

**DEVELOPING DESCRIPTIVE WRITING WITHIN A COMMUNITY-BASED
PEDAGOGIES FRAMEWORK**

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This project is presented to obtain the diploma of Licenciatura en Español y Lenguas
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2. Descripción
<p>Esta es una investigación acción de carácter cualitativo realizada en un grado quinto, jornada tarde, del Colegio Domingo Faustino Sarmiento, localizado en el barrio Rionegro de la localidad de Barrios Unidos. Este trabajo se encuentra enmarcado bajo los preceptos de la investigación-acción y plantea hacer uso de lo que existe en los barrios en los cuales tanto el colegio como los estudiantes conviven para convertirlo en recurso académico y de conocimiento, en este caso, del</p>

área de inglés, para desarrollar las competencias de escritura descriptiva. Con este fin, las actividades que se llevaron a cabo estuvieron bajo el modelo llamado presentación-práctica-producción, en el cual se buscaba que el estudiante hiciera sus propias producciones una vez tuviera un modelo y lo hubiera practicado. Así mismo, esta investigación tuvo como base una pregunta de investigación y unos objetivos que buscaban responder a ese cuestionamiento, el cual giraba alrededor de si era posible que por medio de lo que había en el contexto se podría dar forma a las habilidades de escritura, concretamente las descriptivas.

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4. Contenidos

Esta investigación está dividida en seis secciones. En primer lugar, se contextualiza al lector y se plantean una pregunta de investigación y unos objetivos a partir de un diagnóstico. Enseguida, se presenta un marco teórico que sustenta científicamente el proyecto, en donde se incluye el estado del arte y los pilares teóricos que sostienen el proyecto. Después, se puede observar un diseño metodológico donde se sustenta teóricamente la metodología y se exponen los instrumentos con los que se pretende tomar las muestras. En cuarto lugar, la propuesta pedagógica busca que el lector se informe de las tres etapas del proyecto. En cuanto a la quinta parte, el análisis que se hace de los resultados obtenidos tiene como fin exponer y argumentar lo que se encontró de la aplicación de los instrumentos. Finalmente, las conclusiones y las recomendaciones hablan acerca de la pertinencia del proyecto de investigación, lo que se obtuvo, las limitaciones y lo que se considera sería pertinente para futuras investigaciones de esta clase.

5. Metodología

Como se mencionó anteriormente, este proyecto se desarrolló dentro del marco de la Investigación-Acción. Por consiguiente, el estudio contó con una primera fase de reconocimiento y construcción de un plan de acción con el objetivo de responder a la problemática encontrada. Luego, mediante las intervenciones que se hacían semanalmente se observaban los procesos para poder analizar cómo se estaba dando el proyecto, lo que permitía reflexionar en las prácticas pedagógicas y didácticas y, así, poder actuar sobre las debilidades. Por último, y gracias a esta continua praxis se logró aplicar los instrumentos de modo que la información que se obtuviera del análisis de datos respondiera a los interrogantes propuestos en primer lugar; de esta forma, también fue posible plantear unas conclusiones y sugerir recomendaciones.

6. Conclusiones

La información que se recolectó fue suficiente para establecer unas conclusiones puntuales. Para comenzar, se pudo evidenciar que los estudiantes reconocieron sus comunidades como fuentes de conocimiento, pues lograron percatarse de lo que tienen alrededor y utilizarlo para aprender en su

mundo académico. Como segunda conclusión, se logró que los estudiantes desarrollarán y modelarán sus habilidades descriptivas en el universo de lo escrito, lo cual es sobresaliente teniendo en cuenta que los estudiantes no poseían ningún dominio sobre la escritura en inglés. En tercer lugar, se observó que mediante el estudio de lo que los barrios ofrecen en términos de conocimiento, los estudiantes mostraron unos primeros destellos de interés en lo que ellos podían hacer para mejorar la vida en los alrededores de sus residencias, al mismo tiempo que tenían éxito en escribir en inglés para describir esas realidades y esas posibilidades que ellos percibían.

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Revisado por:	Nelson Mellizo

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CONTENT TABLE

Abstract	1
Chapter 1. Introduction	2
<i>Characterization</i>	2
<i>Description of setting</i>	2
<i>Description of population</i>	4
<i>Diagnosis</i>	5
<i>Statement of the problem</i>	8
<i>Rationale</i>	10
<i>Research question</i>	11
<i>Research General Objective</i>	11
<i>Research Specific Objectives</i>	11
Chapter 2. State of the Art and Theoretical framework	12
<i>State of the art</i>	12
<i>Theoretical framework</i>	17
<i>Community Based-Pedagogies</i>	17
<i>Descriptive Writing</i>	20
<i>Presentation-Practice-Production</i>	22
Chapter 3. Methodology	24
<i>Paradigm research</i>	24
<i>Research method</i>	25
<i>Data collection instruments</i>	27
<i>Procedures for data analysis</i>	29
<i>Triangulation</i>	30
<i>Ethic issues</i>	30

Chapter 4. Pedagogical proposal.....	31
<i>Teaching methodology.....</i>	<i>31</i>
<i>Vision of language.....</i>	<i>32</i>
<i>Vision of learning.....</i>	<i>33</i>
<i>Pedagogical intervention.....</i>	<i>33</i>
<i>Lesson plan.....</i>	<i>38</i>
Chapter 5. Data analysis.....	45
<i>Categories of analysis.....</i>	<i>45</i>
<i>Results summary.....</i>	<i>63</i>
Chapter 6. Conclusions and implications.....	66

LIST OF ANNEXES

Annex 1: Consent form.....	73
Annex 2: Survey.....	74
Annex 3: Diagnosis questionnaire.....	75
Annex 4: Field notes.....	76
Annex 5: Worksheet 1.....	77
Annex 6: Worksheet 2.....	79
Annex 7: Worksheet 3.....	81
Annex 8: Neighborhood description.....	83
Annex 9: Questionnaire 1.....	85
Annex 10: Questionnaire 2.....	86
Annex 11: Questionnaire 3.....	87
Annex 12: Brochures.....	89

ABSTRACT

The present paper summarizes the experiences taken from a project carried out in a public school of Bogotá with 5th grade students. This research aimed shaping students' descriptive writing skills using Community-Based Pedagogies as the approach to achieve that objective, taking into account that students' English proficiency was very low according national educative standards, and Community-Based Pedagogies is considered as an approach that enhances learning from any curricular and extracurricular subject. For this purpose, it was used Qualitative Research as paradigm of research and Action Research as the method to follow into it. Data collection instruments such as Field Notes, Questionnaires and Students' Artifacts will be used to help this process.

Key words: Descriptive writing, Community-Based Pedagogies, Presentation-Practice-Production, qualitative research, action research.

CHAPTER 1

Introduction

Characterization

With the purpose of characterizing the context which participants belong, this section presents in the first place the local context. Then, the curricular basis of the institution is described. The reader can also find the research question, the research objective and the rationale. To end, this chapter describes the population I work with by identifying their cognitive, academic, and learning features as well as their different backgrounds and classroom performances.

Description of setting

To begin with, the Colegio Técnico Faustino Sarmiento I.E.D. institution is located in the neighborhood Rionegro of the locality of Barrios Unidos. It is a residential area near a main avenue called Avenida Suba, in which the city's massive system of transport passes by Rionegro hosts a big commercial zone, and a canal called as the neighborhood crosses through it. The institution counts with four branches and the one in which this study is going to take place - is situated in the address Calle 91 A # 38 02 and meant to children in elementary level, from third to fifth grade.

At the moment of the beginning of my intervention, I am designated the fourth grade, more precisely the classroom 402; however, this study takes place mostly when kids are already in fifth grade. This classroom does not count with English subject or English teacher whatsoever which is important as for the Colombian educative curriculum. It is a classroom where the space is not enough for the 29 students to move around, because of the

tight space between a desk line and the other. There is a pile of lockers that contain many books that are not used, according to the teacher, and didactic material — colored-paper blocks, colored pencils, tempera, etc. As to the walls, some posters are wall-mounted and there is a space exclusively for students' made posters, but none of them is about the English subject.

As for curricular purposes, according to the rulebook the curricular basis rest on the denominated *Plan Educativo Institucional* (PEI) or EIP because of its acronym in English, which states the following motto: “Quality education for comprehensive and vocational development” (Colegio Técnico Domingo Faustino Sarmiento I.E.D. , 2016, p. 7). This aim is founded on a human conception of development regarding ethics, aesthetics and science. It conceives the idea that to transform the society is necessary to educate children in love, hard work, and coexistence with others, as well as with the planet. Principles and values agree on responsibility, respect, entrepreneurship and human developing.

Following the rulebook, mission states that the Domingo Sarmiento School expects to motivate students' knowledge, values, and principles as pillars to shape their life projects towards high levels of autonomy, creativity, and entrepreneurship respecting diversity altogether. As for the vision, it claims that its aim is to educate people with high personal, human and professional standards by strengthening the English curriculum, Human Rights defense, environmental consciousness, and other technological, technical and scientific skills. Last but not least, social constructivism as the pedagogical model is meant to improve the comprehension of reality through the knowledge valuation and different cognitive processes.

Description of population

Regarding cognitive aspects, there is one kid with learning issues — he is diagnosed with Borderline Cognitive Impairment, which makes very difficult to catch his attention. Actually, the group in general presents problems to pay attention to instructions, but once students engage with activities they can concentrate good enough until they achieve those. Also, the group work on tasks diligently in order to assimilate information. Problems remain in doing homework, making difficult to work out outside the classroom.

As for socioaffective description, the children in general are very interested in learning English -even though the majority claims to be more into Maths- for which they try to do their best when doing English activities. Therefore, they are pending for instructions and are developing tasks looking constantly for approval from the teacher; also, most of them show a big interest in learning vocabulary and other types of communicative tools (Annex 4). This evidence of how they look for be listened could be useful in oral communication level.

On the other hand, a survey (Annex 2) was carried out to investigate about their cultural backgrounds. The population who lives in the neighborhood where the school is located has families related somehow with military issues because the Military School near; the rest of children come from neighborhoods far away in the locality of Suba with mixed origins. A particular characteristic of this population is that a high percentage (around 50%) lives with a stepfather instead of the common paternal figure. In addition, two kids do not live with their families but in an institution where they share lodging with more children and are cared by tutors. These may be an explanation of the low rates of participation from these children who may have not any kind of support.

As for the linguistic area, and as I said previously, kids enjoy learning English; nevertheless, the questionnaire (Annex 3) disclosed that they are not in the level expected for fourth-fifth graders, as it is stipulated in the Standards where it is stated that children of that level should be able to give personal information in writing and speaking English (Ministerio de Educación Nacional, 2006). They reply to repetitive statements but unable to give proper account about personal information when the teacher is asking for.

In the same vein, the results of the survey show that in average students occupy between 1 and 3 hours watching TV or playing outside as much as doing homework (an average of 40% and 58%), although an important part of them claim not doing these leisure activities (between 6% and 12%). Given the fact that their relatives not support them, an important percentage of children claim doing homework by their own (31%), and one can notice this issue in their linguistic performance, highlighted especially in writing and speaking, that are limited to a few words and very short sentences.

Diagnosis

In order to develop this section, data collection is collected through the fore mentioned survey and questionnaire; besides, the field notes (Annex 4) taken in the classroom worked for this purpose too. Considering that a 90% of the students claim to like learning English and that through observation is deduced they have not been exposed enough to the target language, research work is opened to any of the four skills; but by having just a little input to master the target language, it is very likely that students' potential be missed, and give up on learning English. To give account of these, the results of the diagnosis are depicted in the following paragraphs.

First of all, reading results show no existence of prior knowledge in vocabulary and grammar. This is made evident in a series of questions about animals at the zoo (Annex 3) where the students were not able to respond because they do not comprehend the text. Simple subject, complement sentences such as *Lucía goes to the zoo* and *The gorilla is eating a banana* were completely dismissed when answering questions that inquire for that information.

Since the students' lack of previous knowledge in reading limits the acquisition of new vocabulary and most of all to build a general idea from a phrase, it is possible to say reading skills seems to be the less developed, which is understandable since they have not been exposed to English texts before as English subject is missing.

On the other hand, when evaluating listening skills, the students responded only when were asked for repetitive discourse such as greetings -good morning, how are you? - and some commands -stand up, sit down-. The questionnaire tested their listening in two parts—a first exercise of filling seven spaces while they listened an incomplete four-lines text about a daily routine between teacher and students, and a second one where they should answer about their personal data – what is your name?, how old are you?, where do you live? -.

The results of the first test show students present troubles comprehending key words within a text. In the second exercise, they succeeded in catching the meaning of some words, but failed when responding completely and coherently because they could not gather what they understood within the sentence. The fact that they faced difficulties filling blanks and they were unable to relate isolated particles within a complete sentence is proof

the kids have not developed listening skills in English either, thus they cannot give account when speaking to them.

About writing, just a few of them have demonstrated the competences for their level stipulated on the Basic Standards by producing short sentences with personal information. In the first class, they were encouraged to draw themselves and their families and presenting them; nonetheless, the majority was not able to write neither vocabulary referring family nor to make introducing sentences. Just one student did the exercise on her own initiative, writing sentences including family vocabulary for giving personal information.

As for the diagnostic text, the information provided by them (name, nationality, age, and hobbies) reflect that they remained into a low amount of words and a very limited sentence structure, even though they could not achieve correctly complete sentences for writing their names and age —e.g. *I am 8 years old* or *My name is*. Despite these problems, some of them tried to look for words in the dictionary in order to give account about their hobbies.

Due to the above, I can state that writing skills seems to be a promise field, considering that kids display interest at the moment of looking for information and recording it, showing at least they are committed to achieve a task or, more optimistic, they want to take charge of their own learning processes. Apparently, they assume learning a second language as a challenge.

Lastly, listening and speaking skills were evaluated at the same time—one evaluated personal data speaking and the other was about the interests of the students. Personal data

was easy to answer for them, but as I explained before they did not do it correctly -for example, to the question *how old are you?* they replied *I have 8 years old-*. On the other hand, answers to questions such as *what is your favourite subject?* or *do you like the school?* did not have verbal responses.

That being said, data collected evidences that the children answered when they are greeted or asked for basic personal data but unable to create sentences about their likes or dislikes, not even affirmative nor negative replies. That means the children do not have enough input to produce sentences and comprehensible speaking output, therefore they feel insecure when responding questions because they cannot build speech sentences.

In summary, what is possible to perceive from the diagnosis is students' approach to English into the classroom has not been permanent, if it has not existed at all. This leads to very low rates in comprehension skills (reading and listening) In addition, poor performance in production skills such as speaking and writing is presented, too. Also, vocabulary is very limited to a few words within simple sentences and grammar knowledge do not go beyond greeting and command clauses. Having said that, the next section presents a solution to one of the problems here depicted.

Statement of the problem

Students' results in writing allow me to realize they do not build phrases in English at all. In this regard, it is necessary to implement strategies permitting kids to commence writing with simple structures. For that aim, I consider working on descriptive writing could enhance writing skills competence. To support that idea, some considerations are depicted below.

According to Byrne (1988) writing for pedagogical purposes in early stages is important for several reasons. In this list, the autor claims that teaching writing skills for different learning styles and needs is helpful to appropriate oral knowledge, since writing is a tool to retention and can help them to develop writing exercises without being pressured, as it could happen in speking activities (p. 6).

In addition, writing as one of primal tools to communicate with each other is a field where students can evidence their competence in a second language; certainly, motivation is a remarkable feature to develop any competence. That is why Byrne gather this characteristic into his enumeration, since he considers it as a feature that could satisfy a psychological need in foreign language learners (p. 6).

Teaching any language requires work on the four skills plus grammar, which demands being practice and to use several didactic aids gathering those items. Byrne highlights the importance of using more than one medium for teaching a foreign language. This is particularly significant because -as the author declares- within integrated approaches language learning cannot be one-way only, but must look for alternatives leading to integration of skills for learning purposes. In this case, writing supports and encourages developing of the other skills because it fosters and enhances activities in which, after writing, students can read what they do, speak about their ideas, and listen to one another (p. 6).

Due the low rate of writing skills in English Foreign Language, and all what has been expressed above serves as a reference to center the attention on writing, more precisely descriptive writing.

Rationale

Based on my experience, I have realized that an encouraging and motivating moment for a language learner is when noticing that he or she can communicate on the target language; for that reason, production skills -more particularly, writing skills- are important within communicative approaches. To reach such a goal, the learner should manage minimal writing skills in order to achieve functional purposes in a real communicative context (Finocchiaro & Brumfit, 1983).

In this vein, the present research project seeks that by means of Community-Based Pedagogies (CBP) the students can develop their writing communicative proficiency in English Foreign Language (EFL). For this aim, encouragement and improvement of writing skills will be shaped by several activities that include cooperative learning, task-based learning, and other writing approaches. The idea is to give enough input to empower students in their communicative skills so they may have tools to be functionally competent in the target language.

Local research has demonstrated that CBP projects are a useful option in pursuing English proficiency (Clavijo et al., 2016). This research evidences the importance of developing tasks that include the target language as a tool but not as the end. It also proves that CBP is meaningful because it consists on working on students' contexts, which encourages the students to develop the assignments. Thus, further expectations of working on descriptive writing in a CBP context are students to start thinking on socio-environmental issues in their communities.

Research Question

How are writing communication skills shaped by Community-Based Pedagogies in 502 students' classroom at Colegio Domingo Faustino Sarmiento?

Research General Objective

- To analyze how writing communication skills are shaped through Community-Based Pedagogies in 502 students' classroom at Colegio Domingo Faustino Sarmiento.

Research Specific Objectives

- To relate knowledge lying in students' neighborhoods (Community-Based Pedagogies) to descriptive writing skills.
- To identify how Community-Based Pedagogies are helpful to develop descriptive writing skills.
- To describe how descriptive writing skills are shaped from students' neighborhood cultural resources.

CHAPTER 2

State of the art

This section faces research made in different settings, confronting methodologies and results that hold important as for this project. Several studies regarding how and why develop CBP to aim learning from students' contexts are discussed. Then, review of research provides to this research some notions about how can descriptive writing be carried out in second language learning in different worldwide contexts. Bellow there is a table that presents these studies:

<i>Teaching EFL in a rural context through Place Based Education: Expressing our place experiences through short poems.</i>	Espejo Malagón, Yeison; Salazar Jaramillo, Rocio del Pilar (2017)	Universidad Pedagógica Nacional, Bogotá, Colombia
<i>Developing a Deeper Understanding of Community-Based Pedagogies With Teachers: Learning With and From Teachers in Colombia</i>	Clavijo Olarte, Amparo; Ramírez, Maribel; Sharkey, Judy (2016)	SAGE Publications, United States
<i>Place Based Education Action Research Project</i>	Emma S. Norman (n.d.)	Northwest Indian College, WA, United States
<i>Place-Based Education: Learning to Be Where We Are</i>	Gregory Smith (2002)	Northwestern University, IL, United States
<i>Developing the Writing Skills (Descriptive, Narrative, and Expository Texts) in 501 Classroom at I.E.D. Tomás Carrasquilla Using Mass Media Products (Videos and Songs) as</i>	Velasco Rodríguez, Michelle (2012)	Universidad Pedagógica Nacional, Bogotá, Colombia

<i>Didactic Resources from a Communicative Approach.</i>		
<i>Through the Eyes of My Reader: A Strategy for Improving Audience Perspective in Children's Descriptive Writing.</i>	Holliway, David R. (2009)	Marshall University, WV, United States
<i>Usetwrite: Useful Writing Techniques to Improve High-School Students' Descriptive Writing.</i>	Barrantes Elizondo, Lenna; Olivares Garita, Cynthia (2010)	Universidad Nacional de Costa Rica, Heredia, Costa Rica
<i>Enhancing Iranian EFL Learners' Descriptive Writing Skill through Genre-based Instruction and Metalinguistic Feedback.</i>	Khatib, Mohammad; Mirzaii, Mostafa (2016)	Allameh Tabataba'i University, Tehran, Iran

To begin with, the research made by Espejo & Salazar (Teaching EFL in a rural context through Place Based Education: Expressing our place experiences through short poems., 2017) has as main objective to explore and to describe the PBE development on 4th grade EFL students when approaching their rural context using English as a learning excuse. As part of the conclusions the authors state that by being aware of their surroundings via English, learners develop a strong closeness to contexts. In this matter, research carry out by them reinforce the idea of my work inasmuch as considers context as a source of knowledge and also empower students towards the context awareness.

In the same vein, Clavijo, Ramírez, & Sharkey (Developing a Deeper Understanding of Community-Based Pedagogies With Teachers: Learning With and From Teachers in Colombia, 2016) developed a project in Bogotá, which main objective was to handle CBP in order to recognize and value local knowledge for educational purposes acknowledging at

the same time Standards. As a part of it, Ramírez's Spanish Language Arts class worked as a didactic unit neighborhood's graffiti, relating these with popular idioms. Research concluded that this kind of pedagogical projects foster aspects such as students' engagement and motivation towards the activities and students' awareness of local role as a source of value knowledge that can be used for curriculum purposes.

Another significant contribution for this work is Norman's (Place Based Education Action Research Project, n.d.) project with main goal is to document direct and immediate results of this approach within the Native American descendent population by valuing and incorporating their cultural and ideological beliefs in Biology classes curriculum. The results reveal that while students acquire knowledge, they also link this content with their surroundings, which in turn involves them into community needs and concerns. In relation to my project, Norman's proposal empowers my idea of using local environments in order to enhance subject content and engage students in community life.

Finally, Smith (Place-Based Education: Learning to Be Where We are, 2002) propounds in his work a curriculum based on resources, which enables students to create a bridge between what they experience at school and the other aspects of their lives. By doing that, the author of this study expects all contextual problems -either natural, social, economic, etc.- can be seen as opportunities for students to master knowledge and skills. This research is very closely as for the goal of this study, considering aspects such as local-based knowledge, community engagement, and understanding of contextual problems. Taking into account those variables, Smith's research can help me to comprehend the further implications of what I hope to create within my population.

Regarding descriptive writing, the research made by Velasco (Developing the Writing Skills (Descriptive, Narrative, and Expository Texts) in 501 Classroom at I.E.D. Tomás

Carrasquilla Using Mass Media Products (Videos and Songs) as Didactic Resources From a Communicative Approach, 2012) had as a goal to develop 5th graders writing skills using mass media products, project that sought meaningful close elements for students to work narrative, descriptive, and expository texts. Thus, the author refereed to descriptive writing variable as a key tool which students “are familiarized with [...] since they have worked with those types of texts in Spanish so the textual structures will be easier to follow and to transfer from one language to the other” (2012, p. 26). In this manner, descriptive writing is shaped with a utilitarian figure that enhances second language acquisition, considering it the proof of a successful meaningful pedagogical process in narrative and expository exercises.

On the other hand, the case studied by Holliway (Through the Eyes of My Reader: A Strategy for Improving Audience Perspective in Children's Descriptive Writing, 2009) intended to improve writing skills by addressing learners to write texts as readers, that is, writing as if they were the target population of those texts. The study found out that 5th and 9th grade students upgraded their skills to write descriptive texts when focusing in reader's needs and expectations. Holliway concluded that by thinking on readers' needs, writers must manage strategies that commonly included analogies and spatial organization descriptions.

Another research convenient to deem is one placed in Costa Rica. Barrantes & Olivares's (Usewrite: Useful Writing Techniques to Improve High-School Students' Descriptive Writing, 2010) study seeks to apply a set of structured techniques called *Usewrite*, designed to enhance and foster descriptive writing skills among rural tenth graders in a Pérez Zeledón's public school. In three statistical charts, the authors show results about students' descriptive writing performance after tests, concluding that

following Usewrite model for building descriptive paragraphs leads to better achievements which are evidenced in higher scores than previous tests. These facts encourage me to follow a grammar structured process with fifth grade kids in which they can acquire proper tools to carry out descriptive writing tasks enhancing and fostering their productions and improving their performances while learning English.

Another significant research is one developed by Khatib & Mirzaii (Enhancing Iranian EFL Learners' Descriptive Writing Skill through Genre-based Instruction and Metalinguistic Feedback, 2016) whose population gathered 64 Iranian adults for a 5 weeks' period. The aim of the study is to analyze how feedback affects descriptive writing performance. Among the authors' conclusions, one claims that by providing metalinguistic feedback on essays the descriptive writing performance is enhanced and is led to purposeful writing products. I deem this result important since establishes metalinguistic tools for giving accurate feedback, in this case, shaping students' descriptive writing performance.

The fact that most of these studies remark the existence of own, contextual, and perceptible-to-be-learnt knowledge is relevant when discussing meaningful learning and constructivism, because what is achieved in learners goes beyond appropriation of knowledge—it encompasses appropriation of context and own reality. Studies reviewed succeeded when bringing outside classroom elements that students and community share because of contextual settings and put them together to create meaningful contents for learning them.

In terms of usefulness, the first proposal is useful for CBP in exercises that constraint learners to think on a target population whose needs be similar of those they have. For tasks that oblige students to think in community, descriptive writing skills can be upgraded by reflecting on what are the special needs in their context. But to arrive to that level is

compulsory to work first in descriptive writing skills and what they required, so it is necessary for the learners to have referents such as they possess in maternal language, which validates what Velasco did in her project. In summary, for getting a work thought for community is important to provide enough input in order to shape descriptive writing as students carry out their CBP tasks.

Theoretical Framework

To give account of the theoretical resources, the constructs that compose this research are introduced as for letting know the background theory in the subject and how they are carried out since their proposal. In the first place, Community-Based Pedagogies roots and development is presented to explain how have evolved. For this purpose, I review approaches that share similar aspects, such as Place-and Community-Based Education (PCBE) and Community-Based Research (CBR). After that, the descriptive writing approach is stated by means of authors such as Grabe & Kaplan (1996) and Byrne (1988) to make an idea about the project and its shape. Getting to an end, Presentation-Practice-Production method is proposed in light of what Criado (2013) theorizes.

Community-Based Pedagogies

Recent history witnesses a wide range of new approaches in teaching field. These new scopes have emerged seeking to solve contextual problems, more properly those which have to do with educational purposes. This work recognizes the influences of PCBE and CBR -applied on schools, universities, and research- into Community-Based Pedagogies (CBP). A brief summary of each perspective takes place to know historical developments and implications for this project.

PCBE possesses many of the characteristics of CBP. According to the book *Place-and Community-Based: Education in Schools* (Smith & Sobel, 2010), this approach has its

birth in the United States and is used as an interdisciplinary, problem-based setting tool that look for putting in practice theoretical knowledge in local and environmental contexts. By using methods and techniques from methodologies such as service learning and constructivism, PCBE maintains students as the center of the pedagogical task and goes beyond because it encourages learners to become actors of their own learning process by means of community-based projects.

This approach results suitable and convenient to establish strong funds for CBP, considering that rescues what meaningful learning says about how contents enhance connections between new and previous knowledge, taking into account socio constructivism perspective, too. This is supported since PCBE pedagogical model deems “all of the environments in which students live—natural, social, cultural—as starting points to teach concepts” (Smith & Sobel, 2010, p. 10). In this way, PCBE offers a wide-open educational field in which pedagogical proposals concerning students’ contexts are possible and feasible. Regarding my proposal, PCBE permit it to develop strategies employing contextual concepts that allow students to learn from their environments, whatever they be.

Having said that, another epistemological frame to evaluate is the research component. To this aim, we seek into research proposals in which intervention studies requires researchers’ participation, such as Action Research, Participatory Research, or the hybrid of these two, Participatory Action Research. The authors Nicholas Cutforth, Patrick Donohue, Sam Marullo, Randy Stoecker& Kerry J. Strand (2003)contemplate that those names are just variants of a same field that they name CBR. This concept fits in this research not just because of its semantics, but in view of what the same authors consider CBR means for community, knowledge, and learning.

In the publication cited above, the authors identify three principles within CBR that are stated as pillars in their model, given that “represent the core tenets of CBR as it engages the resources of colleges and universities to help communities address pressing problems” (Cutforth et al., 2003, p. 8). In summary, those principles acknowledge CBR as a collaborative force between academic actors and community, that promotes multiple methods to discover and disseminate knowledge, and it searches for social action for achieving social justice. These tenets remain their importance in the fact that foster community knowledge by means of social action, which for purposes of this study is important since recognize community based-knowledge as a resource for research. It also gathers social participation—students learn English by studying contents using their contexts as knowledge resources.

Finally, it is compulsory to reference the work of Clavijo & Sharkey (2012a), who define CBP as “curriculum and practices that reflect knowledge and appreciation of the communities in which schools are located and students and their families inhabit” (p. 130-131). According to the authors, CBP is addressed to conforming curriculum standards with what local provides in terms of knowledge and resources; its relevance is based on the contextual realities in which students are immersed to set up meaningful associations between what it exists in the context and learning school knowledge.

In conclusion, this research claims CBP as the main approach to work with, considering the following two variables: the first one is curriculum, which establishes systematic criteria to follow within didactic units, and in turn is important for significant results. Secondly, and most important, it involves learners’ contexts putting into the classroom contents that enhance knowledge acquirement. As for this research, these two

variables are very important inasmuch as it helps students to learn and acquire a second language, and more concretely, to develop descriptive writing in the target language.

Descriptive Writing

First of all, it is compulsory to establish what concept of writing is the one to work with. Coulmas (2003) gathers different conceptions about writing through history, from Aristotle to de Saussure. As for this project, his interpretation of writing “as a means of linguistic communication” (*Writing Systems: An Introduction to Their Linguistic Analysis*, p. 17) is the one to take into account. This is not meant to be a reductionist way out, but a very precise definition that allows the rest of the project stream without answering to different tents and permits to focus rather in the skill as a tool for communication.

Concerning descriptive writing McCarthy (1998) defines it as a “domain [...] that develops images through the use of precise sensory words and phrases” (p. 5). She also suggests this domain accomplishes metaphor and vivid images functions. In regard to my study, I select one main characteristic she portrays as a descriptive writing feature — as a skill “for unifying and focusing descriptions so that readers can track along with the writer, see in their mind’s eye what the writer sees or otherwise senses” (ibid.). This particular is in which I am focused since it is opened for different topics within a subject and allows to strengthen language skills, expanding opportunities for working with beginning learners. Having said that, theory is addressed towards what writing referents can contribute as for descriptive writing as it follows.

First, Grabe & Kaplan’s outline is useful for this project because the following reasons. The authors agree that academic tasks are designed towards personal considerations about what is relevant for learners, developing activities that “improve the

communicative orientation of even the most mundane writing tasks” (1996, p. 266). *Topics for academic writing*’s points C. Personal recounts and F. Topics from family, community, regional, national life (p. 219) enhance writing exercises because they focus on students’ interest and concerns, making writing tasks meaningful. Bearing in mind contextual essence of the present work, these two subcategories are worth to be considered into methodological applies at the classroom, since help students to develop descriptive writing in a meaningful way.

The other main idea taken from aforementioned text is *The writer’s intentions, goal, attributions, and attitudes*. This point from their writing approach proposal set down a systematic order that contemplates students’ needs for developing tasks; that is, methodic steps teachers use in their praxis in order to achieve the desired outcome. The sub-stages are: A. Writer’s interpretations of the task; B. Awareness of complexity of task; D. Awareness of previous success with task and topic; and G. Motivation to perform to capacity, which in turn is subdivided into subjective self-motivated goals such as grades, higher proficiency, learn new information, etc. (p. 219) Since it deems students’ concerns about their realities, needs, expectations, and interests, the taxonomy of Grabe & Kaplan becomes a useful referent in writing students’ process for academic purposes, which in regard of my own proposal facilitates descriptive writing improving.

On the other hand, Byrne (1988) agrees with this communicational approach by listing some categories he called *focus on fluency*, *focus on text*, and *focus on purpose* (p. 22, 23). These three stages are helpful to the extent that enhance writing in learners while motivate students to use their outcomes for further purposes. Focus on fluency as a first step allows students to write without conditional grades, giving them enough confidence to start the process. Then, they are encouraged to write cohesive-structured texts, building

them with simple sentences. When kids are supplied a reason -besides grades- to write, such as lead their texts to the computer classroom students are encouraged to carry out writing tasks. In short, these three approaches do not exclude each other and are liable to work together, even interdisciplinary.

In summary, Grabe & Kaplan's taxonomy of academic writing grant both academic tasks and subjective students' understandings towards assignments, which enables them to develop writing skills in English as well as enhances metacognitive processes. On his behalf, Byrne three-steps approach enhances students' writing in a natural way, permits the student goes beyond the sentence (1988, p. 23), and finally, seeks a functional use of writing by creating a reason to write which respond to a real need of communication. These three stages allow this project to assure itself basis steps to support during the process.

Presentation-Practice-Production

According to what published by Criado (2013) in which, among other subjects, she brings together many authors who have written about PPP, this method has its roots in the mid-20th century, when audiolingual methods were at their peak. The author states that its usefulness relies on the ease of "teaching structures: aural exposure and teacher modeling in P1; drills or controlled practice in P2; and the transference of the previously studied structures to different situations in P3" (p. 98).

The aforementioned P's number three constituents—*Presentation*, *Practice*, and *Production*. As stated by Criado, Presentation is the phase where explanation is offered in such ways the students are provided with main linguistic and structure items, therefore they can infer rules and meanings. Then, Practice is shown as a teacher-still-oriented-control stage where students' productions are reviewed by the teacher looking for achieving the

goals proposed in the first place. Finally, Production phase seeks students can perform their own linguistics products using the targeted structures.

In summary, Criado's statements argue that PPP enhances the main process considering that each step creates the environment to display information, monitor tasks, and assess products; it responds to what is the heart of the project, which is to extract knowledge from communities to learn English, supporting all the whole students' processes.

CHAPTER 3

Methodology

This chapter is meant to describe the paradigm research to use, as well as the research method on it. Then, data collection instruments are presented and analyzed with the subsequent triangulation of data with the aim of make clear and validate data gathered. At the end, some ethic issues are stablished.

Paradigm Research

For purposes of this job, the paradigm research to work with is the Qualitative Research (QR), since its approach fit in what is intended to do in the field. To understand how is QR useful, this paradigm is conceptualized below from what Burns (1999) and Denzin & Lincoln (2011) defined as QR.

Burns (1999) claims that “the aim of qualitative approaches is to offer descriptions, interpretations and clarifications of naturalistic social contexts” (p.22), which ensures a better comprehension of students’ settings and the way they interact and understand them. In the same manner, QR, as defined by Denzin & Lincoln (2011), is a paradigm that concerns in the characteristics of reality just as they are in their natural course.

As can be seen, QR is chosen as the paradigm research for this project due to the appropriateness with the nature of this study, which looks for comprehend local settings as sources of knowledge and to describe the way students are able to develop writing skills from those contexts that affect them.

Research Method

On another note, the next step requires to define what kind of research method is employed. To this matter, Action Research (AR) have been chose because the opportunities offered in terms of research and social change, and because it is suitable within qualitative approach. For this purpose, this section gathers authors' ideas that are important to define AR and in consequence shape and provide solid basis to present research.

To begin with, Kemmis, McTaggart & Nixon (2014), define AR as a method that requires critical attitudes from participants in order to achieve a meaningful change in social practices. To gain this purpose, it is needed a theoretical domain which encourages people involved in AR to rethink educational understandings in a specific social setting. The foregoing means that by reflecting critically on one's setting and then by looking for referents to transform those realities, the *practice-changing practice* flows as it is worked within the context.

Otherwise, Burns (2010) considers that AR is rather a more research-centered process where teachers must reflect in a critical way in order to act systematically in the required context. She also says that teachers must be participants of the context, going beyond the simple investigator function because being part of the setting gives a wide vision of the problem. Those setting are explained below.

The first setting is called *planning*. It is staged where a problem is identified and therefore a plan for improvement is designed. This plan considers an adequate investigation framework and a concrete intention of what is intended to achieve. The second stage is named *action* which is a continuous exercise where the plan is "put into action over an

agreed period of time” (p. 8). Then, one examines the situation and plan again according to the results. These first two stages help to my study inasmuch as I can recognize students’ issues in English learning in order to look for an appropriate plan which enables me to think and rethink my performance and the ways it is possible and necessary to change for reaching goals.

To continue, Burns proposed two more stages — *observation* and *reflection*. The author states that observation is for analyzing data “reducing information to find explanations and patterns” (p. 104). In turn, this enhances documentation of what is going on into the classroom. As for reflection, Burns propose to reflect on practice, on research process, on beliefs and values, and on feelings and experiences. These final sub phases are meant to create “insights, thoughts and understandings about what you have been doing and finding” (p. 141) with remaining possibilities of understanding and improving. As for my study, observation is taken under consideration via data collection instruments, such as field notes, questionnaires, and students’ artifacts, whereas reflection is a transversal axe that gives sense to what I do and allows me to describe my experiences in a better way.

In summary, it is possible to conclude that AR is a constant praxis exercise allowing researchers to plan, act, observe, and reflect onto their fields of work. In turn, this practice-changing practice gives the opportunity to better understand settings and to improve teaching methods and learning experiences.

Data Collection Instruments

Field notes

The earlier instrument for using in field is observation. It is useful in this step since enhances data collection from people observed when doing tasks, “in order to understand fully what these activities mean to [them], how they themselves perceive them and what their perspective is on them” (Birmingham & Wilkinson, 2003, p. 116). On her behalf, Burns (1999) deems observation as a tool “to document and reflect systematically upon classroom interactions and events, as they actually occur” (p.80).

Collecting data is held by means of field notes, permitting me to write down what I see within students’ performance as well as impressions, considerations, and interpretations of their behaviors towards tasks, learning, and between them when developing those activities. Besides, recording observations and interpreting them is a helpful practice to accomplish the aims proposed in the objectives.

Questionnaires

Questionnaires usefulness relies on what the quoted authors categorize in three main characteristics: they are easy and cheap to dispense, they do not require a complex training to be developed, and can be completed in a very short time (Birmingham & Wilkinson, 2003). To success a good interpretation of these questionnaires, it is important that they be “clear and unambiguous” within the questions postulated (2003, p. 8). Thereby, the answers can be analyzed accurately because of respondents’ understanding throughout the questions. Dörnyei (2003) agrees with this perception when defends *factual, behavioral, and attitudinal* questionnaires’ use in view of one can collect a huge amount of information,

while can also be fast and relatively straightforward which represent beneficial for researcher time, effort, and financial resources (p. 8, 9).

For terms of present research, Dörnyei's categories mentioned above allow to measure demographic features relevant as for English learning (factual). They permit to ask about population habits, actions and personal history toward target language (behavioral), as well as attitudes, opinions, beliefs, interests, and values so important to take care of people's concerns on their learning processes (attitudinal) (p. 9). Questionnaires made for this project respond to each category in account of the necessities of data collected — both first questionnaire and survey look for factual and behavioral population's characteristics as it is described in chapter 1. For following the students' process, attitudinal questionnaires are carried out to gather opinions, feelings, and perceptions towards the class and students' learning processes.

Students' Artifacts

Students' artifacts are included in Burns' (2010) list of data collection instruments. Nevertheless, in the text these are understood as any kind of written documents, included teachers and students' material (p. 91). In this vein, Craig (2009) considers “artifacts—when collected as part of an action research study—are valuable research tools [...] in a qualitative action research” (p. 154). For these reasons and for purposes of this work, the means of collecting data is exclusively students' made material, either on classroom or homework. Such artifacts include tasks and worksheets designed for students resolve them. These worksheets are developed skills in different levels of complexity and thoroughness and are meant to develop writing skills within students.

Lastly, the main project is a brochure that serves as a didactic material that enhances comprehension of students' advancements. These brochures are the proof of both descriptive writing development and CBP impact on their learning processes. As it is stated in chapter 5, brochure is the most important product children can present since it evinces if there was a truly English acquisition and which looks for gathering the learning acquired by students throughout the experience.

Procedures for Data Analysis

What is attempted to gather when recording data in the field notes are the multiple students' manifestations that allow to observe how they perform, feel, and act writing descriptively in English, how they work individual and by groups, and how they develop learning strategies. These data help to create appropriate questionnaires to assess students' learning in English subject, as well as experiences and impressions they had had by working in meaningful tasks about their contexts. Lastly, students' artifacts are a very important proof of the process in which they are involved because they evince what students have acquired and learnt in English subject, and their personal and community growing, too. A chart that shows what items are analyzed is portrayed below.

Analysis Unit	Categories	Indicators
	Recognizing the environment of my neighborhood.	Students recognize professions and workplaces from their neighborhoods through PPP.
		Kids situate important places lying in their neighborhoods through PPP.

Descriptive writing		Kids discover ecosystems and animals within their communities by inquiring.
	Describing the environment of my community.	Students use simple sentences in English to give account of their realities.
		Students locate their neighborhoods within the world
		Children describe ecosystems and animals in English
	How I can help to take care my community.	Students write about a problem relating their communities.
		Children use English to propose solutions to problems lying in their neighborhoods.

Triangulation

The aim of triangulation is one

“can compare, contrast and cross-check to see whether what [it is] finding through one source is backed up by other evidence. In this way [one] can be more confident that [...] reflections and conclusions are supported by the data and not just by [...] own presuppositions or biases” (Burns, 2010, p. 96).

In this way, triangulation is a process that searches for reliability in data collection by analyzing and weighting different sources from a same setting (Cohen & Manion, 1997).

Ethic Issues

The integrity of people involved in this research is saved. One proof of this is the consent form (Annex 1) that is filled out by students’ parents. This paper informs about the trustworthiness of the project which does not affect whatsoever the good name and the moral of those who are implicated and that the results gathered here are geared to research and pedagogical purposes.

CHAPTER 4

Pedagogical Proposal

In this chapter, besides the main approach, Presentation-Practice-Production (PPP) model is defined to explain the worthiness of working it with students to foster descriptive writing skills. Secondly, it is aimed to portray language and learning visions of the present research to figure out pedagogical influences on it, taking into account the criteria presented by Buitrago, Chapetón & Vera (2016). At the end of this chapter, I depict the pedagogical intervention numbering the academic program and general information of each lesson and the activities to do.

Teaching Methodology (Approach)

As they were defined in chapter 2, Community-Based Pedagogies (CBP) are curriculum and practices which collect community knowledge and resources perceivable to be transformed into learning content (Clavijo & Sharkey, 2012a, p. 130-131). In this manner, CBP are accentuated in what local can provide for being profited in school.

In view of this, Presentation-Practice-Production (PPP) is referred here as an emergent secondary methodology to work within the present project. A quick recount about its suitability and correspondence is explained right below. At the end of this section, it is explained how this method support the main methodology applied.

As a start, its worthiness for this study comes from the way students are displayed information and the way they can use it to arrive at a final meaningful product, which can also be the continuity to further projects. Linguistic structures are taught in such way students have vocabulary and grammar tools to create their artifacts and describe their

contexts. It also permits teacher to monitor processes and performances while doing tasks. At the end, the product is possible to assess and empowers students on what they can do and what they could in the future.

As for its correspondence and support to this study, PPP allows CBP to focus on the resource of knowledge since it makes possible to students to work and to develop their ideas according to what they can do in English, and to express what they see from their neighborhoods within certain structured parameters.

Vision of Language

First of all, as for visions of language, this proposal searches for students to see English as a tool for expressing functional needs; also, it is meant that students be able to use the second language for pragmatic communicative purposes that can be interesting for them in the first place (Buitrago, Chapetón, & Vera, 2016). At the end of the process learners can make descriptions in English, and use the target language for describing also their surroundings in order to detect contextual problems in which they may somehow play an active role.

As Culture and Ideology

Teaching English in this population seeks to shape its linguistic performance in the target language but more importantly to extend its understanding of the world, considering language as part of a community's speech and ideology. For this purpose, this project seeks to make work both English input and contexts' understandings in such way that learning be meaningful for students, presenting what occurs where they live by means of English and thus they produce artifacts that represent and evidence those understandings.

Vision of Learning

Regarding learning, this project seeks to expose students to an amount of input in the first place for them to be able to use language for communicative purposes. Exposure, as recommend by Buitrago et al. (2016), can be carried out by doing activities using authentic materials. As can be noticed, Experiential Learning is closer to Functional Perspective, so both do not exclude each other in practice but complement themselves. This fact is useful for my research since students can learn when they are exposed to their realities in ways they might not have been exposed before, hence presentation is experiential, practice meaningful, and produce functional.

Considering aforementioned, students' learning process needs material that enhances interaction between them and the object of learning, which demands that chosen material encourages learners in a positive way towards English. Regarding this subject, the environment plays an important role when fostering positive conditions for learning, thus the place where this process takes place should be language learning supportive. For that aim, it is teacher's responsibility to provide appropriate material both for them as for the project's purpose, and to ensure an affective interaction between the aforementioned variables and learners to achieve the goals proposed (Buitrago, Chapetón, & Vera, 2016).

Pedagogical Intervention

The proposal here presented has as principal goal to shape descriptive writing skills. Further implications might be reached by means of strengthening language skills in general. The visions before established and the relation between these and CBP and PPP, learning a second language can be useful to shape cultural paradigms attempting meaningful learning.

This being said, there are several teaching objectives that help to lead this process, which respond to the main objectives as depicted below.

- To shape descriptive writing skills by means of activities whose knowledge resources lie in students’ contexts.
- To connect English learning with students’ contexts by means of CBP.
- To carry out processes which require English knowledge as a tool to recognize contextual realities.
- To engage students in activities that involve them in community practices, looking for them to become inquirers.

The academic program embraces three major stages. At the first one, kids are meant to approach to the English language as to create the appropriate environment. In this process, activities foster students to inquire about their neighborhoods in such aspects as locations, stores, historical places, and so on. Meanwhile, an important amount of descriptive vocabulary and basic language structures are taught. By doing this, learners acquire meaningful English knowledge from their communities, too.

Cycle	Time (in weeks)	Topic	Activity	Learning Objective
	1–4	Professions and work places	Teacher will provide students with vocabulary about the most commonly people’s professions. Activities about professions	To recognize professions and workplaces form their neighborhoods through short sentences

1			<p>and work places in neighborhoods will be carried out.</p> <p>Teacher will provide tools to students for them to inquire for neighborhood's people jobs and occupations.</p>	
	5-8	Important places in my neighborhood	<p>Students are taught about common places in popular neighborhoods.</p> <p>Teacher will provide information about the unique places lying in students' neighborhoods.</p> <p>Students will investigate about those places to give account of them in class.</p>	<p>To situate important places lying in their neighborhoods through short sentences</p> <p>To locate their neighborhoods within the world</p>

In the second stage, they are asked to present their own neighborhood by means of a self-created brochure. Gathering information is accomplished through several writing tasks, using also other didactic tools such as computer applications, which encourage students to

write in the first place. The idea is that students develop their descriptive writing skills considering their realities. Thereupon, students should be able to find issues on which they can reflect, transforming students in little inquirers.

Cycle	Time (in weeks)	Topic	Activity	Learning Objective
2	9-11	Environment in my neighborhood	<p>Teacher will teach verbs that enhance students' descriptions.</p> <p>Students are asked to look for an environmental issue that affects the nature in their neighborhoods.</p> <p>Students groups will give account of an environmental issue in an exposition using simple sentences.</p> <p>Students will write individually a story about the problem in which they depict an environmental issue that concerns them.</p>	<p>To inquire about ecosystems and animals within their communities.</p> <p>To describe ecosystems and animals in English.</p>

	12-14	Describing my neighborhood	Teacher will approach several activities in which students can describe what they have learned in different ways.	To use simple sentences in English to give account of their realities.
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In the last stage, students are able to describe a problem in their communities in which they can help. Proposals to solve hypothetical issues are fostered by me, while I encourage learners to solve them. That requires from me to continue teaching English vocabulary and grammar as well as to help students to build their proposals; however, this stage depends entirely on students' learning pace and timing when doing the tasks assigned in the previous two steps.

Cycle	Time (in weeks)	Topic	Activity	Learning Objective
3	15	My proposal	Teacher will encourage students to develop proposals to give solution to environmental issues in their neighborhoods.	To write about environmental issues in their neighborhood. To write about a problem relating their communities.
	16	Presentation of my proposal	Students groups will present their written proposals orally.	To use English to propose solutions to problems lying in their neighborhoods.

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With regard to lesson plans' importance, this study recognizes Vygotsky's Social Development Theory (Vygotsky, 1978). This paradigm deems social interaction as the first step that builds cognitive development before intra psychological aspects do; it considers teachers as guides who help to scaffold children's learning, approaching them learning tools. In this case, my project is meant to approach children to their social contexts to better comprehension of their world by means of English, giving them enough and appropriate tools to accomplish their tasks and to develop their understandings.

Lesson plan

Institution: Domingo Faustino Sarmiento

Grade: 5th

Topic: Professions and places of my neighborhood

Total time: 2 months

Goal: Children will be able to make short sentences, to interact with others and to become aware of their contexts.

Resources: Worksheets, computers, posters, miscellany.

Skills to be developed: Reading, writing and speaking

General learning objective:

- To use English to give account of their realities by means of the knowledge lying on their neighborhoods.

Specific learning Objectives:

- To acquire vocabulary from their contexts and to build sentences that give account of those realities.
- To develop tasks individually and in groups which lead them to learn English.

Class Activities	Grammar	Vocabulary	Procedures	Time
First week	Verb to be	Professions	Input and output	
Most known professions			First of all, the teacher takes children to the computer room and presents some videos about the most known professions.	40 minutes
			Then, students must use a platform where they should play some games that enhance learning of professions vocabulary.	40 minutes
			After, teacher instructs students to write for the next class common professions in their neighborhood.	10 minutes

Second weeks	Verb to be	Professio ns	Input and output	
Professions of my neighborhood			At the beginning of the class, teacher recalls some of the professions seen in the last class. This is going to be by means of flashcards post on the board.	20 minutes
			Teacher asks students for those professions they found in their neighborhood.	20 minutes
			Teacher delivers some worksheets for being developed by students where there are some of the most common professions along with those that kids might have found. They carry out the worksheets and present them to the teacher who evaluates them.	40 minutes
			Teacher asks students as a homework to look for the names of the places where those people work.	10 minutes
Third week	Verb to be and present simple	Locations	Input and output	

Places where people work			Class starts when teacher asks kids to tell him where the people of their neighborhoods work. Then, he writes on the board the structure that relates professions and places (The shoemaker works in the shoe shop)	40 minutes
			Then the teacher instructs students to write their own sentences on their notebook under his supervision.	30 minutes
			At the end, teacher makes groups of students according to the closeness of their neighborhoods, so they will start investigating about the most important places where they live. They will search for it on the internet as homework.	20 minutes
Forth week	Prepositions of place	Locations	Input and output	
Important places in my neighborhood			The teacher initiates class on the computer room where kids are going to continue searching for the most important places lying in their neighborhoods.	40 minutes

			Teacher takes children to the classroom and asks students about what they found and why those places are important for their contexts (parks, churches, libraries, “salones comunales”, etc.) He evaluates the tasks done about it.	30 minutes
			To close, teacher instructs students to start working on a mock-up that shape their neighborhoods. That work will be in the groups previously made and it will be made in class in a date that teacher will give later, so they need to start thinking on it and to gather materials. Also, he tells them that they will disguise as one of the professions they found in their contexts.	20 minutes
Fifth and sixth weeks	Present simple	Professions and locations	Input and output	
A... does...			The class starts when the teacher asks each group which professions they found where they live. Then, teacher	30 minutes

			will delegate to each student a profession to investigate its function.	
			After, teacher writes on the board some of the most common verbs that have to do with the professions kids found. He explains again to the students how to use it in singular third person.	45 minutes
			For the next class, students must bring over their descriptive texts with drawings where they show what and how the functions of his or her profession are.	15 minutes
			Kids deliver their tasks for teacher to assess them. He helps them to rewrite them in the classroom and to practice pronunciation.	70 minutes
			Teacher said that for the next class students must disguise as the profession he or she worked on, and present them the next class.	20 minutes
Seven and eight weeks	Present simple and	Professions and	Input and output	

	adjectives	locations		
I am a...			Students present their professions.	60 minutes
			Teacher evaluates students, gives feedback, and tells kids that bring materials over the next class to start doing their brochures.	30 minutes
Feedback			Teacher talks about students' performance general impressions.	20 minutes
			Kids receive their grades.	70 minutes

In conclusion, the three stages are meant to be developed in one school year. These are created to respond to the visions of language and learning, as well as the approach, which gives validity and reliability to the academic program and the lesson plans.

CHAPTER 5

Data analysis

Categories of the Analysis

As the objectives stated, this study is meant to describe findings about CBP and English learning, having as a principal premise that knowledge resources from community enhances descriptive writing in that target language. The objectives and the research questions are the basis to propose the categories to analyze. Finally, the learning objectives shown in the academic program act like the indicators, which are presented and explained in the following paragraphs.

Before beginning with indicators' analysis, it is imperative to highlight that within weekly action research project, the brochure was the main output that students seek to compose, since this was the principal proof to confirm that there was a truly learning process. Data gathered in this evidence is the most important and as consequence it is continuously cited throughout document's present chapter.

Category 1: Recognizing the environment of my neighborhood

For Smith & Sobel (2010), learning achievement among students is one of the effects of working on human and natural surroundings within community (p. 74). That is one of the reasons why kids were asked to search information about their contexts using English as code of communication. Simultaneously, classes tried to focus students on resources of knowledge from their community environments, in order to make them easier to recognize what it is truly from their contexts. First, students inquired about professions and workplaces; based on that, they situated places within their neighborhoods; lastly, and as

part of kids' investigation about important locations, they were encouraged to recognize natural places lying among them.

Indicator 1: Students recognize professions and workplaces from their neighborhoods through short sentences

The purpose of this indicator was to approach children to their communities taking advantage of a common English vocabulary topic among elementary lesson plans. This way, I could use several didactic strategies to approach descriptive writing “to familiarize the learner with patterns of language typical of the written medium” (Byrne, 1988, p. 32). That means students start their processes writing descriptively since the beginning, enhancing vocabulary and grammar structures learning altogether.

When students were asked to investigate about the common professions in their communities, problems with accomplishment of duties were detected. These problems persisted all along the intervention, as many of the students showed up without doing homework, which was concerning me because was a problem to boost further activities (Field notes, observation, grade 502, March 3rd).

Nevertheless, as the teaching strategies had to change, worksheets and questionnaires demonstrate kids' appropriation of concepts. One of the exercises that permitted to see how students could establish relations between professions and the place where these are developed, was a worksheet (Annex 5), in which students could write their own descriptions based on models previously worked in class and applied also in this exercise. What the reader can see is the result of the inquiry carried out by kids, expressed in the mastering of the structures.

Another source that witnesses this achievement is observed in annex 9 in which students claim their goals when identifying English language within their contexts. Besides giving examples of his learning and his thoughts about performing in English, this student also acknowledges people's activities in the neighborhood where he inhabits, statement that makes me think students are identifying that they can take advantage of their communities as sources of learning (Field notes, interpretation, grade 502, April 4th).

In conclusion, instruments showed that students could get closer to neighborhoods' realities, using professions and workplaces as an excuse, but also as important tools to recognize what is going on among their communities. Moreover, evidence records that students are able to write proper, adequate sentences when counting with grammar models and enough information, in this case the knowledge they found within local areas.

Indicator 2: Kids situate important places lying in their neighborhoods through short sentences

This process started when kids were asked to observe their communities to distinguish places that are referents within their communities. After, students were taught about some grammar rules such as prepositions of place, which enabled them to write about the position of different locations they found. The aim was that students could explore and learn about the places they inhabit making school activities relevant and meaningful for them (Clavijo et al. 2016, p. 12).

As it can be noticed in annex 8 children tried to develop a little text in which they wrote about a place in particular that they chose, using prepositions taught in class. This led me state that they seem to find easily to write simple subject-complement sentences when

these have to do with what they live (Field notes, observation, grade 502, March 17th). It was interesting to observe that many of them wrote mainly about common places such as bakeries, restaurants, etc.

The main exercise (annex 6) encouraged kids to draw around the paper places from their quarters based on a model sketch. Then, they had to write the location of those places according the correlated position they had with one other. Results show how children reach to manage the structure using prepositions of place to describe places' positions. By doing in such way, exploration of their physical contexts becomes exciting and relevant for their learning experiences.

Monitoring took place with a questionnaire where students answered how they feel when learning about their communities, and if they feel they can locate important places using English as code of communication to describe them. Several children said that they feel more aware of what they have within their surroundings, recognizing not only the knowledge of the code but even the location sense (Annex 10); besides, many of them underline the importance of English within their lives in these very particular topics of their lives.

As evidence shows, students could identify important places lying in their neighborhoods, but most of all, they characterize common places, which lead me to think that for students, places such as bakeries and parks are more meaningful. Besides, they could describe locations using short sentences for situating according to the position of these places, and the fact they used properly prepositions of place makes me conclude that, as Clavijo et al. thought, activities gathering sources from the quarters they inhabit are good enough as far as students find them purposeful.

Indicator 3: Kids discover ecosystems and animals within their communities by describing them

As the students inquired about what lies around them, I thought appropriate to center the attention towards the ecosystems that are within us in Bogotá. Hence, the project embraces another significant tent throughout community education history: nature (Smith & Sobel, 2010, p. 28). For this purpose, I designed a worksheet about Bogotá’s most important natural areas — the Eastern hills and the wetlands. The purpose was to make children conscious of the animal diversity situated among us and, of course, to take advantage to describe animals, a topic most of the kids love.

The worksheet number 3 (annex 7) established parallels between two important ecosystems around and within Bogotá — their landscapes and the fauna we can uncover, as well as the importance they have for the city’s sustainability. Results make visible how students can describe animals’ features when fulfilling the blanks meant for this aim. Students were given a list of adjectives which enable them to deduce according the most logical match. Despite some grammar problems, they could finally show progress doing the task. These notes from the field corroborate this statement:

Field note n° 21	April 21 th
Grade 502	Number of students: 26
Observation	Interpretation
Students demonstrate that they can built quite properly descriptive sentence about animals’	As I can observe, they are using previous knowledge from previous classes to build new information.

<p>characteristics, even though they often forget to use verb to be forms <u>is</u> and <u>are</u>.</p>	<p>Taking into account that they do not gather any other information from any other source, it is quite impressive for me they can deduce with the input given in previous classes.</p>
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Later on, in another activity they were able to identify some adjectives when I used imagery and mimic strategies to define them. Nevertheless, some of them got confused about adjectives and nouns, which is understandable (Field notes, observation, grade 502, May 5th).

From this exercise, I summarize that children were successfully approached to the natural places that lie among them, and that they could start describing fauna based on didactic materials. Even though I would have preferred to take them to visit the wetlands, I deem that kids' reaction to the topic leaves good feelings, considering the doubts I had before towards the treatment of the subject. Also, it is important to remember that as it was stated in diagnosis section, students had almost any previous knowledge of writing in English.

Category 2: Describing the environment of my community.

Second category shows how students started to appropriate vocabulary and structures in English, with views to describe better their realities. To enable students to build coherent sentences giving specific and purposeful information as it said by Byrne (1988, p. 27), three

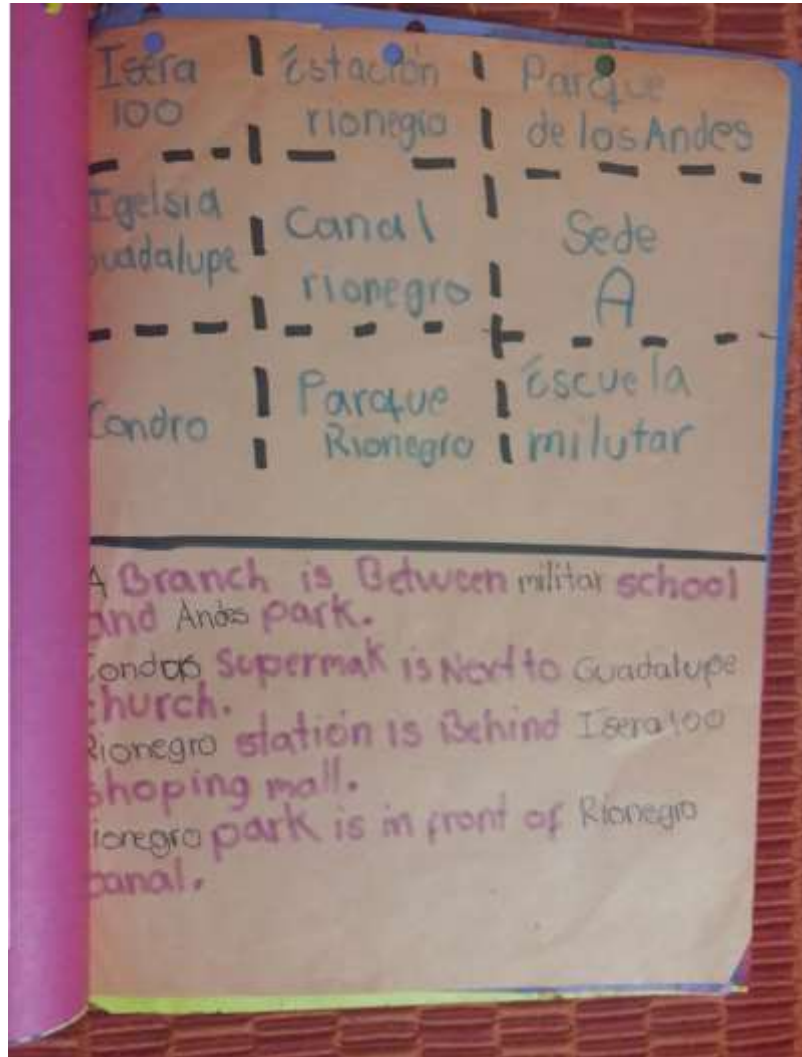
stages are depicted from gathered information — descriptive writing, community awareness, and environmental consciousness. These three items are present throughout the following indicators, which recount children’s performance using simple structures to describe their surroundings, the ecosystems within these communities, and the environmental issues they found while inquiring about them.

Indicator 1: Students use simple sentences in English to give account of their realities

This indicator was meant to indicate the scale of appropriateness of the topic. What it was applied evaluated the capacity of children to describe professions and workplaces on their own, counting with the input that was already presented before. The idea was to put into practice what Byrne proposes for writing reports about local physical features (1988, p. 63), in such a way students could describe and give information from their surroundings.

After several activities which encompassed, for example, students’ recreation of professions from their neighborhoods, students’ task was to develop their own sketch in which they should draw a map and associate one place position taking into account the others’. When they handed me their brochures (annex 12) at the end of the cycles and I could observe their final products, I deduced that many students are now noticeably aware about their communities and relate what happens in English class with that occurring in their local surroundings. Also, students show capacity to describe that reality by writing short simple sentences. The aforementioned lead me to state that these students might be ready to write simple descriptive texts whereas they have the necessary tools to write/produce English texts (Field notes, interpretation, grade 502, April 7th).

The following sample shows one of the students' creations and it works as an example of what was argued above:

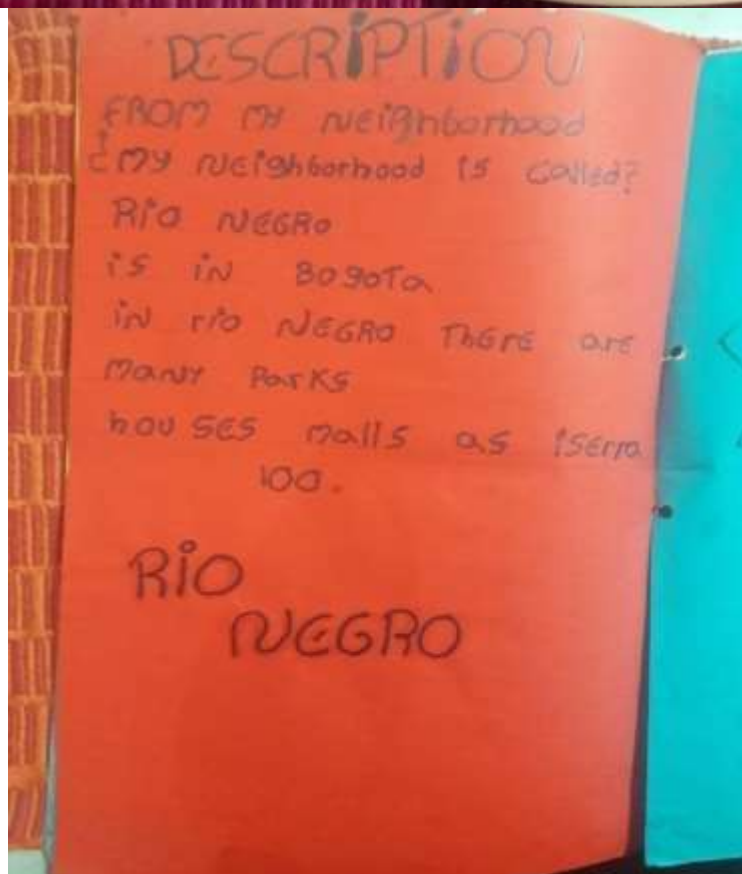
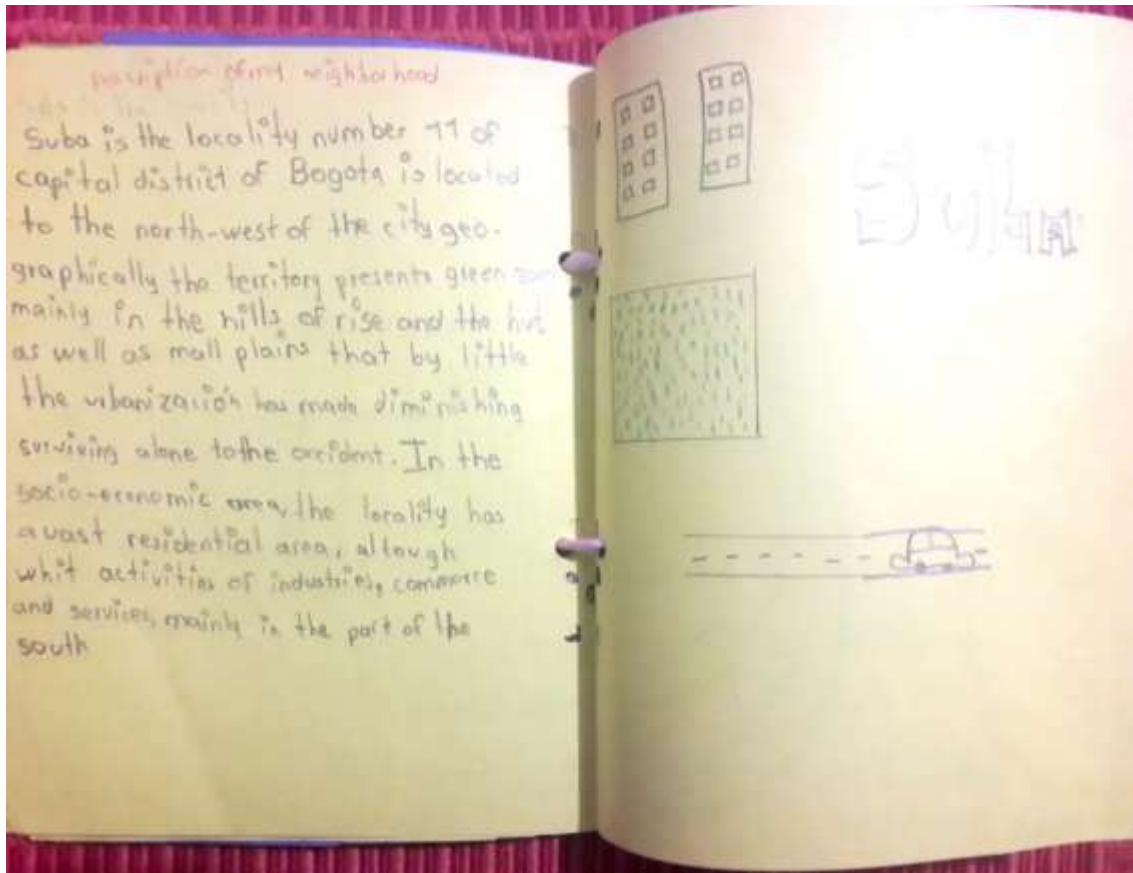


The didactical tools used in the classroom, such as worksheets and presentations, enabled students to describe what happens within communities in terms of local jobs and practices. As it can be seen, students can describe to a certain degree information using English as the code of communication.

Indicator 2: Students locate their neighborhoods within the world

Part of the exercise of describing was to approach students to their worlds and aware them about the resources they have for learning and facing life. Therefore, it was mandatory that students knew some about their neighborhoods histories and location, since I consider from this point they can take advantage of what they may have in their surroundings. This tenet is consistent with what Clavijo et al. recommend when stressing in challenging students to identify local knowledge and to use it (2016, p. 11).

Consequently, one of the tasks was to describe neighborhoods' position into Bogotá context and to describe briefly historical facts, too. The results show that students used descriptive texts with the aim of communicate their realities and what they could learn about their communities, what led me to infer children are aware of what they are doing, contextualizing themselves to the point of writing briefly and concisely for describing the places they live in, positioning them historically, and characterizing neighborhoods according their judgment (Field notes, interpretation, grade 502, September 22th). Samples exemplifying stated above are these pages taken form the brochure:



As it is possible to observe, it is unquestionable that kids carried out this task using tools -besides the feedback I gave in class- with which they can count for developing this particular exercise, such as internet, translators, and dictionaries; nevertheless, what is most important is the fact they are faithful to their own critical faculty, which I deem highly significant since children awareness of the world is very important for society, and shaping their citizen consciousness by means of these exercises can lead to keenness and proactive individuals.

Indicator 3: Children describe ecosystems and animals in English

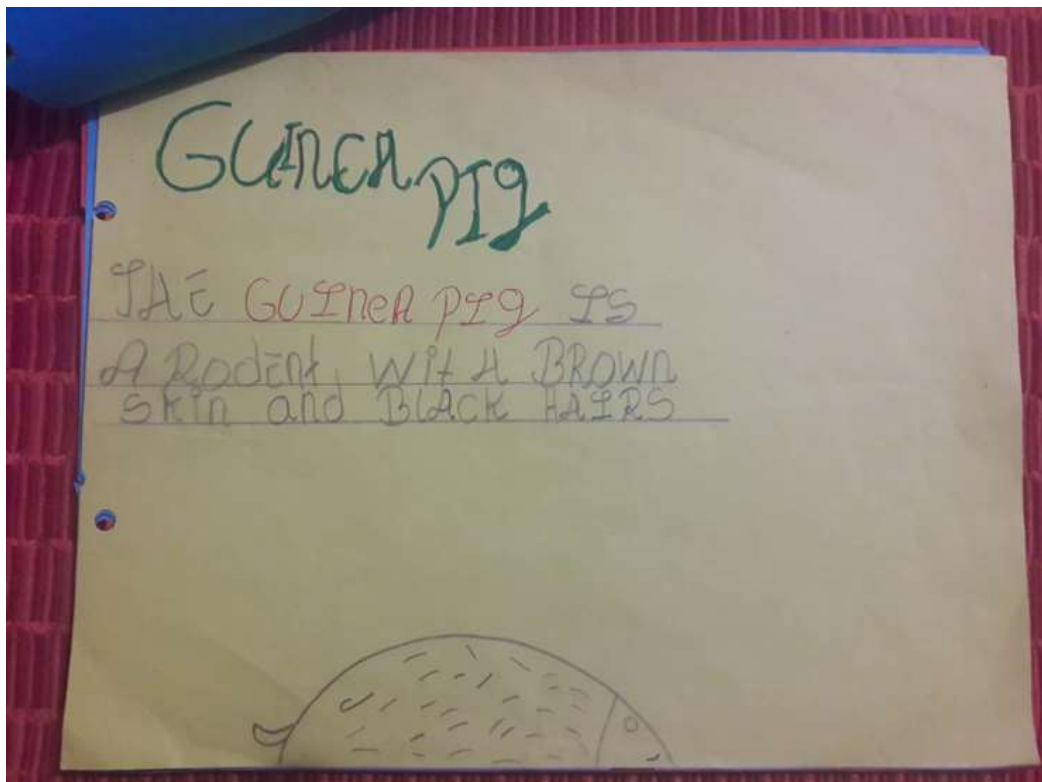
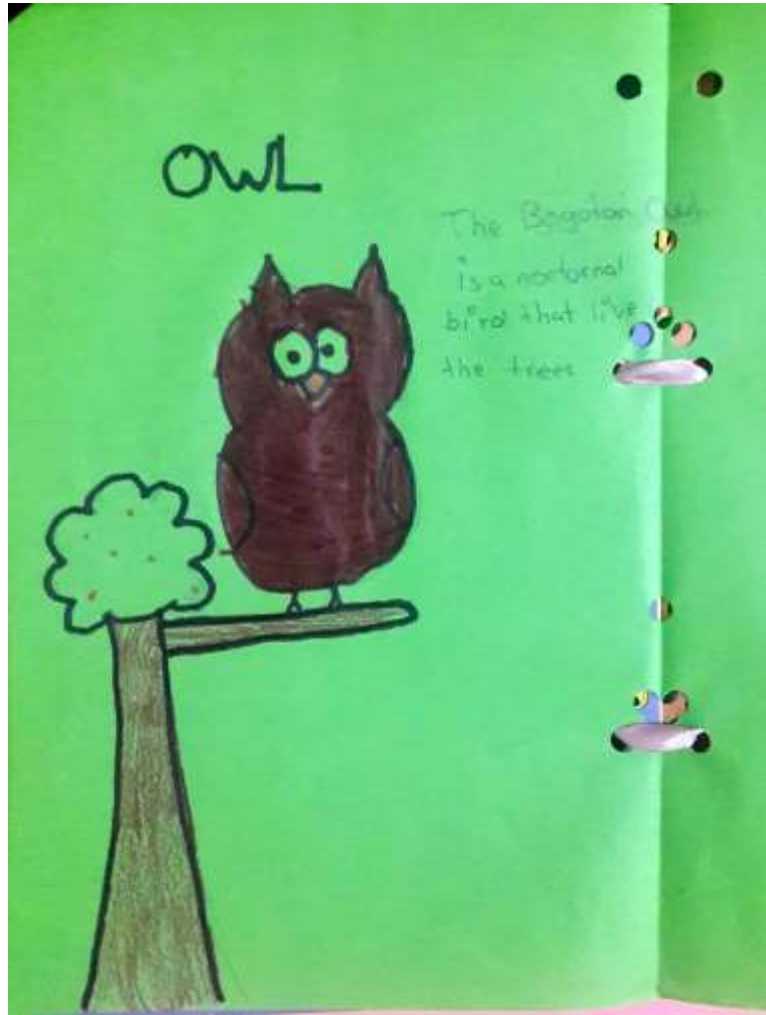
Byrne (1988) suggests students reinforce writing skills by means of systematic activities for practicing models and structures previously worked (p. 21). Having aforementioned in mind, children were encouraged to develop their own brochures which collect the knowledge learnt during the process. During this process, I could identify that students were able to remember key vocabulary for describing animals. This was recorded in part as it appears below:

Field note n° 25	August 25 th
Grade 502	Number of students: 27
Observation	Interpretation
Students demonstrate capacity to bring back simple descriptions about animals if they are given hints in English.	Children may start to internalize knowledge and use it for communicative purpose - in this case, writing.

Thereby, ecosystems and animals were described according with what they have seen previously regarding animals' characteristics and Bogotá fauna' habitats (annex 7). Then, kids' brochures were meant to narrate pictorially their surroundings, pointing out as evidence of knowledge appropriateness, because they had to recreate statements they have learnt during worksheets' applications, but which they did not have any more when doing their own creations.

Following examples demonstrate claimed in the previous paragraphs:





Due to results seen within the frame of this indicator, it is possible to affirm that by systematic exercises as mentioned by Byrne, students' management of descriptive writing skills is shaped in such a way that they can recall and use mostly vocabulary and, to a lesser extent grammar structures. Data gathered lead me to assume English writing skills as a wide opened field of work where a huge quantity of didactic resources from community can be employed.

Category 3: How I can help to take care my community

As part of the process of descriptive writing, I also wanted to have students develop proposal competence, taking into account that by this level students were expected to be more interesting in learning due to community commitment skills developed (Smith & Sobel, 2010, p. 76, 77). For this aim, I designed a task where kids had to identify problems within their neighborhoods and describe how these affect community life. Then, I invited them to think about possible solutions for those problems. This reflection exercise had thus plenty of proposals which I helped children to carry out.

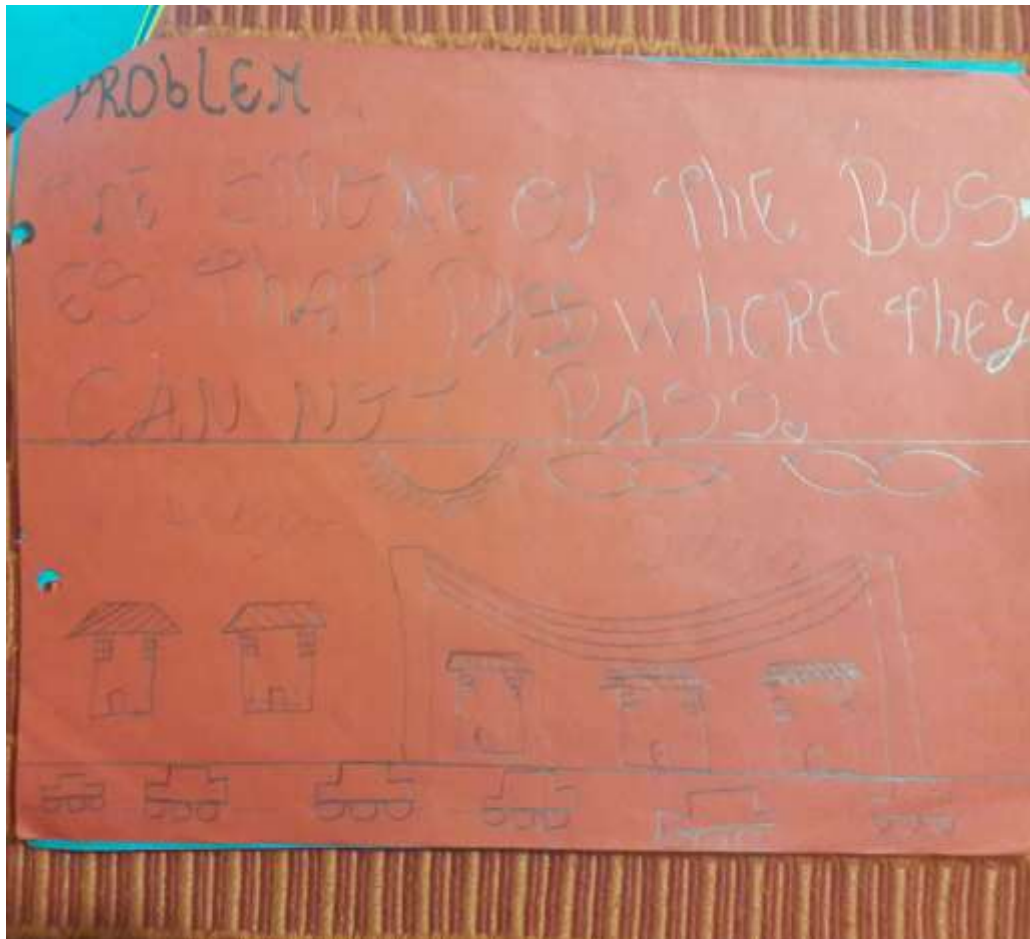
Indicator 1: Students write about a problem relating their communities

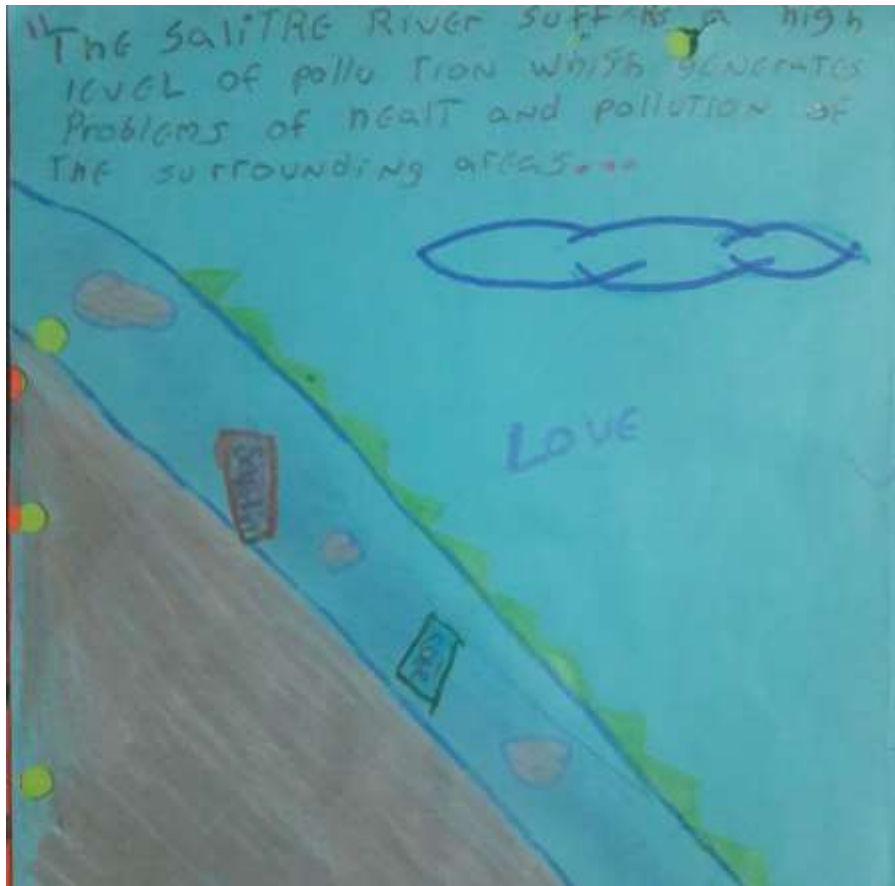
Clavijo et al. (2016) proposed "students' engagement also reflected a new awareness of critical issues confronting their communities" (p. 9). Attending to their premise, for this section children were asked to inquire about community problems which might affect their neighborhoods, searching for students become little inquirers who can be part of neighborhoods' activities.

As natural, among students records there were found violence, fights, robberies, etc., as problems lying amidst them (Field notes, observation, grade 502, September 15th),

problems which, I deduce, they consult or hear from adults' conversations (Field notes, interpretation, grade 502, September 15th).

However, since they were taught about environment, they also identify and include these among their communities' issues. As it can be seen below, some kids wrote and drew environmental problems such as the bad rubbish management, worries about smoking in forbidden areas, and tree cutting within green areas. As much as I could hear and read, they deem that these issues affect both humans and animals, therefore are aspects needed to be highlighted (Field notes, observation, grade 502, September 15th).





The final questionnaire (annex 11) demanded children to think about what they have learnt along the whole process, but it also wanted to confront their position within that micro world they belong. By questioning what they could do towards problems, students were meant to value what they are able to carry out among their quarters, in such way they stop inquiring and describing but proposing, too.

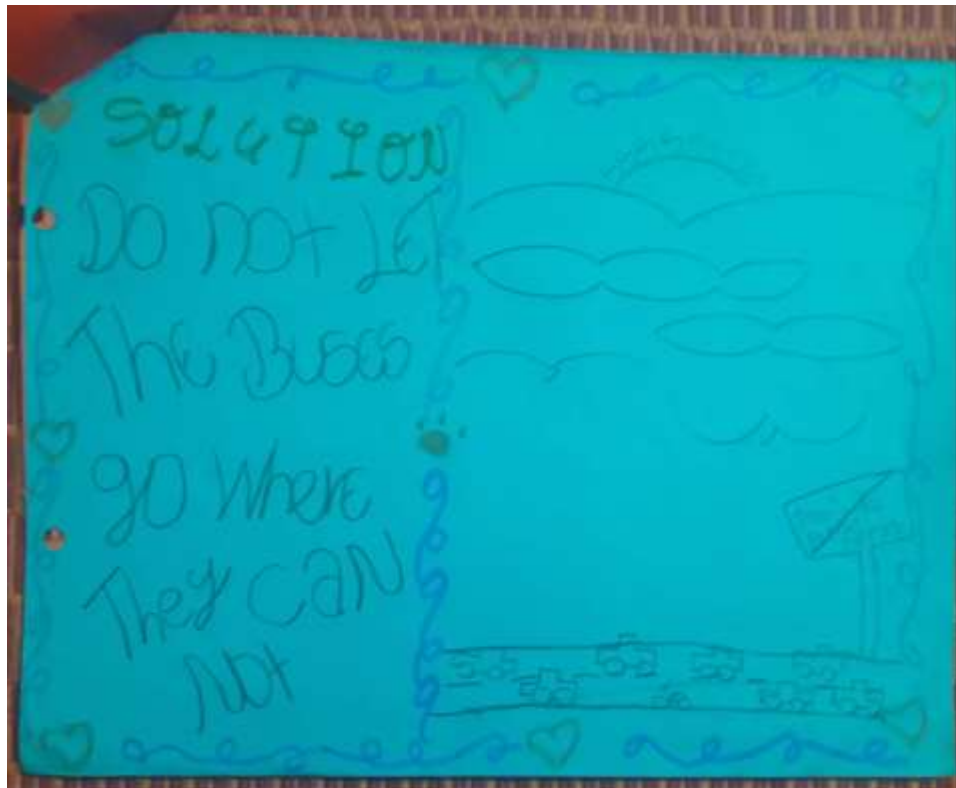
Results of this inquiry exercise made me feel hopeful about what students can do if, as Clavijo et al. stated, they are encouraged to get engaged with communities' issues in which they can help or be active participants. Students' sentences show a truly concern for what happened around them and positioned them into an active role that they must assume

if adults -parents, relatives, teachers, etc.- approach them necessary tools to involve in and learn from community life.

Indicator 2: Children use English to propose solutions to problems lying in their neighborhoods

Getting to a closure, Grabe & Kaplan (1996) considerations about the aim of writing for academic purposes became important, since students' context demand a hook between what they write at school and what they daily live, in order to truly engage students in academic world and thus their knowledge and abilities serve for real purposes. In summary, students will engage themselves in their communities for real and meaningful needs, having writing competences developed as part of reaching that goal (p. 422, 423).

Consequently, after students identify problems, the process caps with an attempt to develop within students' proposal competence. For this aim, they were asked to suggest solutions along problems they would have found. Thus, students might see the work they developed not only as something to accomplish but a possibility to contribute to their neighborhoods, changing the paradigm of just inquirers to people who can be part of the whole thing.



The images above show how students tried to give a solution to a previous identified problem. They used their common sense to give their opinions and did not need help to write those ideas down. I consider that they have good ideas to deal with community problems, but they need to be focused and shaped since they are not used to give opinions or to propose whatsoever (Field notes, observation/interpretation, grade 502, September 22th).

In conclusion, final indicator shows that both descriptive writing and learning-from-community paradigm are merged, considering that, as Grabe & Kaplan proposed students can finally write with a personal purpose shaped by previous activities gathering the two tenets. Thus, students are empowered to write and to act according to what they truly want and need.

Results summary

As it is observed throughout the document, CBP and descriptive writing have worked together, even though the first is supposed to help the second to become true. Nevertheless, as it can be seen all along indicators analysis there is a blurred line in which these tenets thematic cores have supported each other. That is the reason why this subsection examines categories in the light of both precepts.

The first category was mainly meant to explore what students could find within their quarters in terms of learning resources. In this manner, exercises wanted students to mostly inquire for recognizing their places and what was susceptible to learn, activities which gathered jobs and workplaces lying particularly within those local areas; describing

locations of common and important places as well; and getting conscious of natural areas unique in the world, and therefore in their communities.

In summary, it is possible to assure this category was reached in view of students got conscious of common jobs and workplaces, the position of these regarding others, and natural places, too. As a first step, it succeeded when students evidenced to start being aware of all these aspects.

On second thought, consolidation process searched for students to appropriate knowledge and produce sentences that propitiously describe what lie in their neighborhoods. In this section, meaningful activities were meant to encourage students to develop their brochures; thus, they could present output that could answer to their interests and their needs. As far as it was possible, students' brochures showed that they engaged with the purpose of the study, which was to shape and develop descriptive writing skills thanks to communities-based knowledge.

Conclusions of second cycle collect further motivation, bearing in mind that didactic tools such as worksheets, videos, and image presentations encourage many children to develop their tasks and, most importantly, to know about what exists in their quarters. The evidence of aforementioned is gathered and show here by means of the instruments applied in the field.

At last, I deem third category as the result of working descriptive writing skills along communities' resources. I consider inevitable to take beyond this process to further implications, in this case proposals implicating local issues. These proposals picked first

concerns of problems that can possibly affect local life, therefore detected as opportunities to intervene giving solutions fruit of children's reflection.

In this manner, data gathered happily highlight that kids were able to build simple, critical proposals that concern quarters' problems and to suggest solutions. Results make me think students have too much to give if opportunities are there for them, in order to them to carry out self-motivated community projects that help them to take knowledge beyond academic purposes, which I estimate the opening door to other field of research.

CHAPTER 6

Conclusions and general recommendations

Conclusions

According to what was presented in chapter 1, the objectives of this study were to relate, identify, and describe the role of Community Based-Pedagogies had on 5th grade students' descriptive writing skills. Besides, this segment evaluates the learning experience in terms of English as a subject, my pedagogical intervention, and research further implications.

Regarding first objective, results indicate that students' skills writing descriptively were successfully matched with what local knowledge provide, for they could describe many aspects situated in their surroundings, such as professions, workplaces, important locations, etc. Students could write about the history of their neighborhoods by describing their own inquiries, and were able to depict animals that, even though they might have never seen were recognized as creatures living in ecosystems nearby their homes. Thus, students found a reason to make phrases in English using what they found daily around them, relating knowledge lying in their neighborhoods by means of CBP to descriptive writing skills.

Regarding if CBP could help to create and improve describing writing skills, data collected showed that students approach to writing English was achieved due to the fact that they took what was closed to them, made it liable to being learnt, and materialized it to present in front others. Taking into account that this population knew almost nothing of English at the moment I arrived, the fact they could produce understandable, depicting

notes describing their surroundings in the target language is a remarkable accomplishment; this way, it is possible to assure that CBP is a suitable, purposeful, and friendly methodology for setting closer to kids hardly ever exposed to foreign languages.

As for the metacognitive exercise that represents this item, describe how students learnt to describe using their neighborhoods as excuse for writing in English is the final and most difficult challenge for me. Because at the beginning kids did not explore enough about their own realities, it was very difficult to lead the group towards the main goal, which was to use local resources to learn what the curriculum commands.

Also, there were other obstacles in the way that are going to be developed in the next section; nevertheless, effort and hard work yielded their fruits when children started to use what was truly among them, and took that into the classroom to present it. Despite problems and limitations to develop tasks, I saw how students shaped their knowledge of English -which was almost nonexistent- and aimed to write what I consider proper sentences that describe settings within their local areas. Therefore, I can describe how descriptive writing skills are shaped from students' neighborhood cultural resources

Finally, among the limitations of this project, I depict the lack of accompaniment of parents to their children's processes. Despite some of kids have excuse because they do not live with their parents, most of them who do, do not show any evidence of support considering the numerous times these students did not develop the activities meant to do at home. Another significant constraint was a teachers' strike that occurred meanwhile the development of this project. The reason of the strike was the bad conditions in which public education is, hence they had to stop giving classes and consequently it dilated my time with the students.

General recommendations

In regard to what this study generates in general terms, it is necessary to identify three aspects — implications in population, implications in research, and implications in English as a subject. Concerning the first one, working CBP with such a diverse and vulnerable population can serve as a way to engage students with school curriculum and, in a wider perspective with local activities, taking into account that it can bring to the classroom things with which students face every day of their lives. Thus, these children's education could become truly meaningful if matches are interesting and purposeful for them.

On the other hand, I consider implications of this research consist broadly in how CBP can help students to develop skills never worked before. As I declared earlier, students' contexts are very difficult and curriculum does not offer enough opportunities to develop their creativity, although titular teachers make their biggest efforts to educate their students. Proof of that is the joint project that we did with Informatics teacher who carried out her project along with mine in such manner that what I was doing with my students she could take it to another level on computers. This interdisciplinary work evidences the connections we could reach if we would use what local offers as resource of knowledge.

Additionally, disciplinary, pedagogical, and investigative experiences during the time I applied my project can be summarized as it follows: English is a subject kids really like but it needs more support from the school, economically and institutionally; putting in practice what is learnt needs that the institutional project count with more pedagogical and didactic resources, hence is imperative to improve infrastructure; and as for research, I believe studies implemented in this institution need another research point of view given

the complex circumstances many kids have to pass through within their lives, thereby we can be enough prepared to face contextual challenges.

Finally, and following the line of the paragraph above it is necessary for the school curriculum to implement English teachers, for researchers arriving do not have to start over again with no curricula basis whatsoever. That way, English could become a real subject with clear objectives and not only a proposal carried out by researchers on duty, and also could assess students' progress which is the main issue that congregates all of us in this teaching continuous praxis.

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Annex 1: Consent form

	FORMATO	
	CONSENTIMIENTO INFORMADO PARA LA PARTICIPACIÓN EN INVESTIGACIONES ADULTO RESPONSABLE DE NIÑOS Y ADOLESCENTES	
Código: FOR25INV	Versión: 01	
Fecha de Aprobación: 02-06-2016	Página 1 de 3	

Vicerrectoría de Gestión Universitaria
Subdirección de Gestión de Proyectos – Centro de Investigaciones CIUP
Comité de Ética en la Investigación

En el marco de la Constitución Política Nacional de Colombia, la Ley 1098 de 2006 – Código de la Infancia y la Adolescencia, la Resolución 0546 de 2015 de la Universidad Pedagógica Nacional y demás normatividad aplicable vigente, considerando las características de la investigación, se requiere que usted lea detenidamente y si está de acuerdo con su contenido, exprese su consentimiento firmando el siguiente documento:


PARTE UNO: INFORMACIÓN GENERAL DEL PROYECTO

Facultad, Departamento o Unidad Académica	Humanidades
Título del proyecto de Investigación	Descriptive writing in 5 th grade students within a Community Based-Pedagogical framework
Descripción breve y clara de la investigación	Por medio de las habilidades de escritura descriptiva por medio del uso de pedagogías basadas en la comunidad
Descripción de los posibles riesgos de participar en la investigación	Ninguno
Descripción de los posibles beneficios de participar en la investigación.	El estudiante adquirirá y mejorará sus habilidades de escritura descriptiva en inglés, además reconocerá su propia como punto de crecimiento para su vida académica
Datos generales del investigador principal	Nombre(s) y Apellido(s): Manuel E. Aguilar Torres
	N° de Identificación: 1032421495 Teléfono: 5361360
	Correo electrónico: manoleto_339@yahoo.com
	Dirección: Calle 130 D # 12+ 20


PARTE DOS: CONSENTIMIENTO INFORMADO

Yo Vanessa Vasquez Roldan mayor de edad, identificado con Cédula de Ciudadanía N° 41423392 de Bogotá con domicilio en la ciudad de Bogotá
 Dirección: Cra 60 bis # 94b-53 Teléfono y N° de celular: 4159170
 Correo electrónico: vanessavazquezr@gmail.com

Annex 2: Survey


Nombre: Daniel de cas; no peña
Edad: 10 Sexo: 105 Niño Niña
Fecha: 19 de agosto de 2016

ESTE CUESTIONARIO ESTA HECHO PARA SABER MÁS DE TI, QUÉ TE GUSTA Y QUÉ ESPERAS DE LA CLASE DE INGLÉS, POR LO QUE TUS RESPUESTAS NO SERÁN CALIFICADAS COMO MALAS O BUENAS. TU OPINIÓN ES MUY VALIOSA Y POR ESO ES IMPORTANTE QUE RESPONDAS CON SINCERIDAD.




1. ¿En qué barrio vives?
Rionegro

2. ¿Vives en casa o apartamento? ¿Otro? ¿Cuál?
Casa Propia


3. ¿Con cuántas personas vives? ¿Qué parentesco tienen contigo?
con 11 niños + con 7 niñas

4. ¿Cuál es la ocupación de tus padres?
ocupados en cada uno in front

Annex 3: Diagnosis questionnaire


UNIVERSIDAD NACIONAL

Diagnostic test



Name: Nica Samantha Espinosa Torres
Class: Inglés Date: 5 September 2016

¿Qué tanto inglés sé?

1. Presentate en inglés, mencionando tu nombre, tu nacionalidad, tu edad y cuáles son tus pasatiempos favoritos

*My Name is Nica Samantha Espinosa Torres
I am 9 years old
I am from Bogota
I am Jobs I can't see, bailar, jugar, pasar tiempo con mi familia y mis amigos.*

2. Lee el siguiente texto y contesta las preguntas debajo en inglés:

Lucia goes to the zoo. She sees a lion. The lion roars. Lucia sees an elephant. The elephant has a long trunk. She sees a turtle. The turtle is slow. She sees a rabbit. The rabbit has soft fur. Lucia sees a gorilla. The gorilla is eating a banana.*

Where are the animals? león

Who is looking at the animals? _____

What are the animals Lucia see? _____

Annex 4: Field notes

Field note # 18

24/03/2017

Grade: 502

Number of Students: 25

Objectives:

- To apply prepositions of place to give account neighborhoods' most important locations
- To build sentences in present simple for writing descriptively

Observation	Interpretation
<ul style="list-style-type: none">- Most of students participate motivated and understood the exercise easily.- Some students did not recognize the verb <i>to be</i> in its form <i>is</i>, so they did not write it into the sentences they build.- Many kids got confused about Spanish words if translated into English, therefore some wrote the proper name as in Spanish whilst others translated as far as they knew, for example "Chiqui Restaurant".- Difficulties remain among students who do not develop tasks or do not work in the classroom either — some because English do not wake any interest in them, and some others because they do not seem to have self-regulation skills developed.	<ul style="list-style-type: none">- These students may have remembered because they could appropriate knowledge connecting their realities.- They may not realize the function of this particle into the sentence because they are not able to identify translations.- Although finding troubles to write in English at the moment of resolving translation problems, kids took charge of their own decisions about writing. Thus, they wrote sentences in English using proper names in Spanish and some nouns in English.- I may not have generated enough impact onto their expectations, and adding that to their own problems, the liaison seems to be broken.









Annex 5: Worksheet 1

In this activity, students had to deduce which images matched the best corresponding the relation existing between profession and workplace. On the opposite page, children were meant to describe where a profession takes place according to the model.

Jefferson Julian Chanite

Date: March 3^o 2017 Grade: 502 Teacher: Manuel Orj / la-Tovar Profession: workshop

1. Connect with a line profession and place according their relationship.

Shoemaker		Bakery	
Cobbler		Street trader	
Street vendor		Shop	
Baker		Cobbler workshop	

2. Write sentences that establish the connection between profession and place.

Example: Baker-Bakery The baker works in the bakery

Also, you can do it: reversed

Example: Baker-Bakery In the bakery, the baker works

Stylist-Beauty salon Stylist works in the beauty salon

Cobbler-Cobbler's workshop Cobbler works in the cobbler's workshop

Cashier-Supermarket Cashier works in the super market

Carpenter-Carpenter's workshop Carpenter works in the carpenter

Waiter/Waitress's restaurant Waiter works in the waitress restaurant

Dressmaker-Tailor shop Dressmaker works in the tailor shop

2. Write five of your own examples.

Police-Police station Police works in the police station

Military-Selva Military works in the selva

Teacher-School Teacher works in the school

Madame Neatrix Madame Neatrix works in the school

Camioner Camioner works in the camion

3. Write the position those places have according to the others you put on the sketch. (Escribe la posición que esos lugares tienen en relación con los demás que pusiste en el croquis)

Example: The Gaitana park is in front of the Tibabuyes wetland

- a) mall fiesta suba is in front of opticas univet.
- b) mall alonso plaza is next to la camión REFOS II.
- c) La camión REFOS II is between opticas univet and restaurant la suba.
- d) restaurant la suba is in front of el retico park.
- e) el retico park is behind exite suba.
- f) exite suba is in front of dividida exite suba.
- g) dividida exite suba is next to super CADE suba.
- h) bakery la mejor del trigo is behind mall fiesta suba.
- i) opticas univet is in front of la camión REFOS II.
- j) church jesucristo de los santos is next to hermanos la suba.

Annex 7: Worksheet 3

After warming up activities and consult homework, children guessed and described animals taking into account their characteristics and the places they live.

ERIS ANDREA ROMERIN MELENDEZ

Bogotá Eastern Hills

They are big hills at the east of the city. In this ecosystem live many wild animals that we do not think that could exist near of us! Have you ever go to them? Would you like to take care of them? There are a lot of things you can do to protect the Eastern Hills. Do your best to protect them.

Exercise

1. Colour the Bogotá Eastern Hills and draw the animals that live in them.
2. Complete the following sentences:
 - a. The FOX is ^{intelligent} very intelligent ^{red} animal with red skin.
 - b. The wild cat is a ^{carnivorous} carnivorous ^{feline} feline ^{bigger} bigger than a cat.
 - c. The Weasel is a ^{carnivorous} carnivorous animal with ^{long} long ^{bushy} bushy tail.

Wetlands

Wetlands are very common in Bogotá. There are at least 42 wetlands around the city. These ecosystems are home of many native species which are very important for the cycle of life of every single creature, including us—human beings. Do you know about any wetland near your house? Do your best to protect them.

Exercise

1. Colour the wetland and draw the animals that live in them.
2. Complete the following sentences:
 - a. The Bogotan owl is a nocturnal bird that lives in the trees.
 - b. The Heron is a white bird with a long neck.
 - c. The Bogotan rail is a native bird with red beak and legs.
 - d. The Thack haterate is an inoffensive reptile no longer than 40 cm.
 - e. The Sparrow how is a white bird with long wings and yellow legs.
 - f. The Bogotan pig is a rodent with brown skin and black hairs.
 - g. The Hummingbird is a green bird with fast wings.



Annex 8: Neighbourhood description

'RIO NEGRO'

.ANDES bakery IN THE bakery WORK BAKES,
COSMETICS, IS LOCATED IN THE RACE CCENTRA.
BOTH SIDES TO RESTAURANTS, TO THE FRONT AND
TO A CAR WORKSHOP. THE bakery IS BIG
THE bakery MAKES: Bread, coffee, breakfast,
SWEET, POTATOES, YOGURT, MILK, EMPANADAS, FRITTERS

Nicol SAMANTHA ESPINOSA TORRES,

JEFTEC AVIZ

Avies dos

I chose the school of the Andes because it is a great institution and it is a very reconosido place in the stable where teachers work, the ladies of the toilet the of the rectoria, coordinator the cosinera the nurse etc.


the school is located Next to the lagoon to the front of the school of soccer behind plaza imperial and between the commercial center and the restaurant el chiguy.

In this school many activities are developed. There are many professions developed there, two of them are teachers and vigilantes.

Annex 9: Questionnaire 1

Cuestionario de inglés

Name: Jefferson Julian Charle Charle Date: 4/04/17



Querido estudiante: Con el fin de saber cómo te has sentido aprendiendo de tu barrio en la clase de inglés, me gustaría saber tu opinión sobre las siguientes preguntas. Para esto, te pido que seas muy sincero/a y respondas con toda honestidad.

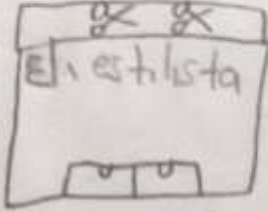
1. ¿Crees que has aprendido de las profesiones que hay en tu barrio? Explica tu respuesta.

Si porque he des cubrido que cada persona tiene un don para las cosas que hacen adiarlo en su vida
2. ¿Sientes que puedes decir en inglés las profesiones de tu barrio cuando ves alguna de ellas? Explica tu respuesta.

hazo por que toda via algunas palabras ni frases las puedo decir en ingles pero otras si.
3. ¿Sientes que puedes decir en inglés los lugares de trabajo de tu barrio cuando ves alguna de ellos? Explica tu respuesta.

si porque los lugares de todos los trabajos en mi barrio ya se los aprendi
4. Escribe una profesión y su lugar de trabajo en inglés y haz un pequeño dibujo describiendo esa relación.

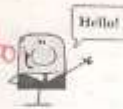
The stylist works at the beauty salon



Cuestionario de inglés

Nombre: Jennifer Ariana Villanueva Malambo

Date: APRIL 4th / 2027



Querido estudiante: Con el fin de saber cómo te has sentido aprendiendo de tu barrio en la clase de inglés, me gustaría saber tu opinión sobre las siguientes preguntas. Para esto, te pido que seas muy sincero/a y respondas con toda honestidad.

1. ¿Crees que has aprendido de las profesiones que hay en tu barrio? Explica tu respuesta.

si e aprendido de las profesiones de mi barrio por que nos han dejado tareas sobre el barrio donde vivimos por eso yo he aprendido de las profesiones

2. ¿Sientes que puedes decir en inglés las profesiones de tu barrio cuando ves alguna de ellas? Explica tu respuesta.

si y no por que algunas cosas no las puedo decir en ingles pero algunas si puedo pronunciarlas en ingles por que e aprendido

3. ¿Sientes que puedes decir en inglés los lugares de trabajo de tu barrio cuando ves alguna de ellos? Explica tu respuesta.

supermercado panaderia Pizzeria carniceria Peluqueria drogueria tiendas tenderos barrereros recicladores de basura albañil y vendedores ambulantes

4. Escribe una profesión y su lugar de trabajo en inglés y haz un pequeño dibujo describiendo esa relación.


Profesión: Ticher
School



Annex 10: Questionnaire 2

Cuestionario de inglés 2

Hi Everybody!



Querido estudiante: Con el fin de saber cómo te has sentido aprendiendo de tu barrio en la clase de inglés, me gustaría saber tu opinión sobre las siguientes preguntas. Para esto, te pido que seas muy sincero/a y respondas con toda honestidad.

Name: Julia Andrea Román Meléndez Date: May 5th/2017

1. ¿Crees que has aprendido de los lugares importantes de tu barrio? Explica tu respuesta.

Si porque hay muchas profesiones y partes que contribuyen en mi educación.

2. ¿Sientes que puedes describir en inglés dónde queda un lugar específico de tu comunidad o cerca de ella? Explica tu respuesta.


Si siento que soy capaz de escribir un lugar importante de mi comunidad.

3. ¿Crees que es importante saber ubicar lugares en inglés? Explica tu respuesta.

Aprendemos a ubicar partes en inglés y además aprendemos y conocemos partes importantes de nuestra comunidad.

The isera 100 is next to the rionegro station


4. Haz un pequeño mapa de un lugar de tu comunidad y describe su ubicación con referencia a otros lugares que queden al lado, en frente, etc.



Annex 11: Questionnaire 3

Cuestionario de inglés 3

Mr. Everybody



Querido estudiante: Con el fin de saber cómo te has sentido aprendiendo de tu barrio en la clase de inglés, me gustaría saber tu opinión sobre las siguientes preguntas. Para esto, te pido que seas muy sincero/a y respondas con toda honestidad.

Name: Janyfer Tatiana Villalva Malambo Date: September 21st / 2017

1. ¿Sientes que has aprendido de los humedales y demás sitios naturales que hay en tu barrio? Explica tu respuesta.

Si hemos visto el humedal cordoba y el humedal tibabuyes y hemos visto que animal es quien en los humedales

2. ¿Sientes que puedes describir en inglés los animales que habitan en esos sitios naturales? Explica tu respuesta.

si he aprendido mucho en todas las clases de ingles

3. Cuéntanos cómo crees que TÚ puedes ayudar a tu comunidad

limpiando, asiendo una campaña y mejorar nuestro barrio como colaborando a pintar los parques(etc)

4. Este ha sido un largo proceso para conocer mejor nuestros barrios ¿Crees que has aprendido de lo que hay en tu barrio gracias a lo que has visto en la clase de inglés? Justifica tu respuesta.

si por que el profesor manuel ajuela tomar nos manda tareas sobre nuestros barrios, hacer mapas que problemas hay en el barrio y que podemos hacer para solucionarlos.

Annex 12: Brochures



la
campina

Fiesta
suba

departamentos
sua

Exito

plaza
imperial

park
plaza

centro
suba

zubus

portal
suba

- 1) plaza imperial is next to Exito
- 2) plaza imperial is behind zubus
- 3) plaza imperial is between Exito and park plaza
- 4) plaza imperial is in front of Fiesta suba
- 5) plaza imperial is between Fiesta suba and zubus

city

1. the football field is next to the school los Andes

2. the football field is next to store el chiguay

3. the school is in front of jardin botanico



PROBLEM

A problem is what throw trash to the welland.

