

**Rural Community of Practice in Guatavita: EFL Taught from Challenges to Primary
Children**

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Rural Community of Practice in Guatavita: EFL Taught from Challenges to Primary Children

Abstract

This action research addresses the implementation of a community of practice model in a rural primary school in Guatavita, Colombia that allows the second-grade children of the I.E.R.D José Gregorio Salas to express about their daily rural life to encourage the learning of English as a foreign language. The basis for the design and resolutions of small challenges was peasant's daily life and their popular knowledge through Challenge-Based Learning Approach. It was possible to integrate the students' daily life, allowing them to give an account of it in English, and as a result, their interest in learning a foreign language increased, since it had an immediate and functional use with their socio-cultural and geographic reality.

Starting from August 21, 2021, and for about a year, data was collected from structured and semi-structured interviews, field diaries and the audiovisual recording of the process. Then it was analyzed using an inductive method, through a triangulation and categorization process which satisfactory results were achieved and virtues of community work and learning English based on a real environment were reflected.

Key Words

Community of practice, Challenged- based learning, EFL, Rural primary school in Colombia.

Resumen

Esta investigación acción aborda la implementación de un modelo de comunidad de práctica en una escuela primaria rural de Guatavita, Colombia que permite a los niños de segundo grado de la I.E.R.D José Gregorio Salas expresarse sobre su vida rural cotidiana con el fin de incentivar el aprendizaje del inglés como un idioma extranjero. La base para el diseño y resolución de pequeños retos fue la vida cotidiana de los campesinos y su saber popular a través del Enfoque de Aprendizaje Basado en Retos. Se logró integrar la vida cotidiana de los estudiantes, permitiéndoles dar cuenta de ella en inglés, y como resultado aumentó su interés por aprender una lengua extranjera, ya que tenía un uso inmediato y funcional con su realidad sociocultural y geográfica.

A partir del 21 de agosto de 2021 y durante aproximadamente un año, se recolectaron datos a partir de entrevistas estructuradas y semiestructuradas, diarios de campo y el registro audiovisual del proceso. Luego se analizó mediante un método inductivo, a través de un proceso de triangulación y categorización en el que se lograron resultados satisfactorios y se reflejaron las virtudes del trabajo comunitario y el aprendizaje del inglés basado en un entorno real.

Palabras clave

Comunidad de práctica, Aprendizaje basado en retos, EFL, Escuela primaria rural en Colombia.

Chapter I: Contextualization and Research Problem

Local Context

According to the information provided by the members of the English practice community (2021), the economy of the rural region in Guatavita is based on agriculture and livestock, including cattle raising and dairy production.

Most of the homes of the children of this community of practice and of the inhabitants of the rural area of Guatavita are economically supported, either by planting crops, such as potatoes, corn and peas. Additionally, many people have their home gardens, as an economic livelihood and for daily consumption, although mostly, they are employed as "day laborers" (a word that is used in the region for people who are laborers employed by farmers). There are those who have income from livestock activities, such as the sale of cheese or cattle and the most prominent activity, which consists of selling milk to dairy cooperatives to which they are affiliated, such as COOPROLAG or COOPRODELAP that are located in the village of Potrero Largo.

Institutional Context

José Gregorio Salas school is located in the rural area of the municipality of Guatavita in a village called Potrero Largo. In 2003, it opened doors to sixth grade, previously it was only offered basic primary. The main objective of the school was to provide children from rural area the opportunity to study, offering a closer place and thus preventing them from staying at home.

Following the information of the last version of I.E.R.D. José Gregorio Salas PEI (2019), it is evidenced in the Mission that the institution is made up of eight educational venues that are maintained under the principle of inclusion for efficient performance, both productive and professional, serving the local and rural population. Regarding its academic training approach, it is found that it is oriented towards the well-being and happiness of students, to whom said school provides tools to train in the academic, spiritual, cognitive and moral fields to promote high quality technical and technological capacities; in addition to social commitment and care for the environment.

The school works for the improvement of educational quality, strengthening the critical thinking of its students, encouraging entrepreneurship and the use of updated technological resources, aspects for which it hopes to stand out, not only at the municipal level, but also regionally and as it is expressed in the Vision, “I.E.R.D. José Gregorio Salas is projected for 2024 as a pioneer in the innovation of the curriculum, focused on well-being, happiness and positive psychology, for the preservation of life, the mental and physical health of the community”(2019, p.17).

Description of Population

The population on whom this action research is focused were students of the second grade of I.E.R.D. José Gregorio Salas, located in the rural area of Guatavita, Cundinamarca, specifically in the village of Potrero Largo.

The group of students was made up of students from the rural area of Guatavita, 9 boys and 7 girls between 6 and 10 years old, 14 of them are in the second grade of primary school and two of them were included in the community of practice of English by the will of their parents,

they were in third and fifth grade, respectively. As will be presented later, all of them had a low level of English.

Based on data provided by I.E.R.D. José Gregorio Salas and an interview made with second grade parents (2021), the socioeconomic stratum to which the households of these children belong are: the majority belong to stratum 2, a few to stratum 1 and a household to stratum 3.

The economic activities to which the families are engaged are agriculture and livestock, that is why many of the children, in addition to their school activities, live immersed in activities, either agricultural or related to animal care. These were pointed out by parents as some examples of activities that children generally do in addition to academic works: children help with the house chores, watering the plants and helping to milk. "He helps with the milking and with some chores around the house: sweeping, washing the dishes, making his bed" "she sometimes irrigates the plants" "they help with the house chores" (Interview with parents, 2021, Appendix Number 1)

Diagnosis

The diagnostic test was carried out on September 27, 2021 in the classroom with a duration of two hours. The test evaluated the skills of Writing, Speaking and Reading, omitting the ability of Listening, since it was considered that the children did not have the input to this ability, since until then, they had never had anyone who spoke to them in English¹.

In agreement with the classroom teacher, we agreed not to include a listening test since no one had ever spoken to them in English before and it was better not to pressure them

¹To see the diagnostic tests developed by the students, go to the following link:
<https://drive.google.com/drive/folders/1oppUSM7NZipdnUTyieocqdQ7BL6kynUV?usp=sharing>

with a test, in which, obviously, they still did not have the ability. (Field diary 7: Diagnosis test day: first day everyone, 2021, Appendix Number 4)

Speaking

In the speaking test only pronunciation was evaluated, since according to the students' language level, fluency and other important characteristics of speech could not be evaluated. In this test the students had to pronounce the colors and family members in English, it was found that many of them pronounced with the phonetics of Spanish and that only one student approved the test with a score of 3 on a scale of 0 to 5 and the others were below 2.5 of 5, being 0,5 the lowest result.

Writing

In the writing test, adjectives, geometric figures, clothing items were evaluated in which the students had to write the corresponding word in English according to the image presented. Additionally, they had to write the numbers from 0 to 20, the animals and fruits that they knew. This test was not passed by any student, with the highest score being 2.8 on a scale of 0 to 5. The other scores were below 2.3 of 5, being 0,1 the lowest result.

As a particularity in this test, it was found that the majority wrote the words as they sound in Spanish and not with their own English writing, "Most of them wrote at least 10 numbers but how they sound in English but not with the correct spelling, for example "*uan, tu, trii, fai, ei, nain*" (Field diary 7 : Diagnosis test day: first day everyone, 2021, Appendix Number 4).

Reading

It was not considered pertinent to carry out a conventional reading test, where reading comprehension of texts greater than the sentence was evaluated, since the children's knowledge

of English was low and it was enough to evaluate comprehension of each isolated word, as a minimum unit of meaning.

The content of the reading test was the same as the speaking one, that is, ten colors in English and nine family members. The test consisted of reading the word in English and giving its meaning in Spanish, in this test it was found that three students approved the test, one with 3.7 and the other two with 3.1. The other students obtained a score lower than 2.6 of 5, being 1,3 the lowest score.

Although a few students passed some of the tests, none of the 16 students managed to pass the diagnostic test that was proposed, because when averaging the results of the three skills: speaking, writing and reading, the highest scores were 2,8, a student; 2,7 three students; 2, 6 one student; 2;1 two students and the others with a score lower than 1,7; being 0,6 the lowest score.

In conclusion, after evaluating the different communicative skills in English, it was shown that the students did indeed have a low level of English and it was in reading test , which was assessed at a very basic level with the understanding of individual terms, not sentences or complete texts, was the test were they obtained the high score 2,3; however, it is a non-passing score. In the same way, the results of speaking 1.8 and writing 1.4 were disapproving.

In Appendix Number 5 of this document, you can see the graphs where the results of this diagnostic test are shown.

Problem Statement

Taking into account the guidelines of the MEN, contemplated in the Basic Learning Rights, primary students at the end of second grade must have a level of English that allows them to express simple ideas, exchange personal information, understand short stories with familiar

themes and give account of cultural aspects of their environment (2019, p.10). This is clearly not reflected in the reality of the elementary school children of I.E.R.D. José Gregorio Salas.

Regarding the children's level of English, following what was said by the parents of the community of practice, they had low level, which was corroborated by means of a diagnostic test applied to the children. Parents attributed the low level of English to the fact that children do not have the conditions or the necessary tools to learn English "Children do not have the tools to learn English" (Interview with parents, 2021, Appendix Number 1). Another factor that influenced it was the lack of an English teacher for primary school, since according to the second-grade teacher, primary teachers must teach all subjects including physical education and English, regardless of whether or not this is his/her specialty (Interview with the classroom teacher, 2021, Appendix Number 2). And as an additional limiting factor was the fact that children in rural area in Guatavita supported their parents with housework or farm activities, such as milking, animal care and agriculture, that is, apart from academic activities, children attend to other obligations derived from their social and geographical context.

With a view to improving this situation and allowing these children a way of learning EFL where their immediate context is involved, this action research was carried out focused on the particular case of second grade students, belonging to a multigrade classroom of the I.E.R.D. José Gregorio Salas located in the rural area of the municipality of Guatavita.

Rationale of the Study

The present action research was focused on the teaching of English as a foreign language for students in Guatavita rural area and aimed to offer a possibility of successful teaching for students from the rural population. Children in rural areas experience a daily life different from that experienced by a child in the city and that is why it was necessary to adapt the teaching

methodology to the immediate context of the student, offering the possibility of learning English that allowed them to talk about themselves and their experiences in their environment.

The community of practice in this action research is defined as a group of people from rural areas integrated to learn to express the activities of daily life in rural areas in English, that is, the common goal that said community has it is to learn functional English for their context. It is imperative to remember the importance of context in learning, for example, Dewey said that the student should be allowed to relate his previous experiences with his new knowledge so that the education is more effective and also, allow the student to involve his own interests on a par with learning knowledge (1902, p. 139). For this reason, this community of practice has as its first basis for learning English, which is the purely academic purpose of this intervention, popular knowledge and daily life, understood as the closest interest of children who are in primary school and live in the rural area.

In the search for a strategy to capture the attention and stimulate the desire to learn English of the students of the second grade of the I.E.R.D José Gregorio Salas, the idea arose of designing challenges framed in real situations of daily life in the rural context of Guatavita. These challenges were functional within the rural community of practice, which was consolidated to initiate this action research, since it allowed children to question themselves about the socio-cultural and geographical reality while were learning English to express their ideas of daily life. Likewise, they wondered about the need to acquire a foreign language and the functionality that this could have in their context and the expectations that could come when thinking about English from a different perspective to the traditional teaching, where the popular knowledge of both children and their parents served as input to learn English.

Finally, knowing the living conditions of the primary students that made up the

present action research and having an approach to their socio-cultural reality and as a plus that the pre-service teacher who led this community of practice belongs to the same community, it was assertive and effective with the activities planned to begin to reduce the gap in opportunities for children in rural areas in Colombia, although for now it is in the rural area of Guatavita, having as main support the popular knowledge of the peasants of said region.

Research Question

To what extent can the fact of creating a community of practice in the rural area of Guatavita enrich the learning of English as a foreign language in second grade I.E.R.D. José Gregorio Salas?

Research Objectives

General objective

To implement a community of practice model that allows the children of the I.E.R.D José Gregorio Salas to express about their daily rural life in English.

Specific objectives

To develop small challenges in English focused on real life situations in the peasant context.

To integrate the popular knowledge of the people of the rural area of Guatavita with the learning of English as a foreign language.

To resignify the learning of English for peasant children through the daily practices of the rural region in Guatavita.

Chapter II: Literature Review and Theoretical Framework

Literature Review

Regarding the state of the art, an overview is presented in the following table about the studies taken into account for this action research, where these six studies consulted are shown as the basis for the pedagogical intervention based on a model of community of practice for the teaching of English in the rural area of Guatavita.

Teaching English as a foreign language for students in rural areas is a subject scarcely researched; however, the few studies that exist give an account of the educational reality and the challenges that arise, not only in Colombia, but around the world when English is taught in a rural context. To select the following studies for the state of the art as the basis for the development of this action research in the rural area of Guatavita focused on the teaching of English, it was taken into account as the main criterion that the studies were focused on the teaching of English in rural areas, regardless of the type of research methodology and as a second criterion, studies that are framed in the community of practice model for learning English, irrespective of the demographic, social or economic context of the community of practice.

In the first place, it was chosen a study carried out by two researcher student teachers from Universidad Pedagógica Nacional in 2017, and which in fact is very close to the idea that the immediate context is important in learning English as a foreign language. Next, there is another study, also carried out in a rural Colombian context, which describes the experience of a teacher instructing English in a rural context in a multigrade classroom. After that, a study

carried out in Indonesia is presented, which shows how the teaching of English as a foreign language through projects facilitates the learning of English in students from a rural context. Finally, three studies framed in the model of community of practice are presented, the first of them is a study carried out in Thailand and the following two are carried out in Colombia, the first of them with a focus on the didactics in the foreign language teaching and the latest, a study that brings out the benefits of a community of practice for new language learners.

Table Number 1. Research Studies

Research Studies	Institution	Researcher	City, Country
Teaching EFL in a rural context through Place Based Education: expressing our place experiences through short poems.	Universidad Pedagógica Nacional	Salazar, R. Espejo, Y.	Bogotá, Colombia
Understanding the teaching of English as a foreign language in the rural school Agua Clara.	Universidad Santo Tomás Abierta y a Distancia	Cardona, D.	Suesca, Colombia
ICT and Project-Based Learning in a Rural School: an EFL Context.	Universitas Pendidikan Indonesia	Santhi, D. Suherdi, D. Musthafa, B.	West Java, Indonesia
Communities of practice: Identity in a workplace English for Specific Purposes classroom in Thailand.	Thammasat University	Taylor, P.	Bangkok, Thailand
The creation of a Community of Practice to qualify teachers in the integration of ICTs into foreign language learning and teaching processes.	Universidad de Antioquia	Bedoya, J. Betancourt, M. Villa, F.	Medellín, Colombia
Taxonomy of English Language Learning Communities : An Approach to Encounters.	Universidad Pontificia Javeriana	Gómez, J. Arias, I. Rodríguez, B.	Bogotá, Colombia

The first research taken into account is entitled *Teaching EFL in a rural context through Place Based Education: expressing our place experiences through short poems*, carried out by Salazar and Espejo (2017). This is a qualitative research-action study, which was executed in a rural area, specifically in Quiba village, located in the periphery of the south part of Bogota. Their research focused on the teaching of English as a foreign language for students in rural areas, where through a place-based learning approach, students were learning English by creating poems related to their immediate context.

Through the research, the phases relevant to action research proposed by Burns (2010), planning, action, observation, and reflection were carried out and, in turn, three study phases were established, taking into account that “the rural place as the subject matter and the short poems as the medium to approach students to English writing and their immediate context” (Salazar & Espejo, 2017, p.39). Thus, according to Salazar and Espejo said phases were: *Place consciousness*, whose objective was to approach students to history, surroundings and flora and fauna from Quiba Baja village (2017, p.39); *hands on* in where was looking to recognize environmental issues in the immediate surroundings and use hands on activities to reflect on them(2017, p.40), and finally, the third stage named *This is why love Quiba*, with the purpose of introducing Quiba to people who were unfamiliar with the rural context, while reflecting on what they learned about the place and the importance of caring for it (2017, p.40).

This study is relevant to this action research since it emphasizes the importance of the immediate context in learning a foreign language, specifically for children in rural Colombia and according to the results, the children managed to connect with their environment and acquire meaningful learning. As they took ownership of their context, students gained the confidence to express their ideas in English.

The second research is *Understanding the teaching of English as a foreign language in the rural school Agua Clara, by Cardona* (2017). This research was of a qualitative case study type and was carried out in Colombia in the municipality of Agua Clara. Cardona (2017) used a data analysis methodology based on the categorization of the information collected, using three broad categories: the teacher role, main components in the teaching process and teacher’s perception of ELF teaching and learning process. The data of this study were collected through interviews and mainly, from direct observation in the classroom and presents a description from

the experiences of a teacher in a rural school, who does not have the necessary knowledge for teaching English, and who also has to attend to six grades in primary school at the same time. Additionally, it is found that due to the social context of the children, English is not within their main interests in as much:

In the school there is a quiet learning of English, so students have another activities and interest into the school, and after school, and they have to do tasks in school to increase their knowledge in agricultural activities that they don't put major importance in the learning of English. (Cardona, 2017, p.2)

This study is relevant to this action research, since the population in which it took place shares similarities with those described above. The fact of knowing a research work that gives an account of the experience of a multigrade teacher teaching English in rural Colombia and the perception of a teacher in the area of English through case research constitutes a pillar to support the present study focused on teaching English in rural areas, since it has in common with this study that students not only carried out academic activities, but were also immersed in agricultural activities necessary for the economic development of their homes.

Another relevant study for this action research is *ICT and Project-Based Learning in a Rural School: an EFL Context*, which was conducted by Santhi et al. (2019) in Indonesia. This was a qualitative descriptive method study that was carried out with rural high school students.

The data for this study were collected from questionnaires, interviews and participant observation and the implementation was carried out in four phases. The first phase was named *Beginning Project*, the project was to make a video related to analytical exposition text. The next phase was *Developing Project*, where students explored topics in their environment, using first-hand resources and turning their context into a relevant aspect for learning. The third phase was

called *Closing Project*, here the students presented their project work, which can be in the form of product presentation, performance, or display. Finally, in the last phase called Project Evaluation, the students wrote an analytical expository text, through which English proficiency was evaluated. The results of this project were satisfactory, significantly increasing the learning of English and creativity in the students. that means, although making the videos was not an easy task, the results were successful, “Although they encountered some problems during the videomaking process, they took them as valuable challenges to improve their use of English” (Santhi et al. 2019, p.33).

Although the present action research was not aimed at developing projects, but at learning based on challenges related to the real life, the previous study was useful as an example to indicate that to the extent that activities are developed in the classroom, different from the traditional ones, the students can strengthen their communication skills in English.

Then the studies that follow the community of practice model are presented, the first is *Communities of practice: Identity in a workplace English for Specific Purposes classroom in Thailand* is an ethnographic study carried out by Taylor (2015) in a community of practice made up of a language instructor and engineering professionals of different ages, whose purpose was to learn English for the writing of technical reports. The study focused on the importance of micro and macrostructures in the communities of practice, as well as the identity and participation of the members in the classroom, which, according to this research, is given by negotiation and acceptance among the participants, since a marked social hierarchy is evident, where age predominates as an important factor, seniority in the community of practice, knowledge of engineering and proficiency in English.

Despite this study belongs to a Thai social context, where the social hierarchy is established by status and age "the students pay respect to the teacher initially due to this social role" (Taylor, 2015, p.156). In contrast in Colombia the norms of respect are not strictly determined by age and the Colombian culture is a little more flexible in terms of social hierarchies. However, this study was considered important in this research, since in the rural community of practice it was made up of participants of different ages, being an English student teacher younger than the parents and grandparents who made up the group, and from the beginning it was stated that everyone had an equal right to participate actively and avoid that, as happened in the community of practice in Thailand, age determined the legitimacy of participation , "age in the Thai context affects power relations in this particular CoP. Deference to seniors in age implies that age is a factor which makes a participant legitimate" (Taylor, 2015, p.158). In conclusion, this study allowed reflecting on the hierarchical roles in a community of practice, define and guide those pertinent to this community to avoid those participants felt self-conscious about participating.

The second study is *The creation of a Community of Practice to qualify teachers in the integration of ICTs into foreign language learning and teaching processes* (2020). It is a qualitative case study conducted by Bedoya et al. (2020), framed in a community of practice made up of a group of research teachers from the Universidad de Antioquia who had the purpose of expanding their didactic and technological knowledge to integrate ICT into the learning and teaching processes of a foreign language. Among the initial findings of the project, the members found that most of the web 2.0 tools had a tutorial for instrumental use, but none of the materials were focused on the didactic use as a tool for teaching and learning languages, reason that

motivated them to create their own materials and spread them on a YouTube channel and an institutional Moodle (2020, p.8).

After the group carried out the theoretical foundation and preparation with the use of the tools, they created 50 video tutorials where they explained not only the technological but also didactic use of the web 2.0 tools. The results of this research were grouped into three categories: first, motivations for joining the community of practice, where it was found that it was “to learn more about how to integrate ICT into the L2 curriculum” (Bedoya et al. 2020, p. 13); second, collaborative learning, stimulating the collective creation of learning and teaching materials and strengthening the theoretical, conceptual and critical reflection aspects of teaching practice (2020, p. 14). Third, professional development achieved from the community of practice, where it was determined that:

The advantage of a community of practice over other teacher training programs is that it allows its members to play an active role and that they can decide what to learn and how to use what they have learned to improve their professional work. (2020, p. 14)

The study described above is an important basis for the present action research since it highlights the benefits of collaborative work carried out in a community of practice and shares, as a similarity with the creation of the rural community of practice in Guatavita, an interest in improving the teaching and learning of a foreign language through community work.

The last study selected was *Taxonomy of English Language Learning Communities : An Approach to Encounters* by Students of the Licenciatura en Lenguas Modernas at the Pontificia Universidad Javeriana it is a qualitative study carried out by Arias and Rodríguez (2020), where a sample of six students of the degree of modern languages that participate in three different

communities of practice is analyzed: the first one, the conversation clubs, a space where oral expression is encouraged through different youth topics, such as talking about pets, photography, anime, music or movies. According to Arias and Rodríguez, "In these spaces, errors of a grammatical nature go to the background, as emphasis is placed on the interaction of the attendees" (2020, p. 59). The second community of practice were English classes, in which more than ten students participate, who share the same purpose, which is to practice the English language (2020, p. 63). Finally, there is the third community of practice, groups with friends and classmates, which is a space where students use the language in a real world, without the presence of evaluations or teachers and that allows them to improve both linguistically and intellectually (2020, p. 65).

Based on the experiences of the students in the communities of practice, is established its influence on the learning of English and its influence on the linguistic and cultural awareness, and the learning strategies of these students. The study shows that mostly in these communities, students focus on the practice of oral production and to a lesser extent on other language skills. On the other hand, students do not consider that the classroom is a community of practice, although there is learning and a teacher who represents reliable knowledge, this is considered a formal approach to the language for academic purposes and they tend to prefer the other two communities, as they feel more confident to participate as they do not have an institutional or academic character (2020, p. 74).

This study was important to define the character of the rural community of Guatavita, since although it is anchored to an educational institution, it has a social and community character, where not only practices and activities for learning English are carried out within the institution, but outside it, in the houses and farms of the participants. In addition, the group was

not only made up of institutional entities, but also by inhabitants of the rural community around the I.E.R.D. José Gregorio Salas school. This study showed that greater confidence to actively participate in the community can be generated if various experiences outside the academic field are added.

Theoretical Framework

In this section, three fundamental concepts are presented for the theoretical support of this action research, which are: Rural Primary Education in Colombia, community of practice and real rural life challenges-based learning.

Rural Primary Education in Colombia

Despite the growing migrations from the countryside to the city, the rural population occupies almost a quarter of the total Colombian population. According to the data obtained by DANE in the Censo Nacional Agropecuario (2014), the rural area constitutes approximately 23.7% of the total population of Colombia.

Taking a historical look, rural education in Colombia, although it has improved, has always been less favored compared to the coverage and quality of education in urban areas, and this has led to the country's rural population being at a disadvantage in different aspects of competitiveness vis-à-vis the city, not only in educational matters, but also in unemployment, poverty and violence because of social inequality.

Since the last century, policies have been established in order to cover rural education in Colombia, but at the beginning there were no suitable teachers for teaching and in the case of primary school in rural areas, only three hours were taught and they were alternated by gender, in

addition to the fact that the material for the classes did not cover the rural population, according to as stated by Helg (2001), cited by Ramirez and Tellez:

The supply of school material provided by the Nation was rarely received by the rural teacher, the provision of supplies and texts it only managed to reach the municipal capitals and even frequently it does not reach to supply all urban schools. (Ramirez & Tellez, 2006, p.27)

In the new century, the National Government, supported by the World Bank, implemented the Rural Education Program to give access to quality education to the youth and children of the country in rural areas. This program strengthened the Escuela Nueva model that had operated in rural Colombia since the 1970s. According to the website of the Ministerio de Educación, “In the Colombian rural sector, the isolation and use of child labor for the generation of family income, as well as the low level of schooling of parents, have a negative impact on access to from children to school” (2001, p.1).

In recent years, the National Government has continued to design programs to strengthen rural education in Colombia, not only focused on coverage in primary school, but also in high school; however, it has not been possible to meet the educational needs of the rural Colombia. Following is the information established by DANE in the Censo Nacional Agropecuario, cited in the Plan Especial De Educación Rural Hacia El Desarrollo Rural Y La Construcción De Paz by Ministerio de Educación

The Census showed that at the national level 79.7% of the population between 5 and 16 years old attended formal education in the dispersed rural area, this is 7 percentage points more with respect to the 2005 Census where attendance was 72.7%. (2014, p.21)

Today, despite the mechanisms established by the National Government for the improvement of rural education, it can be observed in different educational institutions that the classrooms are called multi-grade, in which a single teacher teaches all subjects at different grades to the time, on occasions from preschool to fifth grade. This is the type of primary education that was considered in this action research.

The educational reality for rural primary school children is not too far from its beginnings, although currently, most primary school teachers have a professional degree or are graduates of Normalista schools, they are not sufficiently prepared to teach all of the subjects, particularly that of the English language. Today, the learning needs in schools have changed, and in the case of English, rural schools continue being at a disadvantage compared to urban public schools.

Community of Practice

Following the learning theory proposed by Wenger in his book *Learning, Meaning and Identity*, in which he expresses “participation in social practice is the fundamental process through which we learn and become who we are” (1998, p. 152), it is determined that a community of practice is a group of people who share their experiences and knowledge with a common interest.

It should be noted that according to Wenger (1998), a community of practice is made up of these three elements: Domain, which is the interest shared by the members of the community; Community, that is the group of people who work for a common Interest and Practice, which refers to the way in which the community of practice will be carried out (1998, p.272).

Real Rural Life Challenges Based Learning

According to the research report entitled *Challenge-Based Learning an Approach for Our Time* by Johnson et al. “challenge-based learning creates a space where students can direct their own research into real-world matters and think critically about how to apply what they learn” (2009, p.7), taking the previous idea, in this rural community of practice the students developed real challenges according to situations in their environment, such as caring for an animal, growing a plant, knowing and assimilating the relevant vocabulary to describe these activities in English, among others. But above all, students wondered about what they had learned and transferred that knowledge to the English language.

Based on the scheme proposed by Johnson et al. (2009), Challenge-Based Learning is composed of a big idea, an essential question, the challenge, guiding questions, guiding activities, guiding resources, solution-action, assessment, publishing studies samples and publishing students' reflections or documentation (p.8).

Simplifying the three previous concepts, they are understood in this study, first, *Rural Primary Education in Colombia* as schools, which despite the efforts of the state, have little coverage in the area of English and moderately sheltered with educational resources, always being the countryside at a disadvantage compared to the city. In addition, peasant students are children who from an early age are involved in agricultural work or animal care, which reduces their possibility of attending to academic responsibilities correctly.

In this intervention, the group of people who worked together to learn English based on the daily practices of the peasant was called a *Rural Community of Practice*, being its members people with skills to learn together and with extensive knowledge about agricultural and livestock activities in the region.

The *Challenge-Based Learning* approach was oriented to the development of challenges framed in the real life of the peasant, that is, it addressed situations grounded in the sociocultural context of the participants, where starting from a question, strategies were adapted for learning English as a foreign language, reflecting on the impact of this new knowledge.

Chapter III: Methodological Design

Research Design

This research was framed within a qualitative paradigm, where following Denzin and Lincoln (1994), cited by Creswell (1997), "qualitative research has a multi-methodological approach, which implies an interpretive and naturalistic approach to its object of study"(p,34). In other words, researchers observe their object of study in its natural space and interpret it.

In the present study, the researcher had the advantage of being able to observe students not only in a classroom, but also in their homes and carrying out daily activities outside the school environment, while parents became important actors in their children's learning process.

Following Quecedo and Castaño (2012), qualitative research is inductive, that is, the researcher understands and develops concepts from the data collected and not to evaluate a hypothesis. In addition, it understands people and their context as a whole and in the interaction with the group, the influence that a researcher could exert is borne in mind, so it is about making inquiries and interventions in the most natural way possible (Introducción a la metodología de investigación cualitativa, 2012).

The fact of having chosen qualitative research provided validity to the data obtained through the observation and life experience of people in their rural context and their testimonies in the face of a process of learning English as a foreign language, since the interpretation that was generated, arose from a spontaneous and direct data collection from the participants. In

addition to the permanent observation of the English student teacher, who was both a researcher and participant

Action Research

Action research was the type that was chosen for this qualitative study, since it perfectly coincided with the researcher's purpose, which went beyond finding a problem in a classroom, but rather trying to find a solution.

Cohen and Manion (1990), cited by Berrocal and Expósito (2011) expressed that action research is: *situational*, that is, that from a diagnosis of a specific problem an attempt is made to find a solution. It is *collaborative* and *participating*, since both researchers and participants assume roles within the research and work for the same purpose. Finally, it is *self-evaluating*, since through the process changes are evaluated to improve practice.

In this rural community of practice, it was found through a diagnostic test a low level of knowledge of the English language and from there, efforts were made to build knowledge based on popular knowledge and the researcher's knowledge of the English language, working in constant collaboration with all participants.

According to Latorre (2007), cited by Colmenares, action research allows us to improve, transform and better understand social and educational practice, as it approaches reality and integrates teachers as active entities of change and knowledge (p. 109, 2011).

Action research carries a methodological process defined by spiral phases and for this study the four phases described by Berrocal and Expósito (2011) were taken, based on the scheme of Colás and Buendía (1994) which are: the first, *diagnosis of the situation*, which is essential to determine the problem, its origin and evolution, the people involved, previous

experiences, attitudes and interests. The second one, *development of the action plan*, a plan with an open and flexible structure is elaborated which is carried out after defining the problem and making a description of it. The next phase is called *action*, the intervention is developed and planned within the reality studied; in action research, it is not enough with the data obtained, but it is necessary to make a co-textualization of the analysis with a sequential sense, that is, the analysis and the elaboration of the data are superimposed in the research process. Finally, the phase called Reflection or evaluation, where it is analyzed, interpreted and concluded with respect to the key questions that were planned before (Berrocal & Expósito,2011, p.9).

Data Collection Instruments and Procedures

In the development of this study, some data collection instruments were used, which are described below and in the same way, in this section, the validation process of the information obtained during one year is explained as a basis for the analysis that you will find in chapter V.

Data Collection Instruments

For data collection, traditional instruments such as the field diary, structured and informal interviews were used, leaning in new mechanisms such as photography, voice recording and audiovisual recording, which were compiled in a documentary film attached to this study.

Data Triangulation

The fact of triangulating the data is a fundamental step to demonstrate the validity of the findings in an investigation that is why it is imperative to carry out this procedure where the information around the research questions is crossed and the results are subsequently analyzed. Following Sajjad, triangulation is necessary to validate the veracity of the results “Use

triangulation to increase the credibility of their findings (i.e., researchers rely on multiple data collection methods to check the authenticity of their results)” (Sajjad, 2016, p. 3).

In order to validate the information and ensure that each source contrasted with the other was reliable, four data collection instruments were used, the field diaries, the interviews, the questionnaires and the audiovisual recordings. According to Sajjad (2016), at least three sources must be consulted, or techniques must be used to investigate the same topics (p.28).

In the process of triangulating to draw conclusions, three categories of analysis were formulated, these were *Challenges Based on the Real Life of the Peasant, Peasant Knowledge as a Basis for Learning English*, and *Significance of Learning English in the Rural Area*. For each one was used the following instrument for collecting data:

Field Diary

According to Valverde, simultaneously the report of the field diary includes quantitative and qualitative, descriptive and analytical information, as well as the pertinent elements for the statistical formulation, diagnosis, prognosis, studies and social or situational evaluations (1993 p. 2). By means of this instrument, starting from the observation and interpretation of facts or events, allows the researcher to record information and systematize it. As stated by Martínez (2007), “The field diary is one of the instruments that day by day allows us to systematize our investigative practices; in addition, it allows us to improve, enrich and transform them” (p.5).

The field diary in this study is fundamental and is the most complete instrument, since it not only has the literal description of the observation attached, but also a small reflection, observations and annexes that support the veracity of the description, such as photographs, audios or videos. In the Appendix Number 3, it found the format of the field diary used.

The following table shows the titles of the 25 field diaries collected through the research process².

Table Number 2. Field Diaries

Diary Number	Field Diary Name
Field diary number 1	Official creation of the community of rural practice for learning English
Field diary number 2	Getting to know us
Field diary number 3	The Rural English Alphabet part 1
Field diary number 4	The Rural English Alphabet part 2
Field diary number 5	First class in the classroom
Field diary number 6	Getting to know your homes
Field diary number 7	Diagnosis test day: first day everyone
Field diary number 8	Starting a new challenge
Field diary number 9	Learning about our orchards
Field diary number 10	Almost ready for presentation
Field diary number 11	The orchard Gallery
Field diary number 12	Getting ready for sowing
Field diary number 13	Sowing beetrots
Field diary number 14	Planting strawberries
Field diary number 15	Choosing farms pets
Field diary number 16	Change of plans: the routine
Field diary number 17	My pet's photo
Field diary number 18	Getting ready to talk about my pet
Field diary number 19	Filming: my pet farm
Field diary number 20	Learning the traditional routine
Field diary number 21	The peasant routine
Field diary number 22	Home Reflection Workshop
Field diary number 23	Getting ready to visit Guatavita Lagoon
Field diary number 24	Field trip: singing Frailejón Ernesto Pérez Song
Field diary number 25	Creating a great poster

Interviews

According to Sajjad, interviewing has a variety of forms including: individual, face-to-face interviews and face-to-face group interviewing. In addition, there are three types of interviews: structured, semi-structure and unstructured (p.12, 2016). The interviews played a very important role at the beginning of this study, because through these it was possible to focus

² To view the information of the field diaries, enter the following link <https://drive.google.com/drive/folders/1bMdEhRubVzrPqQjRrZHF4WfoUX1RhrC7?usp=sharing>

the problem and articulate in the community an improvement for the problem. In this research the interviews were conducted informally with the parents and the classroom teacher to inquire about the activities of the region and to obtain information about the academic process of the children.

Audiovisual Instruments

Following to Baer and Schnettler (2009), “video does not simply document the external reality captured by the camera's eye, but constitutes in itself a construction, that is, a version of the many other possible readings of the events that take place around us in everyday life” (p. 20). The information collected from audio and video recordings when analyzing the data became the most reliable source, since it showed the real interaction of people at the time and even provided information that was beyond what is known. Thanks to it was possible to analyze other aspects such as non-verbal communication and the visible or perceptible scenarios from the recording.

Data Collection Procedures

The data were collected from the moment the Rural Community of Practice was formally established and for approximately one year, beginning on August 21, 2021 and ending in the first semester of 2022.

From the beginning of the research, the recording of the interviews, the challenges that the students carried out, began, and the recording in the field diaries began as well, with an average of four field diaries per month.

The recordings that support this research were authorized through an agreement with the children's parents and by each of the people who appear there. The scenes visible in the documentary go outside the perimeter of the I.E.R.D. José Gregorio Salas, going on to show

intimate spaces such as houses and children's rooms, and other spaces such as fields, rural landscapes and farms.

The surveys were done through the WhatsApp application and a phone call. These to a large extent, were the basis for knowing the socioeconomic context of the participants and giving indications of what was the problem to be solved.

To summarize, each data collection instrument was fundamental in the investigative process and added value and veracity to each of the findings that are contemplated in the next chapters.

Ethical Issues

On the day of the creation of the rural community of practice, a document called authorization and commitment was signed. This document, in addition to voluntarily committing parents and students to participate in the project, had the signature and fingerprint, where the adults responsible for the students authorized that the children be recorded in audio-visual format, which included their faces³.

In the consent for the recording, the possibility was given to choose: authorize only audio, authorize audio and video, including the face or not authorize any recording format, however, all the parents of the 16 children authorized audio-visual format including the face. (Field diary 1: Official creation of the community of rural practice for learning English 2021, Appendix Number 4)

³ To see the signed consent, go to the following link
<https://drive.google.com/drive/folders/166cYrpy7wjz8SI3-G-TsiqfYdck3gdFQ?usp=sharing>

In Appendix Number 7 is the document signed as authorization and commitment to the Rural Community of Practice.

Chapter IV: Pedagogical Intervention

This section presents the development of the following concepts: rural community of practice, learning environment, vision of language, vision of learning, the roles in the pedagogical intervention, how the class was held and structuring of real rural life challenges, which make up the theoretical basis of this pedagogical intervention framed in a community of practice model of this action research.

Rural Community of Practice

Communities of practice for learning are not a recent creation, since by nature we are beings who learn in society; however, building a rural community for learning English as a foreign language, where the knowledge of the peasant is the basis for learning, it does turn out to be something new, but with broad expectations, given that, it is believed that to the extent that students find functionality in learning English, the interest in learning it will be greater.

Additionally, the implementation of a challenge-based learning methodology stimulated children's curiosity and enthusiasm. On the other hand, the fact of involving parents as experts in the practices of rural daily life and as companions in the process of learning English as a foreign language of their children, provided permanent support for the development of the pedagogical proposal, not only for their children but for the community of practice, that is, involving the parents helped the results improve, achieving that the children were actively involved with the activities of their rural environment, expressed the activities of daily life in English. Then, learning English became a tool that allowed children to tell the world about the activities that

take place in the rural environment of Colombia, that is, learning to express themselves in English gave voice to rural children, which went beyond borders.

Teaching Approach

In order to get out of the routine and use a striking teaching method that fit with the community of practice model, Challenge-Based Learning was used, adapting the scheme proposed by Johnson et al. (2009) to this component: *Real situation*: refers to concrete scenarios or problems that children experience in rural areas, specifically in their immediate environment⁴.

Community of practice meeting: in this rural community of practice, it was the meeting for the socialization of each challenge, or for the taking of any decision that was carried out both in person and through the media such as video calls or chat by means of a technological application. These kinds of meetings were not necessarily group or synchronous, these were carried out in subgroups, in the visits of the English student teacher to the homes, and permanent communication through a group chat made up of all the members of said community.

Initial question: questioning from which each challenge was initiated, for example, what plants, vegetables, fruit trees and tubers are produced in my region and what are their names in English? How to describe the care of an animal on my farm in English?

Real Rural Life Challenges: were each of the challenges proposed and approved by the members of the community of practice that each student, together with their family group, faced and their successful execution, that is, at the beginning, rules were established had to be followed.

⁴ To view the figure that shows the structure of Real Rural Life Challenges Based Learning, go to Appendix Number 10

Resources: were the tools, materials and supplies that were required to carry out each one of the challenges. These resources were made available in each home according to their creativity.

Process: each challenge was composed of different steps such as preparation, understanding of the topic, appropriation of the correct vocabulary in English, practice to achieve proper pronunciation, learning useful expressions in English, execution of the challenge, recording, reflection among other specific phases that were required depending on the nature of the challenge.

Application question: reflection made by students using their mother tongue on the importance of what they learned in each challenge. All members of the community were called to participate.

Result recording: each of the challenges was recorded by the English student- teacher to document the entire process in audiovisual format

Assessment: it was the final stage of each challenge where not only the result, but the process, was evaluated, that is, compliance and accuracy in each phase of the challenge, quality, honesty and transparency, not perfection in the product.

Table Number 3. Real Rural Life Challenges

Real Rural Life Challenges Number 1 “The rural English alphabet”	
Real situation	Words from the rural context
Community of practice meeting	Conversation with parents about how to carry out the challenge and collection of popular knowledge about recurring vocabulary of the region.
Initial question	How can I name the things around me?

Real Rural Life Challenges	To learn the sounds of the English alphabet and a word related to the rural context for each letter from the construction of a poster with pictures for each of the words.
Resources	A printed copy of the English alphabet made by the English student teacher.
	Cardboard, scissors, glue, colors, pencil, notebook, classroom board
	Slides made by the teacher with images that represent each rural word
	Audios made by the teacher to review at home the vocabulary and phrases learned
Process	1. Learn the sounds of the English alphabet in sections.
	2. Learn a word with its correct pronunciation for each letter of the alphabet.
	3. Draw the vocabulary of the English alphabet on a large poster
	4. Post the poster on the bedroom wall to review the vocabulary daily.
	5. Participate in group and individual review activities, such as lottery game, memory and pronunciation skills and structuring small sentences with vocabulary, (add a characteristic to each noun)
Application question	What is the use of learning the basic sounds of the English alphabet and developing this challenge?
Result recording	Through home visits, the English student teacher record in video format the presentation that each student made on a poster with the appropriate pronunciation
Assessment	Class after class the process is assessed and the result will have 50% of the value of the grade, which is filmed

Learning Environment

Based on the fact that at the beginning of this pedagogical intervention, the I.E.D.R. José Gregorio Salas was not taking classes in person due to the Covid 19 Pandemic, the home of each child was proposed as the classroom and taking into account that the second-grade children of said institution lived on farms, the classroom was extended, from the inside to the outside of the

house, contemplating in this, an outdoor space where children were able to plant, in a garden, in an orchard or flower pots. In addition, it was necessary that children had access to the care of the animals, it did not matter if these were animals of the farm or of a neighbor or relative that facilitated interaction with a domestic animal, such as cows, sheep, horses, chickens or any other of these animals that are common in the region.

It should be noted that after a month of the beginning of the community of practice, all the students returned to the classrooms; However, the activities at home were kept as initially planned and the classroom became a place of interaction with classmates and the English student teacher.

Vision of Language

When the meaning of language is thought, it is commonly considered as a faculty to communicate, as a tool or as a means of expression. Following to Bigot (2012) who quotes Saussure, language is the social and conventional product that is acquired naturally and that cannot be modified by a single individual (p.47). Following this perspective, in this intervention, language was also considered a social product, that is, it was learned in a community, where students, as far as possible, learned English as a foreign language while respecting grammar and phonetics and own use of English, but focused on their rural context in Guatavita, maintaining as an objective that students were able to express their daily lives in English. This means that the language in action research is a means of expression and exchange of knowledge.

Vision of Learning

Following Vygotsky, who affirmed through social interaction the child learns, improving their cognitive abilities, from immersion in daily and family life. The family and society itself

are important to strengthen children's learning (1978) and based on previous experiences and information provided in dialogs with people from the rural area of Guatavita, it was considered that children learn in community and by getting involved in activities from an early age, such as milking, caring for animals and agriculture, in addition to helping with the house chores, which is why, in this intervention, learning went beyond academics, learning began at home and was a fundamental source for acquiring new learning. According to Rivera, who talks about the meaningful learning proposed by Ausubel, who stated that "The apprentice only learns when he finds meaning in what he learns" (2004, p. 47) was established for this action research that, as proposed Ausubel, the knowledge and previous experiences of the student are related and integrate new knowledge that transcends his environment.

On the other hand, in this intervention learning was achieved by carrying out enjoyable activities. Based on the theory of Dewey who proposed experiential learning in his book *Experience and Education* (1986), where he determined that human beings learn through interaction with their context, more precisely through trial and error, that is, learning by doing, which makes learning functional. In addition, Dewey expressed that the experiences should lead to new pleasant and desirable experiences for the subjects (Dewey, p. 36). In this action research, the learning focus was framed in doing related to the daily life of the peasants, that is, learning is a process that occurs in community, sharing popular knowledge and assimilating English as a foreign language based on the daily life in the rural area of Guatavita, within the framework of a rural community of practice.

How the Class Was Held

Taking into account that the participants of the community of practice, students and parents did not have stable and effective Internet connectivity and that they also lacked of

technological devices to have a remote group class, it was proposed to use the WhatsApp application, since it was an application to which all participants had access, and its internet consumption was low compared to other video calling platforms. It was planned to do weekly individual tutorials through WhatsApp, where the pre-service teacher taught the student and monitored the process. Similarly, sessions were held in small groups (pairs or groups of three) in order to they practiced the vocabulary learned.

About a month later, classes began to be held in the classroom, however, constant communication with parents was maintained through the WhatsApp application; as well as feedback regarding the challenges and progress of each student.

Before starting each challenge, a meeting was held with the parents, in order to complement the design of the activities, change what was necessary and receive approval from all the members of the community of practice before putting the challenge in progress. Parents and students received from the English student teacher the guidelines to carry out each challenge. It was important to bear in mind that, as far as possible, the English student- teacher visited the houses once a month to supervise and support the practical processes and made a continuous evaluation of the improvement of the students and of the shortcomings found to correct them. Before making the final delivery of each challenge, students and parents had a week to correct or improve the result according to the feedback of the English student teacher.

Structuring of Real Rural Life Challenges

The following table presents a summary of the lesson plans here the six challenges based on real rural life were articulated⁵:

Table Number 4. Summary of Lesson Plans

Challenge # 1					
Challenge	Lessons	Learning Objectives	Activities	Categories and Indicators	
The rural English alphabet	letters from A to I	Learn the sound of the alphabet in English.	Repetition of sounds, repetition of words using This is a . . . , memory game, lottery game, draw vocabulary and poster creation. Repetition of the sentences with rural words that begin with words from A to Z, using <i>This is</i> and <i>These are</i>	Students differentiate the sounds of the English alphabet.	
	Letters from J to S			Students remember English words related to the rural area.	
	Letters from T to Z	Identify words related to the rural area in English		Students make an illustrated poster with the English alphabet	
	Alphabet review				
	Challenge Run Time	20 hours		Average Session Time	4 sessions 3h class + 2h at home= 5 hours
	Language Functions	Speaking, writing and listening in present simple using demonstrative adjectives		Resources: English Rural Alphabet made by teacher, slides made by the teacher with images that represent each rural word, cardboard, scissors, glue, colors, pencil and audios made by the teacher to review at home the vocabulary and phrases learned	
Challenge # 2					
Challenge	Lessons	Learning Objectives	Activities	Categories and Indicators	
The Orchard Gallery	Characterizing the vegetables, fruits and plantations of the region Part 1	Identify vocabulary for describing vegetables	Brainstorm vocabulary to describe vegetables or fruits in English	Students identify basic words to describe vegetables and fruits	
	Characterizing the vegetables, fruits and plantations of the region Part 2	Create short sentences in singular using <i>this is</i> and the verb to be (<i>is</i>) to	In turns, a student draws the vegetable or fruit on the board and the teacher guides another student to write the sentence.	Students make short sentences in singular using <i>is</i> and <i>this is</i> ...	

⁵ To see the complete lesson plans, go to the following link
<https://drive.google.com/drive/folders/1sciuNgdmgcWP9jbj73GHgaPsavtKyZKY?usp=sharing>

		talk about the vegetable	All students draw the vegetables or fruits in the notebook along with their description.	to describe vegetables or fruits
Characterizing the vegetables, fruits and plantations of the region Part 3	Create short sentences in plural using these <i>are</i> and the verb to be (<i>are</i>) to talk about the vegetable		In turns, a student draws the vegetable or fruit on the board and the teacher guides another student to write the sentence.	Students make short sentences in plural using <i>are</i> and <i>these are...</i> to describe vegetables or fruits
			All students draw the vegetables or fruits in the notebook along with their description.	
Choosing a vegetable or fruit from the garden for the presentation	Know the characteristics of a vegetable or a fruit of the region		In turns, each student repeats several times the complete characteristics of each vegetable or fruit and prepares for the oral presentation.	Students learn the characteristics of a vegetable or a fruit of the region
Oral presentation day	Describe orally a vegetable or a plant of the region		Previously, (for a month) the students together with their families created a plasticine painting representing a vegetable or a fruit from the region.	Students describe the basic characteristics of a vegetable or a fruit of the region through an oral presentation
			In a gallery model "the Orchard Gallery" oral presentations are made in front of the entire public of the school of all the vegetables and fruits of the region chosen by the students	
Challenge Run Time	25 hours		Average Session Time	5 sessions 3h class + 2h at home= 5 hours
Language Functions	Speaking, writing and listening using the verbs to be and to have in present simple		Resources: Sheet to cut with some fruits and vegetables of the region, slides made by the English teacher where all the vegetables and fruits of the region are shown along with their characteristics, scissors, glue, notebook, colors, classroom board, playdough, cardboard, audios made by the English teacher with the pronunciation of the related vocabulary and simple sentences using is-are, has-have describing the vegetables and fruits of the region and tables and a stage to make a gallery-style presentation.	

Challenge # 3

Challenge	Lessons	Learning Objectives	Activities	Categories and Indicators
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Sowing a plant	Collect information on how to plant vegetables	Identify information in Spanish from popular knowledge for sowing.	Brainstorming in the classroom.	Students recognize how much they know about the planting process and what types of crops are in their homes
		Reflect on the importance of developing this challenge	Narration of the agricultural activities of the families of the students	
	Choice of products for sowing and approach to sowing vocabulary	Choose the crops that the children are going to grow in their gardens	Compile information on each crop and make a common list of the steps for sowing	Students recognize vocabulary related to sowing
	Sowing day	Sow beetroots and strawberries using appropriate expressions in English	Carry out the complete planting process in two home gardens with the guidance and instructions of the parents	Students know the sowing process and give basic information about it in English
	Role play about expressions used for sowing	Recognize basic expressions about sowing in English	The students take turns dramatizing the planting activities that the teacher chooses at random, while the other students guess in English using the appropriate expressions.	Students recognize basic expressions about planting in English
	Challenge Run Time	20 hours	Average Session Time	4 sessions 3h class + 2h at home= 5 hours
Language Functions	Speaking, writing and listening in simple present using sowing vocabulary	Resources: Notebook, english dictionary, pencil and board, land to sow, fertilizer, vegetable seeds, water, tools to sow, slides made by the teacher on instructions for planting. (Verbs, common expressions and vocabulary about planting in English) and audios made by the English teacher with the process of sowing.		

Challenge # 4

Challenge	Lessons	Learning Objectives	Activities	Categories and Indicators
My Farm Pet	Choice of pets	Define the animal that each student will take care of	Each student ask parents about farm animal care.	Students get an animal to take care of at home
			through a home visit, students choose and tell why they chose each animal	

	Approach to vocabulary to talk about animal care	Identify useful words and expressions to talk about the farm pet in the vocabulary book	With the help of the vocabulary book, each student makes a list of the words, verbs and expressions useful to talk about each pet	Students select appropriate vocabulary to talk about the pet
	Making a mini poster	Make a small poster using a photograph, cutouts of images and basic sentences in English about pet care	Each student divides the cardboard into three parts; in the first-place cutouts alluding to animal care, in the center box paste a photo where the student appears next to his pet and in the last part write the sentences regarding the pet: name, food and care.	Students make a small poster with sentences related to the pet
	Talking about pet	Talk about the pet in English using simple phrases	Individually, each student in front of the camera talks about their pet using the vocabulary seen	Students express short ideas about their farm pets
	Challenge Run Time	20 hours	Average Session Time	4 sessions 3h class + 2h at home= 5 hours
	Language Functions	Speaking, writing and listening in simple present using animal care vocabulary	Resources: Access to a farm pet and a photograph with the chosen pet, supplies for feeding and caring for a farm animal, scissors, glue, notebook, colors, classroom board, cardboard, Audios made by the English teacher with the pronunciation of vocabulary about animal care, Rural Vocabulary Book made by the English teacher.	

Challenge # 5

Challenge	Lessons	Learning Objectives	Activities	Categories and Indicators
The peasant's routine	Peasant children's routine	Identify the activities of each student's routine from morning to afternoon	Make a list of the activities that the children do from the moment they wake up until the afternoon.	Identify in writing the routine activities of peasant children
			With the help of the dictionary and the teacher, simple sentences are created about the routine.	
			The students play in groups with cards with the images that represent the activities of the routine and the winner is the one with the most correct answers.	

	Drawing the routine	Represent by means of a drawing each one of the activities of the routine of the peasant children	Using cardboard, scissors and glue, each child makes a frieze where they draw each activity and write the corresponding sentences in English.	Students relate simple written sentences about the routine of peasant children with images that represent them
	Performing the routine of peasant children	Recognize orally the sentences about the routine	Oral repetition of the routine in English accompanied by actions	Students listen to and recognize the sentences about the routine and repeat them
	Talking about the activities of the parents' routine	Identify some of the activities that the children's parents do in their daily lives	During the week the parents took photos of themselves doing their daily activities and from there, each child chooses one and writes the corresponding sentence in English, then says it orally and everyone repeats it to practice the pronunciation. Additionally, everyone copies in the notebook the list of activities of the parents helped with the vocabulary book, the dictionary and the accompaniment of the teacher.	Students learn orally and in writing simple sentences about their parents' routine
	Challenge Run Time	20 hours	Average Session Time	4 sessions 3h class + 2h at home= 5 hours
	Language Functions	Speaking, writing and listening in the first and third person in present simple	Resources: A photograph of the parents doing an everyday activity, slides made by the English teacher with the student routine, scissors, glue, notebook, colors, classroom board, cardboard, Cardboard to make a frieze, audios made by the English teacher with the pronunciation of the children and parents routine and ural Vocabulary Book made by the English teacher.	

Challenge # 6

Challenge	Lessons	Learning Objectives	Activities	Categories and Indicators
Our encounter with nature	Getting ready for the field trip	Identify vocabulary related to caring for the environment in the song Frailejón Ernesto Pérez	In the classroom, the children sing the song called Frailejón Ernesto Pérez in English by verses and relate it to the original version in Spanish that they already know beforehand.	The students repeat verses of the song in English Frailejón Ernest Perez and identify some words

	Guatavita lagoon walk	Sing the song Frailejón Ernesto perez in English	The rural community of practice group walks along the path of the lagoon and then at the end of the tour they sing the song El Frailejón Ernesto Pérez	Students memorize and sing the song Frailejon Ernesto Pérez according to the English pronunciation
	Field trip reminder poster	Learn vocabulary related to nature	Brainstorming with the words related to the field trip prior to Laguna de Guatavita.	Students learn in English some words related to nature
			Each student chooses a word and makes it in glitter to then make a poster with photos, reflections and words about nature	
	Challenge Run Time	18 hours	Average Session Time	3 sessions 4h class + 2h at home= 5 hours
Language Functions	Speaking and singing an English song with vocabulary related nature care.	Resources: Lyrics of the Frailejon Ernesto Pérez song in English, version adapted by the teacher, Printed photographs of the visit to the lagoon, scissors, glue, notebook, colors, classroom board, cardboard, audios made by the English teacher with the pronunciation of the related nature care and pieces of cardboard with words in glitter about the Guatavita Lagoon.		

Chapter V: Data Analysis and Findings

This chapter presents an inductive analysis of the information collected throughout the intervention, here the findings are discussed, the approach used for data collection and analysis is described, as well as how the categories are described confronted with the data collected.

Procedures for Data Analysis

In the present analysis, the inductive method was used, which, according to Thomas (2003), inductive data coding starts from the general and detailed reading of the collected data, considering the multiple meanings inherent in the text. The researcher then labels the possible categories of analysis for the segments that contain units of meaning, to which the new segments are added with respect to the pertinent category.

The present analysis will be carried out following the activities of the elementary process of analysis, that are related to each other: *naming*, *grouping*, *finding relationships*, and *displaying*, exposed by Professor Freeman in his book *Doing Teacher Research: From Inquiry to Understanding* (page 99, 1998).

First of all, to facilitate the establishment of the categories, videos and audios of the reflection activities and the interviews with the parents were transcribed, because some of the answers were in audio format. After that was carried out first step, *Naming* that in qualitative research is to codify the patterns that are displayed in the data.

Through an inductive method of analysis, the main question of the research was taken as a starting point, the key terms were indicated throughout the transcribed document and a list of words that formed the categories was organized. From this, similar terms were grouped, now forming four categories.

In the next step, which is called *grouping*, the relationship of the data is found, forming categories, structuring what is found and discarding some codified data that does not fit in the analysis, called atypical data that could be useful later. In this phase, where the data are grouped into more specific categories, the main categories were created *Challenges Based on the Real Life of the Peasant*, *Peasant Knowledge as a Basis for Learning English* and *Significance of Learning English in the Rural Area*.

The next step, *finding relationships*, where important segments for each category, colors were used in the first scan of the information and then transferred to a table prepared in Excel⁶, in order to facilitate the comparison of the results. It was sought to find similarities and discard what did not fit in the analysis. The information obtained from the different instruments used for data collection was compared in each category, looking for the similarity according to each category, as seen in the following table:

⁶ To view the analysis table, go to the following link
<https://drive.google.com/drive/folders/1LONI4EDJ3HeEggRnvLiBhbUphn68uQBC?usp=sharing>

Figure Number 5

Table Number 5. Data Triangulation

CATEGORIES OF ANALYSIS			
DATA COLLECTION INSTRUMENTS	CHALLENGES BASED RURAL KNOWLEDGE	PEASANT KNOWLEDGE AS A BASIS FOR LEARNING ENGLISH	SIGNIFICANCE OF LERNING ENGLISH IN THE RURAL AREA
FIELD DIARIES			
INTERVIEWS			
AUDIOVISUAL INSTRUMENTS			

Following this, a color was assigned to each category and it was marked in the entire document of collected data, identifying small fragments that belonged to each category, to later be copied into an excel table, divided by data collection instruments; that is, for each instrument the information collected corresponding to each category.

The next step *displaying* was to condense the fragments of each box into small paragraphs with key ideas and copy them into the main table where it was possible to visualize what was found from each data collection instrument.

Finally, data were analyzed in depth, the data being compared with the theoretical framework and with the findings of the intervention.

Categories of the Analysis

From the initial questioning: To what extent can the fact of creating a community of practice in the rural area of Guatavita enrich the learning of English as a foreign language in second grade I.E.R.D. José Gregorio Salas? The following categories were found: *Challenges Based on the Real Life of the Peasant, Peasant Knowledge as a Basis for Learning English* and *Significance of Learning English in the Rural Area*.

Challenges Based on the Real Life of the Peasant

Following the adaptation made to the scheme proposed by Johnson et al. (2009) for the Rural Community of Practice, whose components of challenge-based learning were *Real situation, Community of practice meeting, Initial question, Real Rural Life Challenges, Resources, Process, Application question, Result recording and Assessment*. Each challenge became iconic for the students who, by naming them, make sense.

The Rural English Alphabet. This challenge began when the students were at home, mediated by virtual education. Through the implementation of this challenge, it was possible for the children to know the alphabet in English and have a first approach to rural vocabulary. It was a functional tool for learning, since it was located on one of the walls of the houses, it was visible for the children to learn it. "I liked it because when I get up I am able to come and see it and learn it in English" (Documentary film, Samuel, Appendix Number 9).

In addition, the students understood the importance of the challenge, as the foundation for the following challenges. "The English alphabet is the basis for all this language and with words from the countryside it makes me more familiar with the rural landscape." (Field diary 22: Home Reflection Workshop, Appendix Number 4).

The Orchard Gallery. In this challenge were meet parents, students and teachers at the school. Each child made a piece of plasticine art to exhibit in a gallery style with the help of their relatives.

The students and teachers of the I.E.R.D. José Gregorio Salas were presented in the English presentation of vegetables from the Guatavita region.

We did all the vegetables in English and all of us with my classmates said them in English and all the students from the school came to see us how we said the vegetables in English. (Documentary film, Camila, Appendix Number 9)

In addition to learning English, the families worked as a team to make the vegetables in plasticine, which was significant for some students. “The challenge that I liked the most was to make the lettuce in plasticine because my whole family helped me to make it” (Documentary film, Mariana, Appendix Number 9). Finally, it was a fun learning. “It's funny to know that the vegetables that children eat have a different name than the one we know” (Field diary 22: Home Reflection Workshop, Appendix Number 4).

Sowing a Plant. In this challenge, all the students sowed with their parents in their gardens. Some products that they sowed were: beans, peas, beetroots, yellow potatoes and green onions. “We plant fava beans and peas, beets, yellow potatoes and green onions” (Documentary film, Rosita, Appendix Number 9). In addition, activities were carried out in the classroom to assimilate the necessary vocabulary so that the children could talk about their crops in English. Apart from drawing, playing and writing, the students acted in this challenge by representing the actions carried out in the sowing process.

Each student acted according to the activity that I indicated... for example, "make holes", "make furrows", "put the seed inside the holes" "irrigate the plants". The other students had to guess the meaning of the activity...we laugh a lot and the children enjoy seeing each other act. (Field diary 12: Getting ready for sowing, Appendix Number 4)

The pre-service teacher visited some homes to be part of sowing some vegetables and planting strawberries. “Mrs. Nancy has a small strawberries crop in her orchard, today, by

planting two furrows, she and her children explained the planting process in English” (Field diary 18: Planting strawberries, Appendix Number 4).

My Farm Pet. This challenge involved animal care, which is one of the most outstanding activities in the Guatavita region. Each child chose an animal from his farm, “I chose the chicken and I have taken care of it since it was little” (Documentary film, Édison, Appendix Number 9) not only to take care of it, but also to talk about taking care of it, expressing short sentences in English, which allowed transferring an everyday activity to an English learning tool.

The Peasant’s Routine. In the course of this challenge, the children identified their daily activities, while they learned small phrases to talk about the day-to-day work of their parents in English and recognize how significant the work of the peasant is. “It allows us to tell outsiders about how difficult the daily routine is in the field” (Field diary 22: Home Reflection Workshop, Appendix Number 4).

Our Encounter with the Nature. This challenge was not only significant for the children due to the fact that they learned vocabulary related to caring for nature in English, but also because they shared a learning space with their parents.

Today's experience has been very enriching, since it has given us the opportunity to share more closely the learning of our children. Having gone to visit the Laguna de Guatavita and sharing the children's learning from everyday life and the English language, has been very useful for us parents as well. (Documentary film, Ricardo, Appendix Number 9)

Taking into account the place-based learning approach used by Salazar & Espejo (2017), where they found that students acquire significant learning when their lives and their immediate context are involved. In addition, allowing students to delve into their own place, while learning English, led them to strengthen ties with their environment and motivate themselves to love and

care for their village, as well as, they managed to get the children to increase cooperative work and encourage the care of others, while learning English as a foreign language. (Teaching EFL in a rural context through Place Based Education: expressing our place experiences through short poems).

From the development of the six challenges, similarities are found due to the findings of Salazar and Espejo (2017), since the fact of involving the learning of English with its immediate context, makes children not only learn the English language, but also that strengthens the connection with their territory.

Additionally, it is established that the challenges based on real rural life are an effective way to stimulate the approach to the English language, on the one hand, because it interferes with daily life and directs the student to fulfill a mission and on the other hand, because it allows students to apply new knowledge to their peasant reality.

Taking up Johnson et al., Challenge-Based Learning leads the student to apply knowledge and think critically about how to do it. (2009, p.7). Hence, the students envision how to use English in their rural context and the knowledge acquired becomes truly meaningful.

Peasant Knowledge as a Basis for Learning English

In this second category of analysis is shown as in the rural community of practice of Guatavita, the knowledge of the peasants was prioritized as a source of learning. Based on rural experiences, challenges based on real life were designed, which were the backbone of this intervention.

Peasants of this community had no knowledge in the area of English; but if a wide knowledge in activities related to planting and livestock, which the children also reported:

Since the calf was born we give it milk, we feed it with milk. In the morning we give him 3 liters of milk and in the afternoon, we give him 2 liters of milk and now that he will be 4 months old. We feed him in the morning 2 liters of milk and in the evening a liter of milk. (Documentary film, Samuel, Appendix Number 9)

I manage five or six workers a day for my crop because I like to grow potatoes a lot. It is a slightly difficult process because it is difficult to grow potatoes, very expensive fertilizers, expensive inputs and we need a certain process to be able to grow it.
.(Documentary film, María, Appendix Number 9)

The above fragments show that both children and women are steeped in the knowledge of agricultural activities in the rural area of Guatavita. The children from an early age take care of the calves and the women, in addition to dedicating themselves to housework, also dedicate themselves to farming.

Based on Nuñez (2008), this category was approached, who affirmed that education in the rural area does not obey the immediate socio-cultural context, but maintains a generalized education,

These educational processes are absent in the classrooms of rural schools, which generally teach universal knowledge decontextualized from reality and immediate socio-cultural specificities. (Prácticas sociales campesinas: saber local y educación rural. 2008. P. 49)

the development of activities in the Rural Community of Practice, were finally successful for an education of rural children.

She was very happy because her children had learned a lot of English, but what she appreciated most was that the work of the peasants was honored through our activities and that he had learned that the countryside had its own English vocabulary. (Field diary 16: Choosing farms pets, Appendix Number 4)

Part of the success of this intervention was due to the fact that popular knowledge was accepted by the academy as the main foundation for learning English as a foreign language.

Parents were given a space in the classroom and parents welcomed the teacher into their homes

Bringing up Salazar and Espejo (2017) again, Place-Based Learning connects the student with their rural surroundings and allows them to learn about different aspects such as history and learn about flora and fauna. (Teaching EFL in a rural context through Place Based Education: expressing our place experiences through short poems, p.70).

In this category, it was found that not only learning becomes valuable due to its relationship with the environment, but also due to the fact of involving peasant knowledge as a source of learning. “We are learning an English that helps us to see the daily life that the peasant leads, agriculture, about milking cows, caring for animals, the orchard” (Documentary film, John, Appendix Number 9). The children expressed that they liked the relationship of learning the English language with the rural area “I like to learn English because we can learn what is related to the countryside” (Documentary film, Rosita, Appendix Number 9).

Sowing and animal care are activities of economic support in the Guatavita region; however, from the work with the members of the Rural Community of Practice and this pedagogical intervention, popular knowledge became a tool that nurtures the learning of English as a foreign language, also promoting love for the countryside and its customs and praising the

work of the peasant. "They are giving importance that the peasant and his work deserve" (Field diary 22: Home Reflection Workshop, Appendix Number 4).

Following the perspective of learning that Lave and Wenger exposed in their work *Situated learning: legitimate peripheral participation*, learning requires co-participants, as learning took place in this community "It is the community, or at least those participating in the learning context, who "learn" under this definition. Learning is, as it were, distributed among coparticipants, not a one-person act (1991, p.15).

Beyond learning English, parents reported that their children strengthened their ability to speak and their interest in learning.

Teacher, I feel that the children are learning other things in addition to English. I see that my daughters, who were very shy, are losing their fear of speaking, and as a mother I have also learned a lot with them, I even know a few words in English. (Field diary 15: Choosing farms pets, Appendix Number 4)

Among the purposes of this intervention was that the rural children managed to express their daily life in English; however, along the way it was perceived that through the community of practice model, collective learning was achieved. Learning did not cover the individual aspect of each student but permeated each of the homes, who felt that they were continually learning with their children:

When parents comment about our community of practice they use the expression "we learn" instead of saying, "my children or students learn", I perceive that they are aware that we are all learning, including me, and not just about a new language but we have been integrating more knowledge about caring for the environment, discovering new

skills in each one and understanding the importance of the farmer every time we develop our challenges. (Field diary 15: Choosing farms pets, Appendix Number 4)

Additionally, the fact of learning English based on rural activities, made it easy for parents, grandparents and uncles to integrate themselves into the academic ones, since they provided the extensive knowledge they have about rurality. It should be noted that activities such as milking and planting crops are well known by the peasants, although talking about them in English was completely new.

We've learned about milking management, everything... about the animals, too. We have also learned in English about the peasant's utensils, the farm animals, what is grown in the gardens also in English. (Documentary film, Nancy Arias, Appendix Number 9)

While the intervention was carried out, the parents interfered in the classrooms and the children in the activities of their parents, holding events such as planting, where the pre- service teacher, parents and children participated " Samuel, Samuel's mom, Rosita, teacher Claudia and we sowed beetroots and explained about that in English" (Documentary film, Kevin, Appendix Number 9), learning from each other and strengthening empirical knowledge with academic.

"We are learning an English that helps us realize the daily life that the peasant leads"
(Documentary film, Jhon Arias, Appendix Number 9)

The parents became their children's teachers, guiding the process, accompanying them and participating in each of the challenges. Just as Vygotsky raised it in his sociocultural theory, where he expressed the need for the child to have a more expert person at his lake performing the function compared to a scaffold, which supported the child while he learned.

A teacher or more experienced peer is able to provide the learner with "scaffolding" to support the student's evolving understanding of knowledge domains or development of complex skills. (Mind in Society: The Development of Higher Psychological, 1980, P. 57)

In this community, parents became scaffolding for their children in learning English and appropriating popular knowledge. Despite the fact that the parents of the rural area have little free time, they dedicated spaces for their children to learn and showed commitment in the development of each challenge based on real life, not only in planting, but in the different activities. who understood each of the challenges.

Together with our son, we did a project with the garden where we could experience many things and... we also made a book. Well, there are things we don't know, which we can learn well. This is more than anything, it is work for someone like a father, well, there is no free time, but it is time to dedicate it to the children. (Documentary film, Julia, Appendix Number 9)

In addition, the children perceived their parents as the support for learning, it is known that the parents did not have the preparation in the English language; even so, for the children the help of the parents was fundamental. As evidenced in the following three fragments:

First one, "With the help of our parents we are going to learn English about the pet and all the vegetables and many more things" (Documentary film, Samuel, Appendix Number 9).

Second one, "I have liked English since it was taught to me, my mother... my parents have taken care of me and have helped me" (Documentary film, Laura, Appendix Number 9). Last one, "My

parents collaborating with me, appearing in my classes, learning a little, I also loved all that” (Documentary film, Stiven, Appendix Number 9).

Finally, recalling Vygotsky's idea of learning in society, parents came to occupy an indispensable role in their children's learning, although "The family and society itself are important to strengthen children's learning" (Vygotsky, 1978) are the parents who, during the development of the challenges based on the peasant's real life, provided all the knowledge about rural activities. In other words, popular knowledge effectively intervened satisfactorily and in a favorable way in the learning of English for the primary school children of the I.E.R.D. Jose Gregorio Salas.

Significance of Learning English in the Rural Area

As for the third category, first of all it was reminded that learning of English that these students had previously been mediated by traditional workshops with a professional teacher in education, but not prepared in the area of English, as commented by García, the classroom teacher:

The grade classroom teacher teaches the class according to the knowledge supported by videos or guides, but we are not specifically prepared to teach a foreign language.

(Interview with the classroom teacher, 2021, Appendix Number 2)

In addition, it was evidenced that from the intervention carried out within the Rural Community of Practice aroused the children's interest in learning of said foreign language and in the case of the parents, the desire for their children to learn the language increased, and even some of the parents were learning English vocabulary with their children. Next, the opinions expressed by some adults in the community are presented:

I have also had to learn English to be able to review with the girl, the audios that you send, who would have thought that after I was old, I would be interested in English!

(Field diary 10: Almost ready for presentation, Appendix Number 4)

My brother did not like English, but since you teach them, he is enthusiastic about learning English, I help him revise for his class and I learn along the way. (Field diary 6: Getting to know your homes, Appendix Number 4)

Reviewing the findings of the study titled *ICT and Project-Based Learning in a Rural School: an EFL Context* by Santhi et al. (2019), it is found that the implementation of Place-Based Learning encouraged rural students to motivate themselves, challenge themselves, increase creativity and improve their English.

In order to resignify the learning of English in the rural area of Guatavita, children and parents were immersed in a Rural Community of Practice that allowed them to use popular knowledge to transfer it to the English language.

The relationship of children with the daily life of the peasant, in which they are immersed, was further reduced, making children feel the need to learn English, no longer as one more subject of the educational curriculum, but as a tool of expression, oral and written that integrates all the rural vocabulary to be able to express oneself freely and appropriately “Because it is necessary to learn to know the alphabet in English with words related to the rural area, which helps us to know English and put it into practice (Field diary 22: Home Reflection Workshop, Appendix Number). In short, learning English is not a passing scare, because for the children it was necessary to put it into practice. It should be noted that this practice constitutes rural daily life.

The English language became part of the daily life of the peasants, members of the Rural Community of Practice, since they even consider it an additional means to be able to sell their products to foreign tourists who visit the town. “It is important to learn the vegetables of the region in English to sell to tourists who do not speak Spanish” (Field diary 22: Home Reflection Workshop, Appendix Number 4).

On the other hand, the vision was broadened and the work of the peasant was extolled through this pedagogical intervention, since from there, the children and parents of the Community of Practice position English as a tool that allows them to show themselves abroad. "Because on many occasions we have foreign visitors and we need to tell them about our beautiful fields"(Field diary 22: Home Reflection Workshop, Appendix Number 4).

In agreement with Nuñez (2008), who stated in rural areas almost all knowledge was put into practice, the implementation of six challenges based on real life, which were carried to practice, such as planting, animal care and a visit to the Guatavita Lagoon.

It is important to highlight that in most peasant social practices there are very diffuse borders between the intangible and the tangible, since almost all theoretical knowledge becomes practical in rural daily life. (Prácticas sociales campesinas: saber local y educación rural, Nuñez 2008, P. 7)

Other activities derived from the challenges, also went to the plane of the tangible, for example, from the first challenge number 1 the English rural alphabet, each of the words could be visualized in the environment, as it can be seen in the documentary film, Appendix Number 9. In the challenge of Orchard Gallery, the practice was immediately carried out, since the children with their parents, made their own garden in each house. “At home I sowed some peas, and my

parents helped me and we also made some peas in plasticine at home (Documentary film, Camila, Appendix Number 9).”

Likewise, the activities of the peasant's routine are actions that children witness in their daily lives, even when they are too young to carry them out, they can see their parents carry them out.

Chapter VI: Conclusions and Implications

This chapter presents the conclusions obtained through this pedagogical intervention, as well as the implications that resulted from it. In addition, the limitations presented during said intervention and what is expected from this application in future terms.

Conclusions

Based on the general objective of this action research, which was oriented towards the implementation of a community of practice model, it can be said that most of the success of this intervention was due to the originality of the challenges based on the life of the peasant in accordance with the immediate context and the interests of the students. In the same way, as the influence of the parents as active actors in the development of the challenges and the fundamental role played by the peasant's popular knowledge. All this led to the members of the Rural Community of Practice having a different vision towards learning English as a foreign language.

Reviewing the first specific objective *To develop small challenges in English focused on real life situations in the peasant context*, it was found that through the execution of these challenges, the students acquired basic knowledge of English to express themselves in English and strengthen their connection with their rural world, highlighting in each one the daily activities of the peasants, showing the reality that children live in the countryside and the virtues that this presented when learning a foreign language.

Regarding the second specific objective *To integrate the popular knowledge of the people of the rural area of Guatavita with the learning of English as a foreign language*, parents were continuously integrated into their children's learning process, not only guiding them and supervising the development of challenges, but also parents were the main source of knowledge as a foundation for learning English. Thus, the entire learning process was supported by agricultural and animal care activities typical of the region.

Finally, related to the last specific objective *To resignify the learning of English for peasant children through the daily practices of the rural region in Guatavita*, the members of the Rural Community of Practice-Guatavita were able to see English as something beyond just another subject in the curriculum. From the development of the challenges, new visions emerged about learning EFL, establishing its usefulness for communication with foreign visitors to Guatavita, as a tool to show the daily reality of the region and praise the work of the peasant.

Implications

The fact of having created a Rural Community of Practice in Guatavita constitutes a stepping stone for learning English in the rural area. This community, which began with 16 students, managed to attract the attention of the educational population, getting more students to join voluntarily, as well as the interest of local and institutional entities.

The scope of the formation of this group went beyond the mere practice of English, forming a formally organized association with a representation committee,

Today, with the presence of the majority of the members, a committee was formed, we elected a President, a Vice President, a Treasurer, a Secretary, a Prosecutor and an Events

Coordinator, in a democratic and voluntary manner. (Field diary 24: Field trip: Singing Frailejón Ernesto Pérez Song, Appendix Number 4)

On the other hand, as insignia of the community of practice, a logo was created to represent the group and a t-shirt, which bore the logo and became a kind of uniform for the members of the Rural Community of Practice of Guatavita.

Every day we were consolidating better in such a way that we are officially recognized as a Community of Practice, for that reason I proposed the creation of a logo that everyone liked, because it is simple but significant, I considered it necessary because from some parents it emerged the idea of creating some t-shirts as a distinctive of the members of the community. (Field diary 10: Almost ready for presentation, Appendix Number 4)

Both, the logo and the T-shirt images of the Rural Practice Community can be seen in appendices number 12 and 13, respectively.

Finally, another of the additional achievements was the creation of a Rural Vocabulary Book, which is in Appendix Number 8, where there are words and expressions related to daily activities, both animal care and agriculture. This tool allows students to practice the different communication skills of the English language with precise vocabulary to talk about their immediate environment. This book will serve as a base for more students from the region of different educational levels, who are interested in learning EFL.

Limitations

The main limitation during the intervention was the little free time that the peasants have for the meetings of the community of practice, which made it difficult to program activities in

which all the parents participated; however, it was possible for at least one adult per household to show up.

The other limitation presented was related to class time with the students, since almost every week a single day was allocated for the lesson, which was compensated with individual or small group practices through the WhatsApp application.

Further Research

Due to the assertiveness presented by the fact of creating the Rural Practice Community in Guatavita, it is expected that the process can continue, delving into each of the challenges to achieve the complete acquisition of the necessary knowledge in English to be able to account for the totality of peasant life in English. Specifically, for this community it is intended that it spread throughout the regions and that future researchers adopt this model of learning English in the different rural areas of Colombia.

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Appendices

Appendix Number 1. Interview with Parents

Interview with parents
Samuel's parents
1 ¿Cuál es su estrato socio económico?
2
2 ¿Cuáles consideran que son las actividades que son el sustento económico del área rural de Guatavita?
Pienso que es la ganadería y la agricultura
3 ¿Cuál es la base del sustento económico de su hogar?
Es la ganadería prácticamente
4. ¿Qué nivel de inglés considera que tenía su hijo antes de iniciar la comunidad de práctica?
El nivel de inglés era muy bajo, solo conocía unas palabras como papá o mamá, los colores y algunos números
5. ¿Considera que antes de la comunidad de práctica su hijo tenía las herramientas y condiciones necesarias para aprender inglés?
No tenía las herramientas ni condiciones para aprender inglés
6. ¿Considera importante que su hijo aprenda inglés? ¿Por qué?
Considero que si es muy importante que mi hijo aprenda inglés porque es un idioma que le va a ser muy útil para toda su vida, para sus estudios o en un futuro para un buen trabajo
7. ¿Sus hijos desempeñan otras actividades en el hogar a parte de las académicas?
Samuel ayuda a ordeñar y a algunos quehaceres de la casa: barrer, lavar la loza, tender su cama.

To see all the interviews with the parents, go to the following link:

https://drive.google.com/drive/folders/11MvStg9Xv7tArFc0M28jDe_o6qSzYXSu?usp=sharing

Appendix Number 2. Interview with Teacher's Classroom

Interview with the classroom teacher	
Nombre:	Lilia Adelia García Pedraza
Título:	Licenciada en educación básica con énfasis en Español
Fecha:	septiembre 27 de 2021
1. ¿Cuántos años lleva enseñando para primaria en el área rural?	
	22 años
2. ¿Cómo es la educación primaria en general en el área rural de Guatavita?	
	En el municipio de Guatavita cuenta con 2 Instituciones la urbana y la rural, donde laboro actualmente se llama: I.E.R.D.JOSE GREGORIO SALAS con 28 docentes entre secundaria y primaria, la Institución cuenta con 8 sedes donde laboran uno o dos docentes atendiendo todos los grados a su cargo, en la sede principal los profesores de secundaria son 15 entre ellos dos licenciados en Inglés y 4 de primaria, en la sede principal tres docentes de primaria atendiendo una población de 88 estudiantes, a mi cargo tenía 18 estudiantes de preescolar y 13 de segundo, en agosto del presente año nombraron la profesora de preescolar; los profesores de primaria trabajamos todas las áreas no contamos con profesor de inglés ni de educación física, para la clase de inglés se realiza por medio de videos, dibujos y la escritura, la pronunciación es muy complicada porque no contamos con una persona para que nos oriente o para que nos capacite, las familias son de escasos recursos para el acceso al internet, los niños se desplazan caminando o los papás los llevan en moto.
3. ¿Cómo se llevado a cabo la educación en primaria en donde usted trabaja? Cuénteme su experiencia.	
	Yo trabajo en la I.E.R.D JGS, he manejado varios grados tratando que los estudiantes adquieran un mayor aprendizaje, ya que es muy complicado con dos grados y cuando el grado se subdivide en 3 y 4 grupos es muy complicado. También ha habido proyectos interesantes como el periódico escolar con dos ediciones, donde toda la institución participa, pero esto ocurría antes de la pandemia, igualmente con el Anglomusic que era un festival donde participaban voluntariamente los estudiantes con una canción en inglés.
¿Cómo se lleva a cabo la enseñanza del inglés en primaria?	
	El profesor director de grado dicta la clase de acuerdo a los saberes que se tienen apoyado en videos o en guías pero no estamos preparados específicamente para enseñar una lengua extranjera, sin embargo hacemos lo posible para que los niños adquieran el conocimiento con estrategias o actividades que el profesor pueda investigar.
4. ¿los niños tienen otros deberes o actividades en sus casas a parte de las tareas académicas?	
	La mayoría ayuda desde pequeños en las labores de la casa, al cuidado animal, al ordeño, las gallinas, a poner pasto etc. Aprenden a cocinar desde pequeños y otras pequeñas labores de la casa donde los padres les van enseñando para que estén ocupados, los niños del campo son más dados al trabajo a colaborar que los niños de la ciudad
5. ¿Con qué recursos cuentan los niños para aprender?	
	La biblioteca del colegio y las guías creadas por los docentes.
	No cuentan con los recursos necesarios para adquirir internet en el hogar, en la parte rural tienen que buscar la señal o ubicarse para tener WhatsApp es difícil conectarse y adquirir el paquete de datos.
6. ¿Cuáles son las condiciones socioeconómicas y qué actividades son la base del sustento de los hogares de la zona rural de Guatavita?	
	La mayoría están en estrato 1 y 2, en la zona rural por lo general se dedican a la agricultura (siembran papa criolla, papa, zanahoria, maíz, habas, arvejas), algunos tienen huertas caseras y otros siembran para vender los productos en las plazas de mercado en pueblo aledaños o en Bogotá en CORABASTOS.
	La mayoría están afiliados a las cooperativas lecheras, llevan leche dos veces al día, otras familias venden queso, pero casi todos viven de la ganadería. Algunos pocos tienen otros trabajos en el pueblo, relacionados.
7. ¿Qué dificultades de aprendizaje han presentado los estudiantes en el grado segundo?	
	Algunos no se saben las tablas, presentan dificultades al sumar, restar o multiplicar, solución de problemas; español no hay comprensión lectora, no realizan tareas, no hay compromiso de parte de los estudiantes, se recomienda tener en cuenta la
8. ¿Cuantas horas a la semana tenían clase de inglés y qué temas de inglés conocen los niños del grado segundo?	
	Durante la semana 2 horas de clase, los temas que se trabajan: los números, colores, frutas, oraciones cortas, nombres de animales básicos, pero se dificulta la pronunciación correcta del inglés.
9. ¿Considera que los papás apoyan el proceso académico de los niños?	
	Algunos sí están pendientes, otros trabajan, otros desde la pandemia se comprometieron ya que tocaba desde la casa pero como no lo saben pues lo trabajan de acuerdo a como entendían.
10. ¿Antes de que empezara la comunidad de práctica los niños o los papás le manifestaron interés por aprender inglés?	
	No, ellos solo desarrollaban las actividades que se les dejaba para cumplir por la nota, no les encantaba, no se interesaban no les llamaba la atención por la misma pronunciación ya que ellos dicen se escribe de una manera y se pronuncia de otra. Y no tratan de captar estas dos maneras de trabajar el idioma.

Appendix Number 3. Field Diary Format

Field diary number					
Title					
Date		Place		Time	
Observer name			Grade		
Description					
Observations					
Reflection					
Annexes					

Appendix Number 4. Field Diaries

Field diary number 1					
Title	Official creation of the community of rural practice for learning English				
Date	August 21st, 2021.	Place	Potrero largo Village, Mrs Stella's House	Time	8:10am
Name	Claudia Caro		Grade	Second grade	
Description					
<p>Today the community of practice for learning English in the rural area of Guatavita was officially started.</p> <p>Through the WhatsApp application, there was a group created for the purpose of communication with the members of the group and parents and a second grade student had previously been told about the creation of a community of practice for learning English and a summons was made. for the meeting at 8:10 am today Saturday August 21, 2021.</p> <p>The meeting was held at the home of one of the members of the community of practice and began at 8:10 a.m. only mothers attended the meeting.</p>					

After a brief greeting, I introduced myself to the parents as an English student teacher at the National Pedagogical University and I told them what my project was about, that is, I told them roughly what the different activities that would be developed during a year would be.

As an introduction I asked them: do you think it is important for your children to learn English? Why?

All the moms said that it was important for their children to learn English and the arguments of some were: "today almost everything is in English" "there are jobs that require knowing English" "for example, my niece has a job and She needs English and it has been very hard for her, she has done some English courses but it is difficult "" It is good for children to learn English because many foreigners come to Guatavita "

Immediately I shared my project with them, I explained that it was a teamwork and that it would be divided by "challenges", which were going to be based on questions or problems of the real life of a peasant child, that is, that everything It was going to be related to its immediate context and that parents and children were going to contribute popular knowledge, which was the most important basis of the project and that I was going to be the one to guide the process in English, taking into account the information that they will give me.

In broad strokes I commented on some of the challenges. The first was related to the English alphabet and each one was going to build a poster as big as they could and they were going to place it on one of the walls of their house. Said alphabet would have the letter and the phonetic transcription of each one, a word corresponding to each letter and a picture that would represent the word. I clarified that in the same week I would send them a poster model and the necessary information so that they will begin to build it as a family.

I told them about another challenge that was going to be the most extensive of all because it would go throughout the year and this was related to the description of the process of planting a crop. In this case, each household would decide that they want to sow.

Another important project I mentioned was describing caring for a farm animal. In this challenge, the children must take care of the animal with the supervision and accompaniment of their parents and tell about the process in English.

I proposed that we complement the challenges together according to the learning needs of the children and the suggestions of the parents and the head teacher who will supervise the process. At the end of the brief description of the community of practice, a commitment was signed to actively participate in the group and also a permission to record the students, because I proposed to make a documentary film where the whole process is evidenced, an idea that they liked too much and in fact they proposed that families could also appear in the video and support the recordings.

Observations

It was made clear to the moms that it was not an obligation to belong to the community of practice and that if they refused, a different degree could be requested from the school to develop the project, however, all agreed to participate and in fact a mother requested that she wanted to include her other two children in the community of practice, which is why the others were asked their opinion and also asked if they wanted to include someone else. In the consent for the recording, the possibility was given to choose: authorize only audio, authorize audio and video, including the face or not authorize any recording format, however, all the parents of the 16 children authorized audio-visual format including the face.

Three of the children's mothers did not attend in person, however, I explained the project to them and in the course of the week they signed both the commitment and the permission for the recordings.

Some mothers offered to take the permit and integration form to the community of practice and to comment on the project to the mothers who were unable to attend.

Reflection

I was very happy because the proposal was accepted by all the attendees. The person who lent us his house for the meeting even shared a coffee and cookies with us, which shows the solidarity and hospitality characteristic of the people of the rural area of Guatavita.

From today on, I have the responsibility to carry out this project, which until a while ago was only a dream, but now it is about to become a reality.

The people of the community have trusted me and from now on we are all going to work for a common goal, which is that children can learn functional English for their immediate context and that they can express their daily lives in English.

I was concerned about the creation of the documentary because I believed that perhaps the parents would not give their consent as they were minors, but surprisingly all the parents approved the idea and signed the consent.

Due to the closeness we had today, I consider that the people who from now on make up this rural community of practice for learning English are: supportive and proactive people, with a spirit of leadership and collaboration, I did not feel a stranger among the group. Despite the fact that I am a young English student teacher and as an advantage I grew up in this same region, I was educated in this same school and I share many customs with them. However, I was not surrounded by them, in reality, although they were not strangers, because in this area all the families know each other, I was not close to them and even so, I felt familiarity and trust that moved me when starting this project and I can feel from today, we are going to build collective learning together and make English an opportunity for all, but in a way that is not traditional, highlighting the popular knowledge of the region.

Annexes

<https://drive.google.com/drive/folders/166cYrpy7wjz8SI3-G-TsiqfYdck3gdFO?usp=sharing>

To see the complete field diaries, go to the following link:

<https://drive.google.com/drive/folders/1bMdEhRubVzrPqQjRrZHF4WfoUX1RhrC7?usp=sharing>

Appendix Number 5. Diagnostic Test Charts

To see the development of the diagnostic tests, go to the following link:

<https://drive.google.com/drive/folders/1oppUSM7NZipdnUTyieocqdQ7BL6kynUV?usp=sharing>

g

Chart Number 1

Individual Score of the Speaking Test

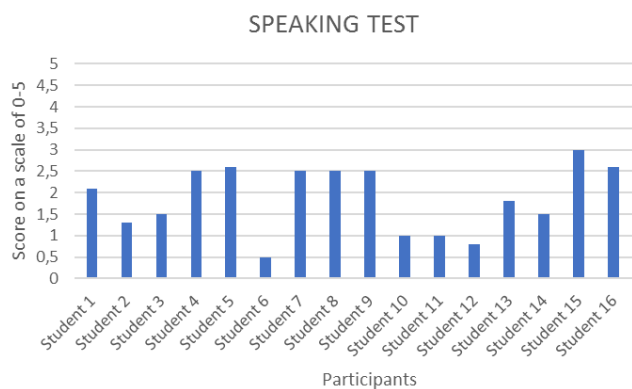


Chart Number 2

Individual Score of the Writing Test

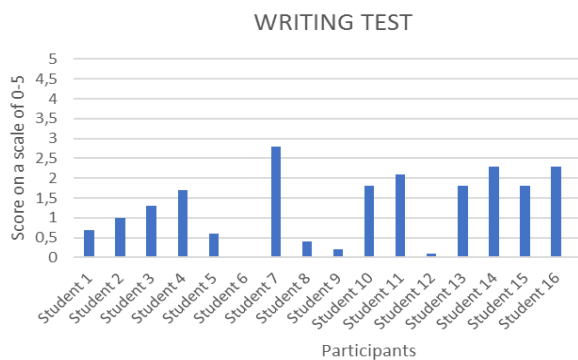


Chart Number 3

Individual Score of the Reading Test

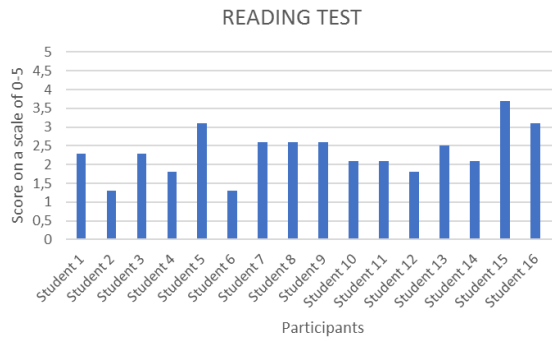


Chart Number 4

Total Test Score for All Communication Skills

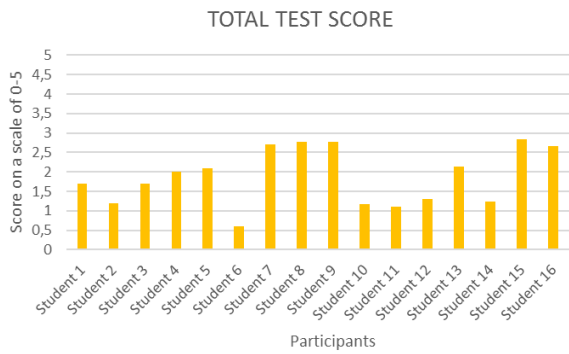
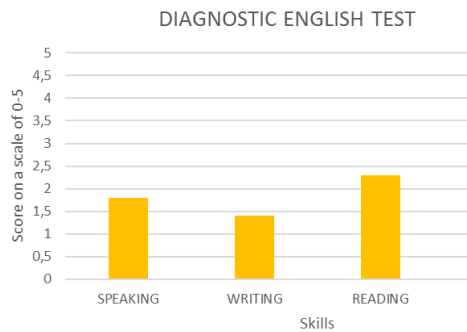


Chart Number 5

Total Score in Each Communicative Skill Assessed



Appendix Number 6. Lesson Plans

THE RURAL ENGLISH ALPHABET					
C L A S S N U M B E R 1	CHALLENGE	Number 1			
	DATE	August 26th, 2021		Number of students	
	ONLINE CLASS DURATION	40 minutes		3 or 4	
	TIME FOR ACTIVITIES AT HOME	2 hours		SCENERY	
		Online			
	CATEGORIES AND INDICATORS	LEARNING OBJECTIVES	ACTIVITIES	TIME	RESOURCES
	Students differentiate the sounds of the English alphabet from A - I	Learn the sound of the alphabet in English from A to I	1. Introduce myself	10 minutes	Videocall by Whatsapp
	Students remember English words related to the rural area.(from A - I)	Identify words related to the rural area in English from A to I	2. Repetition of the words that begin with the letters from A to I	5 minutes	Slides made by the teacher with images that represent each rural word
	Students make an illustrated poster with the English alphabet (from A - I)	Create a poster with the rural English alphabet from A to I	3. Repetition of the sentences with rural words that begin with words from A to I, using This is	15 minutes	Cardboard, scissors, glue, colors, pencil
			4. Reflexion: Conversation in spanish	10 minutes	
		5. In each home they make the poster of the alphabet from A to I	2 hours	Audios made by the teacher to review at home the vocabulary and phrases learned	
Assessment	Students send an audio via Whatsapp, where they properly pronounce the words and sentences using this is from A to I				

THE RURAL ENGLISH ALPHABET					
C L A S S N U M B E R 2	CHALLENGE	Number 1			
	DATE	September 1st, 2021		Number of students	
	ONLINE CLASS DURATION	40 minutes		3 or 4	
	TIME FOR ACTIVITIES AT HOME	2 hours		SCENERY	
		Online			
	CATEGORIES AND INDICATORS	LEARNING OBJECTIVES	ACTIVITIES	TIME	RESOURCES
	Students differentiate the sounds of the English alphabet from J-S	Learn the sound of the alphabet in English from J to S	1. Introduce myself	10 minutes	Videocall by Whatsapp
	Students remember English words related to the rural area.(from J-S)	Identify words related to the rural area in English from J to S	2. Repetition of the words that begin with the letters from J to S	5 minutes	Slides made by the teacher with images that represent each rural word
	Students make an illustrated poster with the English alphabet (from J-S)	Create a poster with the rural English alphabet from J to S	3. Repetition of the sentences with rural words that begin with words from J to S, using This is	15 minutes	Cardboard, scissors, glue, colors, pencil
			4. Reflexion: Conversation in spanish	10 minutes	
		5. In each home they make the poster of the alphabet from J to S	2 hours	Audios made by the teacher to review at home the vocabulary and phrases learned	
Assessment	Students send an audio via Whatsapp, where they properly pronounce the words and sentences using this is from J to S				

THE RURAL ENGLISH ALPHABET					
C L A S S N U M B E R 3	CHALLENGE	Number 1			
	DATE	September 9th, 2021		Number of students	
	ONLINE CLASS DURATION	40 minutes		3 or 4	
	TIME FOR ACTIVITIES AT HOME	2 hours		SCENERY	
	CATEGORIES AND INDICATORS	LEARNING OBJECTIVES	ACTIVITIES	TIME	
	Students differentiate the sounds of the English alphabet from T-Z	Learn the sound of the alphabet in English from T to Z	1. Introduce myself	10 minutes	Videocall by Whatsapp
	Students remember English words related to the rural area.(from S-Z)	Identify words related to the rural area in English from T to Z	2. Repetition of the words that begin with the letters from T to Z	5 minutes	Slides made by the teacher with images that represent each rural word
	Students make an illustrated poster with the English alphabet (from T-Z)	Create a poster with the rural English alphabet from T to Z	3. Repetition of the sentences with rural words that begin with words from T to Z, using This is	15 minutes	Cardboard, scissors, glue, colors, pencil
			4. Reflexion: Conversation in spanish	10 minutes	
	Assessment	Students send an audio via Whatsapp, where they properly pronounce the words and sentences using this is from T to Z			

THE RURAL ENGLISH ALPHABET					
C L A S S N U M B E R 4	CHALLENGE	Number 1			
	DATE	September 16th,2022		Number of students	
	CLASS DURATION	5 hours		16	
	TIME FOR ACTIVITIES AT HOME	1 hour		SCENERY	
	CATEGORIES AND INDICATORS	LEARNING OBJECTIVES	ACTIVITIES	TIME	
	Students differentiate the sounds of the English alphabet from A-Z	Learn the sound of the alphabet in English from A to Z	1. Introduce myself my name is... and I live in Guatavita	20 minutes	Videocall by Whatsapp
	Students remember English words related to the rural area.(from A-Z)	Identify words related to the rural area in English from A to Z	2. Repetition of sentences using rural words created with help of parents	20 minutes	Slides made by the teacher with images that represent each rural word
	Students make an illustrated poster with the English alphabet (from A-Z)	Create a poster with the rural English alphabet from A to Z	3. Drawing of each word in the notebook along with the sentence this is an animal, this is a bean, this is a crop...	2 hours	Cardboard, scissors, glue, colors, pencil, notebook,classroom board
			BREAK	45 minutes	
	Students memorize a sentence made with the help of their parents and the English teacher	Memorize a short sentence using the vocabulary seen	Each child writes a letter on a piece of cardboard with a drawing that represents a word to form the alphabet on the wall, similar to the one they did during the month at home.	2 hours	Audios made by the teacher to review at home the vocabulary and phrases learned
Assessment	Through the visit to the homes, the children are filmed showing their Poster of the rural alphabet in English. Each child introduces himself and additionally says a phrase using the vocabulary learned.				

<https://drive.google.com/drive/folders/1sciuNgdmgcWP9jbj73GHgaPsavtKyZKY?usp=sha>

[re link](#)

Appendix Number 7. Informed Consent

Autorización y compromiso con la comunidad de práctica en inglés.

Yo _____ identificado con cédula de ciudadanía _____ de _____ como padre _____ madre _____ acudiente _____ del estudiante menor de edad _____, identificado con tarjeta de identidad _____ del grado _____, quien estudia actualmente en la I.E.R.D José Gregorio Salas en el municipio de Guatavita, en pleno uso de mis facultades y como responsable del menor autorizo:

1. Que el estudiante participe de la comunidad de práctica para el aprendizaje del inglés, liderada por la maestra en formación, Claudia Rosalba Caro Cortés, identificada con cedula de ciudadanía 1.020.812.651 de Bogotá, a partir de la fecha y hasta finalizar el proyecto. Sí ___ no ___ autorizo

2. Que el estudiante sea grabado en formato de audio (voz) con fines de revisar y dar cuenta del proceso ante la Universidad Pedagógica Nacional y la I.E.R.D José Gregorio Salas. Sí ___ no ___ autorizo

3. Que el estudiante sea grabado en formato audio- visual, lo cual implica que se visualice su rostro con fines de revisar y dar cuenta del proceso ante la Universidad Pedagógica Nacional y la I.E.R.D José Gregorio Salas. Sí ___ no ___ autorizo

4. Que el estudiante sea grabado en formato audio- visual, lo cual implica que se visualice su rostro, con fines de realizar un documental que dé cuenta del proceso de aprendizaje y que será mostrado ante la Universidad Pedagógica Nacional y la I.E.R.D José Gregorio Salas. Sí ___ no ___ autorizo

5. Que la maestra en formación que lidera la comunidad de práctica visite nuestros hogares para realizar la grabación de las evidencias y realice seguimiento del proceso las veces que sea necesario, según los acuerdos a los que se llegue. Sí ___ no ___ autorizo.

Compromiso.

Como padre de familia o acudiente responsable del menor _____, me comprometo a participar activamente en la comunidad de práctica, lo cual implica hacer acompañamiento y orientación en cada una de las actividades que el proyecto requiera, así como supervisar que mi hijo cumpla a cabalidad con las actividades asignadas, las cuales van a ser revisadas continuamente y evaluadas.

A partir de la fecha acepto ___ rechazo ___ que pertenezco a la comunidad de práctica de inglés conformada por los estudiantes de segundo de la I.E.R.D José Gregorio Salas, los padres de familia del grado segundo y la maestra en formación mencionada anteriormente, con el apoyo de la Universidad Pedagógica Nacional y la directora de grado segundo, la profesora Lilia Adelia García Pedraza.

En constancia y con validez a partir de la fecha se firma el día de hoy _____ del mes de agosto de 2021.

C.C. _____ Huella



Sowing a Plant



My Farm Pet



The Peasant's Routine



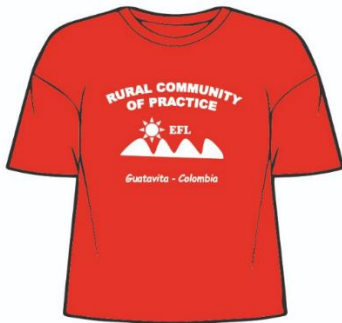
Our Encounter with Nature



Appendix Number 12. Logo Created for the Community Representation



Appendix Number 13. T-shirt of the Rural Community of Practice



Appendix Number 14. Representation Committee Rural Community of Practice- Guatavita
https://drive.google.com/drive/folders/1kvTdPYIukCYZ11AchBSWh1vxES6sj_uB?usp=sharing