on analyzing the role of local knowledge and practices in curriculum design, data analysis followed the categorization model suggested by Burns (2010), in which the researcher assembles all the data and locates recurring patterns and appealing ideas to their theories and interpretations. To begin with, I gathered the data by printing the transcriptions of the field journal, recordings of the group interview and classroom talks. I also organized students' artifacts, and documented materials. Next, I used a color code to highlight ideas considering the research objectives. This was done in order to find patterns and themes, which then allowed me to organize data into categories and subcategories. Coding is a tool for developing qualitative data analysis using "grounded theory" (Glaser & Anselm, 1996). Following the process of grounded theory allows the researcher to make connections and discover explanations for the situation under inquiry, for the process of coding and categorizing leads us to derive theories and knowledge.

In qualitative research, assertions and claims must be validated and proved to be credible and unbiased given the *intense amount of personal involvement in data collection* (Cohen, Manion, & Morrison, 2011, p.181). For this study, I took three steps into research validation as explained by Burns (1999): prolonged engagement in the research context to gather sufficient data, persistent observation, and triangulation. The later type of validity attempts to gather standpoints from several research methods combined for the analysis. In this respect, I used a demographic survey, a group interview, the teacher researcher's journal and documented analysis (students' artifacts, study guidelines, exams) that could ensure an objective and reliable understanding of the phenomenon.

1.11 Results

Integrating local knowledge and practices in an EFL curriculum unit design in a rural school in Bogotá required considering the practices around agriculture and the knowledge about the culture of potato that students at the rural school expressed. Even though data also suggests the need to deepen into understanding the singularities and conditions of the urban-rural actors, students' knowledge and interests centered around the rural practices that provided the communicative situations and linguistic input adapted to plan the English lessons and EFL curriculum design. Therefore, EFL teaching and learning passed through the process of recontextualizing the foreign language into the local context. In other words, it required reinterpreting the school curriculum and standards for the design of the curriculum unit. In view of this the curriculum design was evaluated from critical education standpoints that describe the types of interests that play a role in curriculum construction. The technical, practical and emancipatory character of the curriculum unit design are discussed, suggesting that the emancipatory interest is challenging given that the technical view of education regulates many practices at school.

The following table shows the categories and subcategories that emerged from data analysis. They show the relevance awareness of school context has for language teaching and learning, as well as the implications we are expected to bear in mind for curriculum design.

Table 1 Categories and subcategories in data

Local knowledge and practices for EFL curriculum design in a rural school	Singularities of the local context	Knowledge and practices	Potato production
			Agriculture
		Urban-rural actors	Borders-crossing
			Human needs
	EFL curriculum design: implications for learning and teaching	Recontextualizing the language	Language and culture
			English skills development
		Reinterpreting curriculum	School curriculum
			Socio-critical perspective

1.11.1 Singularities of the Local Context

- Knowledge and Practices

After analyzing how the different contexts of students were interrelated to rural activities, we concluded that the singularities of the context (urban, rural, and the connections of urban-rural contexts) help us understand why the rural context and agricultural practices were selected as content for the design of the curriculum unit. First, students participating in this study live in three places of the locality: four in rural villages, fourteen in the peripheral urban-rural zone, and four in urban neighbors. As most students live in rural and peripheral areas, the group interview allowed us to find out that students were engaged in agricultural practices either at home or at school projects, especially with potato production. This is stated by the following students:

"[...] my dad always goes there to the mountain, to the mountains of the hill every day. Some days, he takes me to harvest potatoes, and he has taught me about cultivation: whether this potato is ready or not, thick potato or riche⁵. Or chopped potato. With the

⁵ Potato harvesting leftovers

[potato] criolla⁶ is the same... The potato is very important to us because it is the healthiest. It feeds us". (Group Interview, group 3, participant 1).

"My dad travels by truck and carries products. My grandfather harvest potato. The people of my neighborhood are dedicated to picking potatoes. It is good business. It gives for sustenance". (Group Interview, group 3, participant 3).

Although the urban-rural intermediation is mostly related to the rural context, some students in these transitional areas –between the urban and the rural– refer to criminality and micro trafficking. This concern is also mentioned by the few students coming from the urban neighbors, as can be read below:

"My neighborhood is dangerous. There are two ollas⁷ in which people sell and buy drugs. My house is on a street in which there was a fight between the people in the olla and the policeman. I heard shots. Finally, they left my street and moved to another street." (Research Journal- Transcript on a student's intervention)

Therefore, it is necessary to ask questions such as: What characterizes these types of students beyond the rural world of the school? What are their needs outside school projects and curriculum? This information is worth further consideration in the school to deepen into how both types of contexts interrelate in the urban-rural phenomenon and its implications for education.

- Urban-rural Actors

The borders-crossing concept evidenced in individuals who have to leave their urban home to access education in the rurality, as in the case depicted above, is a crucial issue for teachers in the stances of "where we have come from, and it is a conscious evaluation of whom we will become and what that means" (Goodson & Petrucci-Rosa, p.3, 2021). The following extracts from group interview illustrate how students experience this border crossing and transit from urban to rural:

"In the city you only see houses, buildings and cars. Whereas here you see the green, the nature, very few houses that I like because one can have a better view of nature. And we can learn about plants and how to grow potato." (Group Interview, Group 3, Participant 3)

⁶ *Criolla* potato region (solanum phureja) is a variety of endemic potatoes in Colombia and other countries of the Andean characterized by being rounded, smaller and yellow.

⁷ Ollas are places in which people perform micro trafficking. It translates "pots" in English which has a connotation of something enclosed, a delimited sector.

“Down there [in the city] one cannot go outside. One cannot see the field, the trees, nor run through the fresh air. No. Down there one feels locked up, even when we go out, instead, here [in the rural school] one feels free.” (Group Interview, Group 5, Participant 3)

In the same vein, I have experienced that reality. I have reflected on this particular issue, by focusing on my role as a rural teacher in search of the dialogic relationship needed to democratize school practices, in this case, curriculum design:

“As a rural teacher, in a 5-year experience of educating and living in a rural community, I have found myself facing challenges in borders crossing. First, adapting to the weather conditions of the village as cold reaches very low temperatures in this area. Second, I am an urban descendant, most of my life I have lived in gregarious places, such as the city, and moving to the rural area for the love of public education has implied big changes in my life. Although sometimes isolation and living away from family and friends might make it difficult to stay focused on the educational purpose, it is in this place where I have found myself, gained temper and character.” (Filed Journal. Teacher’s reflection.)

Even though the problems and experiences that school actors have to face every day in urban, rural, or urban-rural communities, they see rurality as a priority. Therefore, the fact that students felt sympathy and comfort in the rural area was critical in deciding to continue integrating rural activities into the curriculum unit lessons and students' consideration of agriculture as an essential contributor to society. The following extract connects with Maxwell's (1943) theory of human needs, in the sense that feeling comfortable in the school environment is key for any learning. This has to do with a sense of safety and feeling protected, and students attribute these characteristics to the rural area while having negative perceptions about the urban neighborhoods. They perceive the urban area as "unsafe" due to problems of drug micro trafficking, theft, and various environmental conflicts⁸:

"[...] for me, the countryside is better than the city because there one can hardly harvest anything; if one goes out, there are many thieves and robbers. Instead, here [in the field], one can go out and harvest". (Group Interview, Group 3, Participant 1)

⁸ Ciudad Bolívar is one of the localities of Bogotá that faces different environmental problems, such as the management of the city's garbage, through the sanitary landfill known as "Doña Juana"; the extractive industry for the construction sector (brickers, sandbars). In addition to that, they have suffered the effects of historical dynamics of urbanization in areas at high risk of natural disasters such as mountain slopes or near gullies (impacts on the territory by extractive industries) and contamination of water basins, such as the Tunjuelo River. (Consejo Local de Gestión del Riesgo y Cambio Climático Localidad Ciudad Bolívar, 2019)

Therefore, deciding on contextualizing the foreign language in the rural context responds to the principle of basic needs for learning, for contents and information around market language, the commercial activities with potato, the types of potato, and pricing as a local product were selected for the contents of the unit. Therefore, the learning material in English was designed bearing in mind the students' perceptions about local realities. Hence, contents and the linguistic input were selected, such as vocabulary, conversations at the market, price graphs, texts, market reports, and the interest in comparing local products.

This category allowed the reflection on findings to decide on the contents of the curriculum unit based on the agricultural knowledge and practices around potato production. As stated, in the theory, when defining the local context, it is key to pay attention to the practices that engage people in knowledge, as knowledge comes from the daily life of people in their situated context. As already mentioned, the participants of this study are characterized by the perspective of borders crossing, urban and rural boundaries. Additionally, all of them share their needs for safety and placement as basic needs for any learning.

The dialogic relationship between teachers and students to participate in school knowledge construction, which takes into consideration their own places, is a key aspect of the critical focus of education. This could be noted in the testimonies of students coming from the different neighbors, who expressed different perspectives and life experiences, as well as in the observations I recorded as their teacher.

The abovementioned dialogic process involves a set of implications for teaching and learning as well as for the EFL curriculum. Implications are identified in regard to paying attention to the priorities the school actors have as well as to their interest in the rural activities so that they become the content of the school curriculum.

The dialogic relationships between teacher and students fosters the recontextualization of English language teaching and learning, the recognition of learners' experience and the integration of local practices and knowledge into the linguistic contents of the foreign language. This integration also requires the teacher to challenge and reinterpret the students' and institutional interests so that they interact within curriculum through designing curriculum units.

1.11.2 EFL curriculum design: implications for learning and teaching

- Recontextualizing the Foreign Language

Approaching a school curriculum for English as a Foreign Language endorsed by the local practices and knowledge of students in the school context of the rural area of Bogotá, engaged learning and teaching within a framework of recontextualization of the language and a reinterpretation of the curriculum. In practical terms, we noted that those aspects had to be resembled in materials design, linguistic input adaptation and language skills development, as well as in revisions of the school curriculum.

Recontextualizing the foreign language had to do with taking into consideration students' perceptions of English during class interventions, mainly related to the professional and economic advantages. Due to its recognition as a lingua franca, students indicated in class that speaking English allows people to leave their country, carry on with a professional career and do business with English-speaking people. However, when EFL learning discusses the language and culture of learners, classroom experiences go beyond conventional perceptions about the foreign language, and thus, we have to pay more attention to the way learning environments are created so that learners advance in English skills development. Students interventions were vital for how the curriculum unit activated the relationship between language and cultures, resulting in an exchange of local and foreign meanings and referents, promoting communicative and intercultural learning. This is evidenced in the following excerpt:

"[...] I learned in English about different elements of agricultural culture. They handle different things, graphics, and alphabets. Just like the proposal sumercé⁹ made to us, that of English and agriculture. I really like to learn English and at the same time from agriculture

⁹ The word *sumercé* is a colloquial expression with a colonial connotation of respect and submission that refers to "you". It is used to address another person in a kind and affective tone and is associated with the peasant culture of the departments of Cundinamarca and Boyacá, Colombia.

because it is about plants, animals, the countryside, it is about what I know." (Research Journal, Student's opinion).

The following is an extract from a documented study guide I adapted and implemented during a listening task. It related rural activities and knowledge to a foreign language to a typical conversation at a small store between buyer and seller on the exchange of local products.

Seller: Hello. How can I help you?

Consumer: Hello veci¹⁰. Can I have a chicken breast, please?

Seller: Yes. That's \$10.000 pesos.

Customer. Can I have a kilo of criolla potato, please?

Seller: I am sorry. There is not criolla potato. There is pastusa potato.

Consumer: Okay. How much is it?

Seller: It's \$2.000 pesos.

Consumer: Here you are.

Seller: Anything else?

Consumer: No, that's all. Thank you, veci.

Seller: You're welcome. Good bye.

(Study guideline- adapted material)

For Hymes (1972), the "socio-situational environment" of the conversation is critical, that is, setting, participants, and expressions such as words that have meaning only between local speakers, as in the case of *veci* [*vecino* = *neighbour*¹¹] or the types of potato. Consequently, by integrating local communicative situations, the curriculum unit allowed students to access scopes of knowledge such as the characteristics of effective communication.

Cultural referents tell us about the things that engage people in speaking. For example, in the rural school, students talk about the culture of potato and agriculture. Thus, how does the foreign language operate when it is taken out of its context? Bringing upon the "Got Milk" advertisement, which I referred to in the introduction of this report, might offer reflections around assembling the local and the global culture. In the following classroom conversation around the "Got milk" ad as part of a class activity, Students 1 (S1), Student

¹¹ Veci= *Veci* is a word used to address people in a kind way. People typically use it to call the seller at the small store located in the neighborhood. It is the short version of *vecino* which translates *neighbor* in English,

2 (S2), and Student 3 (S3) reflect upon the slogan, bringing local referents into the analysis of the word *milk*, whereas the model or famous person remains unknown and does not call their attention. In the United States, people might recognize that Beyoncé is holding the glass, and references to pop music and afro American people might pop up in people's minds, which is not the case of our participants:

S1: I think they are talking about milk. Because it says "Got milk?".

S2: Milk means leche in Spanish.

S1: Are they asking if we like milk?

S3: It shows what milk represents. It represents food, cows, yogurt, the field...

S1: The peasants are the ones who milk the cows.

S3: Me and my dad go milking the cows every day before I come to school.

(Research Journal-Classroom talk)

This cultural focus on global and local communication discusses how cultures translocate and assemble modes of knowing in the world (Canclini, 1989). Besides being a dominating world order, globalization is the interaction between the culture of English-speaking countries and that of the English learners in which people exchange forms of knowing and seeing the world. The intercultural focus of foreign language learning suggests that this interrelation of cultures enriches and reinforces the multiple ways to acquire knowledge and language abilities. Also, these reflections can be inferred from students' contributions during class discussions about English as a globalized language:

"[...] the mind develops English in order to learn more things, to have a sales conversation, for example" (Research Journal, Student's opinion).

The link between language and culture allows us to make representations of our own culture in a way that semantic contents in the foreign language (words and sounds) undergo a translocation of contexts or transnational understanding where multiple languages interact in negotiation across different social contexts in the exchange of understanding, meanings, ways to see the world (Hannerz, 1996). In addition, the linguistic mentalities of the learner in both the first and the target language also undergo a process of translocation that supports the development of vocabulary knowledge in English. According to Chomsky (1986), those mentalities are defined as the mechanism in our brains that allows for language processing to happen.

The phonemic system of English, for example, has sounds that we probably never heard of, as in the case of the pronunciation of the “th” sound, which does not exist in Spanish, and we adapt it to our phonetic system as acquired in our mother tongue, with a strong sound accentuated in the “t.” Applying phonemic rules of a foreign language can be challenging; it is also a process of shifting between two mentalities. The following classroom talk occurred during a vocabulary practice where two students interacted on vocabulary pronunciation. Student 1 (S1) shows Student 2 (S2) how to pronounce long vowels in *potato*, *price*, and *consumer*. The information within parenthesis specifies the situation:

S1: *poteito* (ei as read in Spanish)

S2: *potato* (a as read in Spanish)

S1: *It's not potato. It's poteito.*

[...]

S2: *pri...ce* (i as read in Spanish)

S1: *It's not price. It's prais.* (ai as read in Spanish)

[...]

S2: *Con...su...mer.* (u as read in Spanish)

S1: *It's not consumer. It's consiumer.* (iu as read in Spanish)

In the previous extract, one could notice two things. First, the vocabulary was about activities around the market and potato production as local practices. Second, S1 accurately and unconsciously applies a phonetic rule for the pronunciation of long vowels in English, which are pronounced as their letter name, while S2 relies on the phonemic system in Spanish –his mother tongue. Even though S2 might seem like he was struggling, it was a fact that the representations in his mind were operating around an everyday activity; he might have imagined a time when he had been to the local store with mom, who needed potato and vegetables for a recipe. On the other hand, and in tune with the theory of language transfer in second language acquisition, learners transfer the knowledge of rules located in their first language to cope with the forms of the second language, which are unknown. This transfer can be interpreted as errors, strategies, and resources for learners in the initial phases of acquiring a foreign language. However, the fact that students borrow patterns from their first language also indicates progress in their attempts to demonstrate understanding and willingness to get messages across.

As data shows, recontextualizing English into the local context stresses language, culture, and thought, which are complex domains of human development. Also, an interesting question arises: What happens when I think about my own culture from another language?

Categorizing the world is another function of language reflected in the following student's work, where he compared two types of potatoes using adjectives in English. People who have not seen criolla and tucarreña potato before might not be able to depict the accuracy of the comparisons:

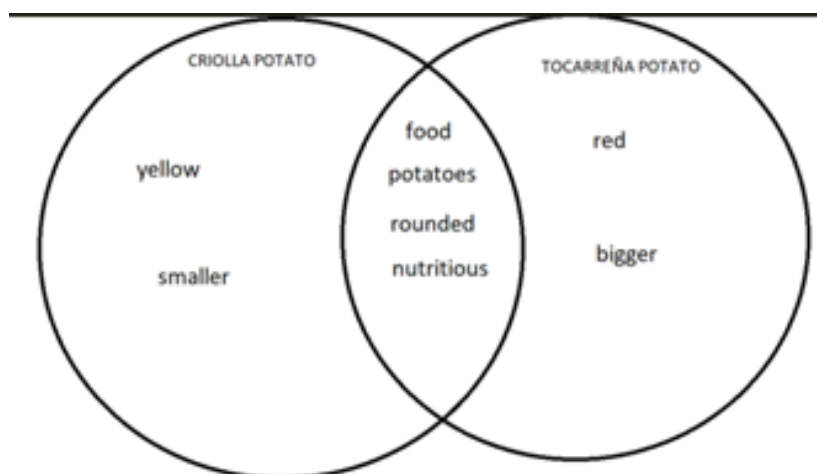


Figure 1 Students' artifact

In this case, language use evidences a kind of “translocation” between territories, from the English-speaking world to the rural context. This suggests that material design is another way for students and teachers to adapt foreign linguistic codes to name things in their reality with visual signs in the local context. A good example is a Pictionary (see appendix G) created by students using photos they took around school and labeling their representations with words. Consequently, the sample shows the activities proposed in the curriculum unit allowed the understanding that the use of words and statements is regulated by a system of values, in this case, around the world of potato, which might also be reorganized and reconfigured through the foreign language.

Recontextualizing a foreign language is not only a process of translating vocabulary words and statements from situations of the local context to the target language. Instead, it implies creating bonds between thinking and language so that language is a means for cognitive development to favor skills for grammar and thinking processes such as comparing, interpreting, and relating in English. It involves understanding and adapting the knowledge in the foreign language to local ways of acting in the world.

Thinking in a language is taking consciousness of its structures and applying them to analyze foreign language information. The following extract from the research journal is a conversation between students and me while analyzing the function of comparative words in advertisements of foreign products. It tells us about the acquisition of students' grammatical consciousness during the application of the curriculum unit activities:

T. What is the function of the ending in the words?

S1. Maybe the hamburger costs more.

T. In advertisements, why do you think people use the words "more", "better"...

S2. I think that in the first ad about the hamburger, they are comparing. We use "more" to compare.

S1. In the second advertisement they are not comparing. We have to use that word you said... the "er".

[...]

S2. But they are not comparing because there you see the "est".

T. Let's read another example: Nike tennis shoes are more expensive than Converse tennis shoes. But Converse tennis shoes are prettier than Nike.

S3. They are comparing both brands.

S1. They also use the ending "er".

S2. I know why. It says "more expensive". It means one costs more than the other.

In conclusion, the curriculum unit model was pertinent in developing English learning, as demonstrated in the previous section. Furthermore, during the process of its implementation it was possible to observe that the curriculum unit had an impact on learning. This could be noticed during test performance. We could infer that positive results were due to the fact that activities, tasks and tests were designed including local referents, as can be seen in a students' sample during a reading and writing test (see appendix H). The graphic in appendix I shows that the majority of the 22 students scored high in the different tests that required them to demonstrate mastery in skills established in the national standards. Consequently, local knowledge and practices are decisive in learning another language. In this case, the curriculum design allowed an articulation between the foreign language, the local culture, and the institutional curriculum.

- Reinterpreting the Curriculum

It is fundamental to reinterpret institutional curricular guidelines and standards for deep EFL learning and teaching experiences that allow us to display the knowledge and actions of the participants in the school environment. The model we selected for the design of the curriculum unit was successful at bridging local context with classroom experiences.

Decisions were made on the bases that the school curriculum and class contents lacked integration of students' knowledge of local practices. The design was based on their claims during the group interview, as described by some students' contributions:

"I don't understand why we can't learn about agriculture in math, for example, being in a rural place as beautiful as this. It could be useful to for example, let's say, make math calculation on the prices of the food that we can grow in our school garden." (Group Interview, Group 2, Student 4)

"I say that classes like math should include counting or multiplying potatoes, or carrots, or strawberries, things that we can find in the school garden. Or in Spanish, we can read poems or tales about food and crops." (Group Interview, Group 4, Student 3)

The previous perceptions are confirmed by revising the document of the school curriculum for English, which contains isolated themes and designed for a general application of the curriculum, in other words, a curriculum that is not in line with rural schools. Thus, it was right to carry on with a curriculum unit design that considered contents around central activities in students' families and background, such as small-scale commerce and potato production, which are essential for the supply chain, the food market, and agriculture development. Quality education is a right for all Colombians (Constitution of Colombia [Const], 1994), which means adapting curricula to local contexts and dynamics in a diverse country.

In reinterpreting the school curriculum, planning was a crucial strategy in developing the curriculum unit, and the journal's observations reinforce the idea that teachers must plan for learning and establishing instructional goals. As stated in the following extract, the planning model suggested for curriculum design was adequate and allowed teaching with confidence and satisfaction as classes progressed as expected:

"I guess I am getting used to planning and planning and expecting things to go well. It seems like magic. Planning does its own work, and students seem to learn a lot." (Research Journal, Teacher's observation).

Along the research process I considered the criteria for developing a critical approach to curriculum. I took into consideration the socio critical theory of Habermas and its different interests from Grundy's interpretations (1987): the technical, the practical and the emancipatory interests. As stated before, the institutional character of the curriculum makes

it pay more attention to the technical interests, which are the concepts, the theories, the information and the scope of knowledge and skills that curriculum designates for the school organization. In contrast, the practical intervention in curriculum critics such knowledge and puts the conditions and experiences of learners in the leading role in a dialogic relationship between teachers and students.

Although the curriculum design model had a combination of the two types of technical and practical interests, the first one predominated also, given that the unit was objective oriented, putting into doubt the emancipatory role of the model which was a challenging aspect of the critical perspective. When objectives are placed first, they look for a way to control the learning experience, as pre-established expectations regulate teaching decisions. Even though observations in the teaching journal highlighted the importance of establishing objectives and keeping a plan for the class, the model needs to be re-evaluated for further use to attend and evaluate the emancipatory view of the school curriculum.

Besides curriculum, in school rhetorics, planning and evaluation are institutionalized practices that school demands to organize learning and teaching. Another element that was permeated by the technical aspect of the curriculum unit was evaluation, as we need to appraise for standards and products reflected in pencil and paper language tests that are very often made up of right and wrong answers. In view of this, we ask: How to transform the standardized characteristic of evaluation so that it becomes a democratic practice at school? A combination of both, technical and emancipatory strategies of evaluation were implemented as in the case of peer assessment in which students relied on their partners as a knowledge owner and validated it as a classroom practice. This is noticed in a student testimony:

“Teacher! Let's do the evaluation in pairs. I like it better when we do the evaluation in pairs. My friend knows a lot about English. I am not as good as him. So, I do well when I work with him.” (Student testimony, Teachers Journal)

On the other hand, observations in the journal account for the implementation of evaluation at the end of each lesson through formative assessment strategies that provided students with feedback on their learning. The focus of evaluation towards its formative sense, encourages the practices of knowledge exchange between teacher and students towards

recognizing their performance and gains. Likewise, evaluation is a means to get to know students (Sánchez Mendiola, 2018) in their singularities as learning subjects. It is in this sense that the conception of “who are those” who receive our educational actions reconfigures the relations of respect and dignification of students in critical education. Evaluation goes beyond the mere idea of measuring and standardizing learning and recognizes human beings (Freire, 2011) as well as the territories that shape their daily lives and existence.

Conclusions

This chapter gathers the conclusions regarding the research question and objectives. They are based on what was found in the data i.e., my students' perceptions, and my understanding as the teacher-researcher. In my attempt to articulating local knowledge and practices of the rural school with national curriculum guidelines for English learning I can assert that we have ways to contribute to developing skills in the foreign language. In general, we must recognize the need for mediating between public education policies and the recognition of the cultural potential of local communities.

The study's main objective was to identify the principles that could be applied in a rural primary school's curriculum through the design of a curriculum unit that was expected to contribute to the development of 3rd, 4th, and 5th graders' skills in English. To achieve this, three specific objectives were posed. The first one focused on the relationship between English as a foreign language learning and local knowledge and practices; the second was intended to propose a model for curriculum design; and the third, an examination of such implementation.

In terms of the first specific objective, this research aimed at revising how we can approach this integration of local knowledge and practices into English learning by designing and implementing a curriculum unit, for the proposal implied two essential aspects. First, it was necessary to identify the students' interest in local content and then articulate the contents with the skills for English proficiency, as defined in national curriculum standards. Second, since the curriculum establishes the knowledge and the abilities to teach in school, it was considered that the unit design involved a critical perspective of education in how teachers and students actively participate in building curriculum. Consequently, I designed a unit that proposed studying the English language through contents framed within the rural context

of the school, reflected in activities around the commerce, production, and market of potato as a local product.

In connection to the second objective, which embraced the proposal of a model for curriculum through the design of a unit, it was necessary to consider the recontextualization of the foreign language. This was reflected in documentary evidence such as learning materials and the students' artifacts, as well as the reinterpretation of the school curriculum by integrating national standards into local ways of seeing and acting in the rural context. We could conclude that when determining the contents and abilities to be learned throughout the national territory, the competence standards for the foreign language need to distinguish the characteristics of rural or urban-rural contexts. Therefore, the curriculum design model motivates teachers to mediate between public education policies and the recognition of the cultural potential of local communities. It is a process in which school actors can establish how to learn and teach best and what functionality a foreign language has in our lives. This can be attained by considering the people, objects, actions, and places around us.

As far as EFL teaching and learning are concerned, the observations and reflections registered in the field journal, as well as students' work, study guidelines, and language tests suggest that with the application of the curriculum unit it was possible to infer implications for curriculum design and implementation. The application of the unit shows that students achieved learning goals in terms of grammar, vocabulary knowledge, intercultural and communicative skills as well as thinking and understanding. We could also witness interest in what they do and how much they care for the community.

If both students and teachers wish education to change, it is necessary to explore the relationship between the school environment, the society and the content of the curriculum so that and teacher and students build curriculum in a dialogic sense. Likewise, for the rural school, and given its struggling history of social disadvantage, it is crucial to approach curricula, to integrate the symbolic acts of the community and the meanings and knowledge that students bring to the classroom.

The emancipatory sense of curriculum was challenging due to the contrasting visions of the role of the teachers as they have to adjust to advancing ideologies and teaching

approaches. They also have to respond to the demands of national regulations, as well as to expectations the society and the educational authorities have about their professional competences, e.g. teaching repertoires, engagement in research, and professional development or updating. Teachers have to cope with the pressure of external agents, and so, their voices are not always heard so that they can make their own decisions on how to teach and what to teach.

To sum up, this was a demanding experience in the pedagogical and intellectual fields because the planning and execution involved thinking from the perspective of oneself -as a teacher of urban origin- and that of the others -students and their rural school environment-. Therefore, it was necessary to be critical of one's beliefs and the curriculum while interpreting the territorial dynamics to plan for EFL learning and teaching. Designing curriculum for ELF must necessarily deal with stances of critical pedagogy as a tenet for discussing the superficial layers of the culture of languages, which are not just systems governed by economic and industrial interests, because the culture, knowledge and thinking of speakers are decisive for the development of human being domains.

However, two considerations for further research into critical curriculum design must be considered for rural schools in the peripheric borders of the city of Bogotá. It is paramount to be aware of the urban-rural issues and needs that imply going beyond the general information that is used to label the rural character of the school context. This leads us to adopt and understand a socio-critical view of curriculum; an emancipatory perspective that recognizes and gives voice to the actors of the school –mainly students and teachers–, and advocates for dignifying and democratic practices in EFL teaching and learning.

A. Appendix: Information Letter to Parents

Estimados padres y madres de familia:

Este año deseo desarrollar habilidades en el campo de la investigación educativa como parte de mi proceso en los estudios de maestría.

Estoy complacida de trabajar con su hijo/hija y mis objetivos son mejorar mis habilidades para acompañarlos en el aprendizaje del inglés. Los estudiantes participarán de esta actividad en la que darán a conocer sus modos de vida, las actividades locales e información sobre sus intereses, la familia y la comunidad, que considero son fundamentales para desarrollar un programa de entrenamiento en las habilidades de la lengua extranjera.

Espero aprender de y con sus hijos e hijas y poder recibir sus comentarios u opiniones respecto a su participación en esta investigación. Por lo anterior, atentamente solicito su autorización para que los estudiantes participen en el proyecto en curso.

Pueden contactarme al número celular xxxxxxxx, en caso de requerir información adicional.

B. Appendix: Demographic Survey Guide

Temas de las preguntas:

1. Nombre de la localidad o del pueblo estudiado.
2. Su situación geográfica (¿montañas, valles, ríos?).
3. Número de habitantes en el hogar. ¿Qué lengua y qué acentos regionales hablan?
4. Los modos de vida (agricultura, pastoreo, industria, comercio y otras profesiones) practicados por sus habitantes, y cuántos se dedican a cada uno de ellos.
5. Características de la casa en donde vive (materiales en la que está construida, el tamaño, si está en vecindarios agrupados o dispersos).

C. Appendix: Group Interview Guide

Focus area	Questions
Study and participant introduction	Tell us a little bit about yourself. Can you describe where we are right now? From class discussions. What do you understand this interview will be about?
Knowledge and practices in school context	Can you give an example of activities people do around here? What do you like the most about your school? What are your thoughts about school projects such as the "school garden"? What accomplishments have you gained in contact with the school garden?
Perceptions about school practices	What is the relationship between the things you do at school and the ones you do at home? What would you change in school?
Suggestions for school practices	Have you noticed any relationship between school projects such as the school garden and the classes in other subjects, e.g. Math, Language? What are your suggestions for teachers to enhance classes?

D. Appendix: Curriculum Unit

STAGE 1: DESIRED OUTCOMES	
<p>ESTABLISHED GOALS National Standards</p> <p>Grado 3 (Principiante A1): Reconozco que hay personas como yo que se comunican en inglés.</p> <p>Grados 4-5 (Básico A 2.1): Leo y entiendo textos sencillos sobre acontecimientos concretos asociados a tradiciones culturales. Utilizo gráficas para representar la información más relevante de un texto.</p>	Transfer
	Students will be able to independently use their learning to... Use a foreign language to promote local culture.
	Meaning
	<p>UNDERSTANDINGS: Students will understand that...</p> <p style="text-align: center;">Studying English allows you to understand how language systems work. Language allows you to access other areas, disciplines, contents, and resources. People, objects, actions, and places around us are important for your learning.</p> <p>ESSENTIAL QUESTIONS</p> <p style="text-align: center;">What is the best way for me to learn English? What can you do with a foreign language? Is the local culture important for the foreign culture? How do you identify people, content, and places where conversations take place?</p>
	Acquisition
	<p>KNOWLEDGE: Students will know...</p> <p style="text-align: center;">Potato as a local product Comparatives Buying and selling Price graphs The market</p> <p>SKILLS: Students will be skilled at...</p> <p style="text-align: center;">Grade 3: Describing a local product</p> <p style="text-align: center;">Grade 4-5: Relating texts with graphs Presenting a market report on a local product</p>
STAGE 2: LEARNING EVIDENCE	
Evaluative Criteria	Assessment Evidence
Rubric on performance	PERFORMANCE TASK(S):
	<p>Grade 3 PERFORMANCE TASK: Role-play a conversation at the market.</p>

GOAL: Students will be able to describe a local product to foreigners with the aim of promoting potato culture.
 ROLES: agents, partners, growers, buyers, sellers.
 AUDIENCE: Fair attendees. Academic audience at the most important agricultural event in Colombia.
 SITUATION: EXPO-AGROFUTURO is one of the most important fairs for the agricultural sector where the agents of the supply chain find alliances with producers and merchants within the strategic market. In this fair people have meetings, conferences, make connections and establish relationships for the dynamics of the exchange of goods and services.
 PRODUCT, PERFORMANCE AND PURPOSE:
 Students will create an oral presentation using the vocabulary from the unit and short descriptive phrases to present a regional product to foreigners. They may be supported by photographs, objects, clothing or illustrations. The performances will be evaluated with the oral presentations rubric. (Example: the potato is rounded. The price is low.)
 STANDARDS AND ACHIEVEMENT CRITERIA: Rubric for oral presentation

	5	4	3	2	1
Voice pitch	Student uses a clear and appropriate tone of voice all the time.	Student uses a clear and appropriate tone of voice sometimes.	Students uses a clear and appropriate tone of voice a few times.	Students does not use a clear and appropriate tone of voice.	No action taken.
Pronunciation	Vocabulary and expressions of the unit can be distinguished during talk all the time.	Vocabulary and expressions of the unit can be distinguished some times.	Vocabulary and expressions of the unit can be distinguished during talk a few times.	Vocabulary and expressions of the unit cannot be distinguished.	No action taken.
Content	Students include a great deal of words, phrases and expressions in the unit.	Students include some words, phrases and expressions in the unit.	Students include a few words, phrases and expressions in the unit.	Students do not include a variety of words, phrases and expressions in the unit.	No action taken.
Props	Students use a variety of props that convey the role.	Students use some props that convey the role.	Students use a few props that convey the role.	Students do not use any props.	No action taken.

Grade 4-5
 PERFORMACE TASK: Present a market report.
 GOAL: Students will be able to present a report based on graphs on the products, costs and commercial activity of the potato product of the company they created.
 ROLES: agents, partners, growers, buyers, sellers.
 AUDIENCE: Fair attendees. Academic audience at the most important agricultural event in Colombia.
 SITUATION: EXPO-AGROFUTURO is one of the most important fairs for the agricultural sector where the agents of the supply chain find alliances with producers and merchants

within the strategic market. In this fair people have meetings, conferences, make connections and establish relationships for the dynamics of the exchange of goods and services.

PRODUCT, PERFORMANCE AND PURPOSE: Students will present a report on a potato company created by them. In the report they will include graphs of prices, comparisons, purchase, cost and sale of the product. They will use simple sentences using comparatives and vocabulary to describe graphs of percentages.

STANDARDS AND ACHIEVEMENT CRITERIA: Rubric for oral presentation

	5	4	3	2	1
Effectiveness	Project includes all material needed to gain a comfortable understanding of the topic.	Project includes most material needed to gain a comfortable understanding of the topic.	Project includes most material needed to gain a comfortable understanding of the topic but is lacking one or two elements.	Project is missing more than two elements.	Project is missing several elements and has inaccuracies.
Content	Students include a great deal of words, phrases and expressions in the unit.	Students include some words, phrases and expressions in the unit.	Students include a few words, phrases and expressions in the unit.	Students do not include a variety of words, phrases and expressions in the unit.	No action taken.
Organization	All slides have graphics that support the information.	Many slides have graphics that support the information.	Some slides have graphics that support the information.	Project is missing more than two elements.	No action taken.
Spelling and grammar	Project contains text with accurate spelling and grammar.	Project contains 1 or 2 spelling and grammar inaccuracies.	Project contains 3 or 4 spelling and grammar inaccuracies.	Project contains more than 5 spelling and grammar inaccuracies.	All content is misspelled and grammatically inaccurate.

OTHER EVIDENCE:

Language tests
Formative assessment: exit tickets.

STAGE 3: LEARNING PLAN

Summary of Key Learning Events and Instruction

1. Students memorize words from a vocabulary list.
2. Students interpret a bar graph on potato prices and select the sentences that match the information.
3. Create a digital dictionary that contains words and pictures, illustrations, or photographs of the surroundings.
4. Use a Venn diagram to compare two products.
5. Compare product prices and select comparison sentences.
6. Listen to a conversation at the market.
7. Compare products using comparatives.
8. Relate market graphs with texts.
9. Illustrate how you can select from a set of pictures the one that matches the meaning of the sentence.
10. Conduct an interview with a farmer and contrast the information with the class discussions.
11. Describe a specific case in which English serves to tell other people about ourselves and our culture.
12. Performance tasks.

Lesson plan sample

GANAG LESSON PLAN

LESSON 1

Content goal: Students memorize words from a vocabulary list.

Language goals: students read the words on flashcards and decide whether the words belong to the learning unit or not.

G- Make explicit curriculum/ lesson objectives.

A- Surprise picture: cover different pictures with butcher paper (a potato, the country field, a farmer, the market). Slowly tear the paper away and have students make predictions on the topic/theme. Write students ideas on the board.

N-Vocabulary cards: display the unit words on the board with pictures and word cards. Have students pronounce them and spell them out.

A- Find your match: students interact with peers with matching words and picture cards. When a match is found students sit down until everyone is matched.

G- Response boards: students gather by their matching pairs. (Show Pair up process). Number the picture cards. Show students a word card and have them write the correct picture number.

E. Appendix: Journal Entry Structure

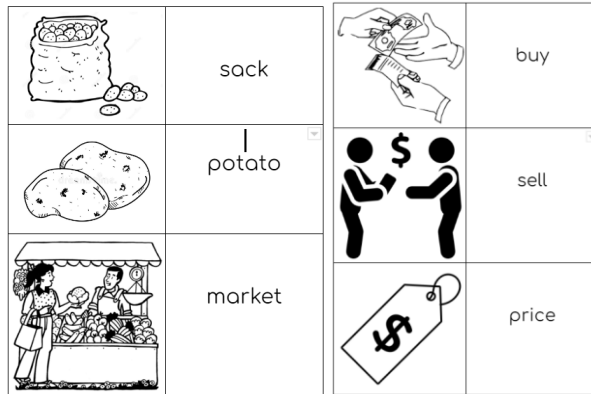
Date: _____

Place: _____

Participants: _____

EVENTS	REACTIONS AND REFLECTIONS

F. Appendix: Documentary Evidence



Sample 1. Word cards
Sample 2. Word search

Name: _____ Date: _____

Got potato?

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

Find the following words in the puzzle.
Words are hidden \uparrow \downarrow \rightarrow \leftarrow and \swarrow .

BUY	GRAPH	SACK
CONSUMER	MARKET	SELL
COUNTRY	POTATO	
FARMER	PRICE	

LESSON 6. Listening task

Objective: identify words and expressions in a specific communicative situation.

- *Pre-reading:* show students a poster of a customer and a seller interacting at a shop. Ask them to predict what words and expressions they might use.
- *While-reading:* give students the conversation script and have them follow the conversation along with the audio.
In pairs have them organize a set of pictures in sequence as they listen to each part of the conversation. |
-Role-play: pair up students and have them choose their roles. Give them the items to recreate the conversation. Have them repeat the lines after listening while acting out the situation.
- *Post-reading:* Show students words and expressions and have them choose whether the customer mentions it or the seller.

Conversation at the market

Seller: Hello. How can I help you?

Customer: Hello. Can I have a chicken breast, please?

Seller: Yes. That's \$10.000 pesos.

Customer: Can I have a kilo of criolla potato, please?

Seller: I am sorry. There is not criolla potato. There is pastusa potato.

Customer: Okay. How much is it?

Seller: It's \$2.000 pesos.

Customer: Here you are.

Seller: Anything else?

Customer: No, that's all. Thank you.

Sample 3. Lesson plan

G. Appendix: Pictionary



consumer



bar graph



potato



sell



farmer



price



potato sack



buy

H. Appendix: Test Scores

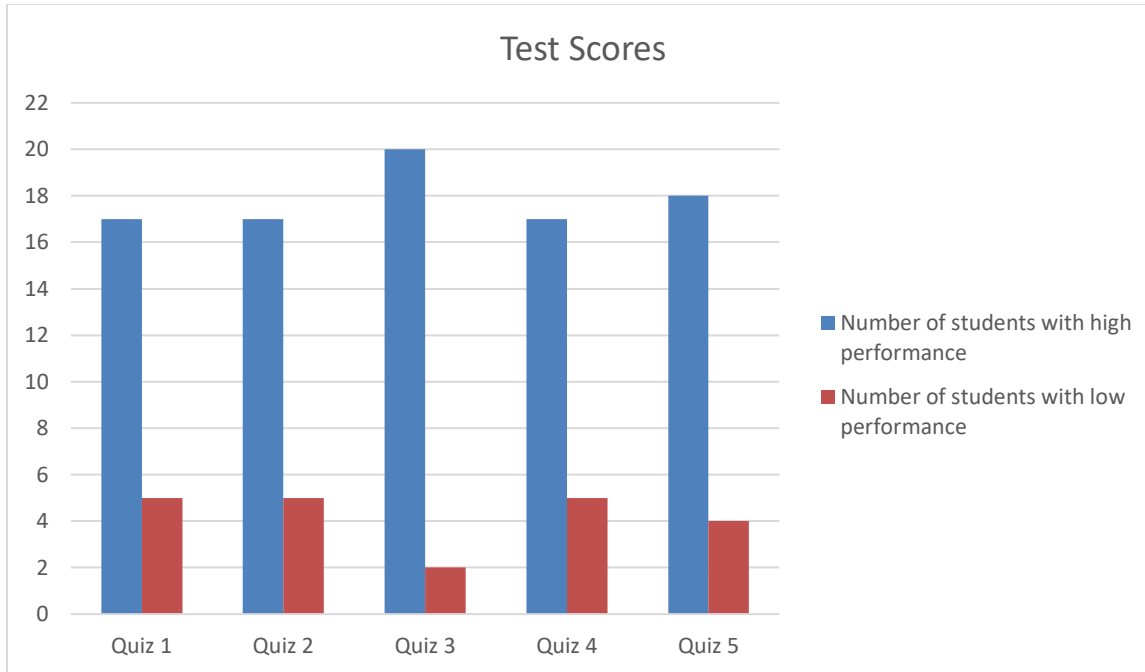
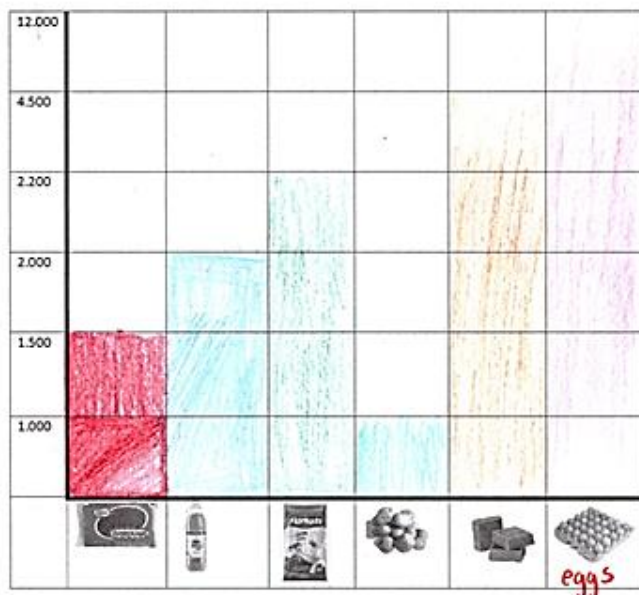


Illustration 1 Performance in test scores

I. Appendix: Reading and Writing Test



panela cost more than colombiana

(T)

Rice cost more than panela (F)

The eggs cost less than potatoes (T)

Potatoes cost more than panela (F)

Illustration 2. Test on reading about pricing, writing true-false sentences and relating information to graphs.

References

- Bajtín, M. M. (1982). *Estética de la Creación Verbal*. Siglo XXI Editores .
- Benavides, C. (2017). EFL Students' Social Identities Construction Through Gender-based Short Stories . *Colombian Applied Linguistics Journal*, 19 (1), 11-21. <https://doi.org/10.14483/calj.v19n1.10641>
- Biggs , J. (2003). Aligning Teaching for Constructing Learning. *The Higher Education Academy* .
- Bonilla, S. X., & Cruz-Arcila, F. (2014). Critical Socio-Cultural Elements of the Intercultural Endeavour of English Teaching in Colombian Rural Areas. *PROFILE* , 16 (2), 117-133. DOI 10.15446/profile.v16n2.40423
- Bourdieu , P. (2000). Sobre el poder simbólico. En P. Bourdieu, *Intelectuales, política y poder* (págs. 65-73). Buenos Aires : Eudeba.
- Buitrago, L. S. (2017). *El inglés en la zona rural de Colombia: aplicación del modelo Working with people, del método Content-based y de los ambientes de aprendizaje en la clase de lengua extranjera en Subía, Cundinamarca*. Obtenido de Potificia Universidad Javeriana : <https://repository.javeriana.edu.co/handle/10554/35431>
- Burns , A. (2010). *Doing Action Research in English Teaching. A Guide for Practitioners*. New York & London: Routledge.
- Burns, A. (1999). *Collaborative action research for English language teachers*. Cambridge, England: Cambridge University Press.
- Canclini, N. (1989). *Culturas híbridas: estrategias para entrar y salir de la modernidad*. Mexico D.F: Grijalbo.
- Cárdenas, M. L. (2006, January). *Bilingual Colombia: Are we ready for it? What is needed?* [Conference paper]. English Australia, Perth, Australia.

- Cárdenas, R., & Miranda, N. (2014). Implementación del Programa Nacional de Bilingüismo en Colombia: un balance intermedio. *Educación y Educadores*, 17 (1), p.51-67. <https://doi.org/10.5294/edu.2014.17.1.3>.
- Chomsky, Noam: (1986), *Knowledge of Language, Its Nature, Origin, and Use*. Praeger, New York.
- Cohen, L., Manion, L., & Morrison, K. (2011). *Research Methods in Education*. Routledge.
- Consejo Local de Gestión del Riesgo y Cambio Climático Localidad Ciudad Bolívar. (Agosto de 2019). Caracterización general de escenarios de riesgo.
- Cruz-Arcila, F. (2018). The Wisdom of Teachers' Personal Theories: Creative ELT Practices From Colombian Rural Schools. *Profile*, 20 (2), 65-78. <https://doi.org/10.15446/profile.v20n2.67142>
- Departamento Administrativo Nacional de Estadística DANE. (n.d.). Resultados Censo Nacional de Población y vivienda 2018. Censo Nacional de Población y vivienda 2018. Retrieved February 1, 2023, from <https://www.dane.gov.co/index.php/estadisticas-por-tema/demografia-y-poblacion/censo-nacional-de-poblacion-y-vivenda-2018>
- Flick, U. (2009). *An Introduction to Qualitative Research*. London : Sage .
- Freire, P. (1987). *Pedagogia del Oprimido* (36a. ed.). Mexico: siglo xxi.
- Freire, P. (2011). *La educación como práctica de la libertad*. México: Siglo XXI.
- Galindo, A., & Botero, M. (2016). Patrón de desarrollo bilingüe, habilidades lingüísticas y metalingüísticas: grados 2° y 5° en una institución educativa bilingüe piloto del Quindío, Colombia. *Lenguaje*, 44 (2) 313-339. <https://doi.org/10.25100/lenguaje.v44i2.4625>
- Glaser, B.G., and Anselm, S (1996). *The Discovery of Grounded Theory: Strategies for Qualitative Research*. Chicago, IL: Aldine Publishing Co.
- Goodson, I. F. (2014). Context, Curriculum and Professional Knowledge. *History of Education*, 43 (6), 768-76. <https://doi.org/10.1080/0046760X.2014.943813>
- Goodson, I. F., & Petrucci-Rosa, M. I. (2020). Curriculum as narrative: crossing borders for a decolonized education. *Trayectorias Humanas Trascontinentales*, 8. <https://doi.org/10.25965/trahs.2931>
- Grundy, S. (1987). *Curriculum: Porduct or Praxis*. Falmer's Press.
- Haraway, D. (1995). *Ciencia, cyborgs y mujeres. La reinención de la naturaleza*. Madrid: Edicione Cátedra/Universitat de Valencia/Instituto de la Mujer.

- Hannerz, U. (1996). *Transnational Connections: Culture, People, Place*. Routledge. New York.
- Hymes, D. (1972). On Communicative Competence . En D. Hymes, *Sociolinguistics* (págs. 269-293). Pride and Holmes .
- Jakobson , R. (1974). *Ensayos de lingüística general* . Barcelona : Seix Barral .
- Lopez, A. A., Pena, B, de Mejia, A.M., Mejia, A., Fonseca, L. and Guzman, M. (2009). Necesidades y políticas para la implementación de un programa bilingüe en colegios distritales. En J. Montoya (Ed.), *Educación para el siglo XXI: Aportes del Centro de Investigación y Formación en Educación, CIFE, 2001-2008* (pp. 409-466). Bogotá: Ediciones Uniandes.
- Malebese, M. L., & Tlali, M. F. (2020). Teaching of English first additional language in rural learning environments: a case for problem-based learning. *International Journal of Inclusive Education*, 4 (14), 1540-1551. <https://doi.org/10.1080/13603116.2018.1544300>
- Maturana, L. M. (2011). La Enseñanza del Inglés en Tiempos del Plan Nacional de Bilingüismo en Algunas Instituciones Públicas: Factores Lingüísticos y Pedagógicos. *Colombian Applied Linguistics*, 13 (2), 74-87.
- McLaren, P. (1984). *La vida en las escuelas: una introducción a la pedagogía crítica en los fundamentos de la educación* . México: Siglo XXI .
- Maxwell, J. A. (2005). *Qualitative Research Design: An Interactive Approach*. Thousand Oaks, CA: Sage.
- Morin, E. (1998). *El método. Las ideas* . Madrid : CATEDRA .
- Noffke , & Somek. (2009). *The SAGE Handbook of Educational Action Research*. SAGE Publications Ltd, United Kingdom.
- Pennycook, A. (2010). *Language As a Local Practice*. Taylor & Francis.
- Preissle, J. (2006). Envisioning qualitative inquiry: a view across four decades. *International Journal of Qualitative Studies in Education*, 685-95.
- Quintana, R. F., & Bello, C. (2020). Biopolítica, vida cotidiana e interculturalidad: la clase de inglés como un espacio emancipatorio que da solución al conflicto intercultural bilingüe en un colegio público de Bogotá. *Colombian Applied Linguistics Journal*, 22, (2),127-141. <https://doi.org/10.14483/22487085.15765>

- Ramos-Holguín, B., & Aguirre Morales, J. (2016). English Language Teaching in Rural Areas: A New Challenge for English Language Teachers in Colombia. *Cuadernos de Lingüística Hispánica*, (27), 209–222. <https://doi.org/10.19053/0121053X.4217>
- Rojas, L. R., & Rueda Varón, J. (2019). Enseñanza de inglés a través del aprendizaje basado en tareas y proyectos a estudiantes Embera Chamí. *Colombian Applied Linguistic Journal*, 21 (1), 85-97. <https://doi.org/10.14483/22487085.13109>
- Secretaría de Educación del Distrito, SED. (2021). *Resolución 1712 del 1 de septiembre del 2021*. Bogotá. Por la cual se adoptan los Lineamientos para la implementación de la Política Rural del Distrito.
- Secretaría de Gobierno. (2020). *Diagnóstico local Ciudad Bolívar 2020*. Bogotá.
- Sheridan, R., Tanaka, K., & Hogg, N. (2019). Foreign Language, Local Culture: How Familiar Contexts Impact Learning and Engagement. *The Electronic Journal for English as a Second Language*, 23 (1),
- Stein, D. (1998). Situated Learning in Adult Education. *ERIC Digest*.
- Toruño, C. (2020). Aportes de Vigotsky y la pedagogía crítica para la transformación del diseño curricular en el siglo XXI. *Revista Innovaciones Educativas*, 22 (33), 186-195. DOI: <https://doi.org/10.22458/ie.v22i33.3043>
- Universidad Nacional de Colombia, UNAL, Instituto de Estudios Urbanos, IEU, (2017). *Caracterización de la Educación Rural de Bogotá D.C., y Propuesta de los Lineamientos Generales de Intervención*. Versión Final para Discusión, IEU, Unal, SED, Bogotá, mimeo.
- Universidad Nacional de Colombia. (2019). *Lineamientos educativos para la Bogotá rural*. IEU, Unal, SED, Bogotá, mimeo.
- Universidad Nacional de Colombia, UNAL, Instituto de Estudios Urbanos, IEU, (2019).
- Ubaque, D. & Aguirre, D. (2020). Re-Signifying Teacher Epistemologies Through Lesson Planning: A Study on Language Student Teachers. *PROFILE*, 22 (2), 131-144. <https://doi.org/10.15446/profile.v22n2.80687>
- Vaca Torres, A. M., & Gómez Rodríguez, L. F. (2017). Increasing EFL Learners' Oral Production at a Public School Through Project-Based Learning. *PROFILE*, 19 (2), 57-71. <https://doi.org/10.15446/profile.v19n2.59889>
- Viáfara, J., & Pachón, V. (2021). Acervo construido por futuros maestros de inglés y francés en su práctica en escuelas rurales. *Colombian Applied Linguistics Journal*, 23 (1), 35-48. <https://doi.org/10.14483/22487085.16469>

- Wallace, M. J. (1998). Why Action Research? En M. Wallace, *Action Research for Language Teachers* . CUP .
- Walsh, C. (2013). *Prácticas insurgentes de resistir, (re)existir y (re)vivir* . Quito : Ediciones Abya-Yala.
- Wiggins, G. P., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Pearson.
- Zuluaga, C.T., López, M. M., & Quintero, J. (2009). Integrating the Coffee Culture with the Teaching of English. *PROFILE*, 11 (2), 27-42.