

**Teaching EFL in a rural context through Place Based Education:**

*Expressing our place experiences through short poems.*

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**This project is presented seeking to obtain  
the diploma of Licenciatura en Español e  
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## RESUMEN ANALÍTICO EN EDUCACIÓN-RAE

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2. Descripción
<p>Esta es una investigación acción de carácter cualitativo que se llevó a cabo en el Colegio Rural Quiba Alta localizado en la vereda Rural de Quiba Baja, en donde se trabajó con dos grupos de cuarto grado. Es importante resaltar que este trabajo se encuentra enmarcado bajo los preceptos de la investigación-acción y propone la implementación de la educación basada en el lugar para la enseñanza del Inglés como segunda lengua, teniendo como base el contexto en donde se desarrolló el proceso de aprendizaje. Es por esto, que la enseñanza del inglés se llevó a cabo mediante la incorporación de poemas en inglés basados en el contexto inmediato de los estudiantes y por medio del enfoque basado en géneros textuales. El proyecto estuvo guiado por dos preguntas de investigación que se centraban en el papel de la educación basada en el lugar, en el acercamiento de los estudiantes a su contexto rural y a las respuestas por parte de los estudiantes frente a la escritura de poemas cortos sobre el lugar por medio del enfoque basado en géneros textuales. En cuanto a los roles desarrollados por la Educación basada en el lugar estos fueron: el rol de nutrir una conciencia en el contexto rural, y el de conectar el salón de inglés con el medio rural. Por otro lado, la confianza y entusiasmo de escribir en inglés, la diversión de aprender por medio de poemas en inglés, la creación de un libro, y el desarrollo de comportamientos pro-sociales fueron las respuestas que se dieron.</p>

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#### 4. Contenidos

Este documento está dividido en seis secciones. La primera contiene la contextualización, la delimitación del problema y las preguntas de investigación que se crearon en la primera fase del estudio. Por otro lado, la segunda sección presenta el marco teórico que sustenta científicamente el proyecto, éste incluye el estado del arte y los constructos teóricos pertinentes al tema de estudio. La tercera sección se muestra el diseño metodológico de la investigación, allí se expone cómo se realizó el proyecto fase por fase. En la cuarta sección se presenta la intervención pedagógica que se llevó a cabo como parte del proyecto de investigación, esta intervención constó de 3 etapas: *Place conscious*, *Hands on* y *This is why we love Quiba*. Igualmente, la quinta parte socializa el análisis de los resultados y los descubrimientos hechos durante dicho análisis. Por último, la sexta y última parte del documento expone las conclusiones y discute la pertinencia del proyecto de investigación, sus impactos, sus limitaciones y algunas recomendaciones para futuras investigaciones.

#### 5. Metodología

Esta investigación acción estuvo enmarcada por tres fases. La primera fase que consistió en un primer periodo de observaciones y la aplicación de una encuesta, grupos focales y diarios de campo a la población con el fin de delimitar una problemática y así poder proponer las preguntas y objetivos de investigación. Después de esta fase, y con el problema, preguntas y objetivos de investigación ya definidos, se planteó una propuesta pedagógica para dar respuesta y solución a la problemática señalada. La aplicación de sesiones presentes en la intervención pedagógica permitió la conducción del proyecto de manera cíclica, tal como es definido por los preceptos de la investigación-acción. Se desarrollaron tres ciclos que

consistían en planear, aplicar, observar lo aplicado y, finalmente, reflexionar sobre los resultados obtenidos. En este sentido, el proceso se realizaba con fines a encontrar debilidades que pudiesen ser tenidos en cuenta para las sesiones futuras. La recolección de información que se realizó en cada sesión, se llevó a cabo por medio de instrumentos: Cuestionarios, diarios de campo, entrevistas, manualidades y cartas. Al final de las aplicaciones, y luego de organizar y sistematizar la información obtenida, se realizó un proceso de clasificación que permitió realizar un adecuado análisis de la misma. Al finalizar, los hallazgos emergieron por medio de la realización de las conclusiones, implicaciones, limitaciones y recomendaciones futuras investigaciones.

## 6. Conclusiones

En relación a las conclusiones que se evidenciaron en este proyecto, se pudo afirmar que la educación basada en el lugar se consiguió conectar a los estudiantes con su contexto Rural. Gracias a esto, se logró que en el salón de clase hubiera un aprendizaje significativo teniendo como base la enseñanza del inglés y del contexto inmediato de los estudiantes. A su vez, se desarrolló por parte de los estudiantes, una conexión emocional hacia el mundo rural. Por otro lado, la educación basada en el lugar, nutrió una conciencia en los estudiantes que se tradujo en una lectura más consiente por parte de ellos hacia su contexto inmediato y el amor y cuidado de él. Además, otra de las conclusiones que se encontraron, fueron las óptimas respuestas que tuvieron los estudiantes hacia la incorporación del enfoque basado en géneros textuales para la escritura de poemas en inglés. En cuanto a las respuestas, los estudiantes se sintieron seguros y entusiastas por escribir en inglés, lo cual derivó en que ellos se divirtieran aprendiendo inglés por medio de la escritura de poemas. Cabe resaltar, que también se pudo demostrar cómo la escritura de poemas cortos en inglés, fue una experiencia memorable y emocional para los estudiantes. Por último, y teniendo como respuesta la creación de un libro sobre la vereda de Quiba, se pudo observar que esto sembró en los estudiantes un sentido de pertenencia hacia el libro y el desarrollo de comportamientos pro-sociales en ellos.

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## **Teaching EFL in a rural context through Place Based Education**

### **Abstract**

Nowadays, taking care of the environment has become an important matter in the field of education in order to make the future generations realize about the environmental issues that have occurred in the last years. At the same time, learning a foreign language has become important owing to the different dynamics that have emerged in regards to geo-politics dimension, globalization, economy, and education. In response to this, this project implemented a place based education and the teaching of EFL to give a solution to the demands of globalized world. In regards to the objectives, the first one seeks to explore the role PBE had on approaching EFL students to their rural context while the second one is aimed to describe the responses of students towards the implementation of the genre based approach when writing short poems. In regards to the findings that emerged within this project, it was evidenced that Place Based Education connected students to their rural surroundings, creating on students an emotional bond towards their rural world. On the other hand, PBE nurtured on students a place consciousness by developing a place attachment towards the rural context that guided them to take care of their immediate place. In regards to the writing of English, it was shown that thanks to the use of Genre- Based Approach, students felt confidence and enthusiasm while writing in English. Furthermore, the act of writing short poems for them was an emotional and memorable experience. All in all, it is important to mention that thanks to the compilation of the poems students wrote in the EFL classroom, it was possible to create a book that mirrored the feelings of students towards their place and their place itself.

Key words: Place Based Education, poetry for children, rural context, and EFL.

### **Resumen.**

Hoy en día, el cuidado del medio ambiente en el campo de la educación, se ha convertido en una gran prioridad, con el fin concientizar a las generaciones futuras sobre los daños ambientales que han ocurrido en los últimos años. A su vez, el aprendizaje de una segunda lengua en la actualidad, ha pasado a un primer plano, debido a las diferentes dinámicas que han emergido en torno a las dimensiones geo-políticas, la globalización, la economía y la educación. En solución a esto, este proyecto logro implementar una educación basada en el lugar y la enseñanza del inglés para dar respuesta a todas las demandas que el mundo de ahora exige. En cuanto a los objetivos que enmarcaron este proyecto, el primero busco describir el rol que tuvo la educación de lugar en conectar a los estudiantes a su contexto rural, y el segundo, en identificar la respuesta de los estudiantes hacia la escritura de poemas cortos en inglés basados en un enfoque de géneros textuales, teniendo como

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base el contexto rural. En cuanto a los resultados que emergieron, se evidenció que la educación basada en el lugar, conectó a los estudiantes a su entorno rural, creando un lazo emocional en ellos hacia su mundo rural. Por otro lado, la educación basada en el lugar desarrolló en los estudiantes una conciencia de lugar que les permitió no sólo sentir amor por su entorno, sino también los guio a su cuidado. En cuanto a la escritura en inglés, se evidenció que gracias al uso del enfoque en géneros textuales, los estudiantes sintieron seguridad y entusiasmo cuando se trataba de escribir en inglés. Además, escribir en Inglés, se convirtió para ellos en una experiencia emocional y memorable. Es importante mencionar que gracias a la compilación de los poemas escritos en inglés por los estudiantes, fue posible crear un libro que plasmara los sentimientos de los estudiantes hacia su lugar y sí lugar en sí.

Palabras claves: Educación del lugar. Poesía infantil, contexto Rural, Inglés como lengua extranjera.

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## Chapter I

### The Problem

#### Context

This study was held in the public rural school **IED RURAL QUIBA ALTA**. The school has two campuses: Campus A and campus B with schedules during the morning time and the afternoon time. Even though the whole rural school community is known as Quiba Alta, Campus B is often called Quiba Baja, because it is in the low part of the village (Quiba Baja). The educational coverage is distributed around nine Rural Districts corresponding to what is known in Colombia as a low social stratum. Quiba is a rural village located in the periphery of the south part of Bogota, in which its people still practice their rural customs, such as; farming of potatoes, broad beans, green beans, and vegetables. This research study was done in Quiba Baja, in a colonial house that has sixteen classrooms, a playground, and a main square, as for the surroundings, there are unique spaces like; green fields, forests, small lakes, and farms.

Quiba Alta School does not deal with most of the issues regarding conflict that other schools deal with, such as robbery, gangs, drugs and alcohol. This is why, it can be thought that the population of the school is calm and the children are not exposed to a violent environment in the school. Regarding their English level it is important to mention that with our practicum it was the first time that students took English as a subject, According to the school coordinator; this was because there had not been an English teacher in the school before. Students used to take just a few minutes of English taught by the Spanish teacher. Taking into account the observations we made and the way English is taught in the School, it can be said that students have a Basic

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English level. In relation to the students' background, 10% of the students are violently displaced, and more than 30% of the students' parents are illiterate.<sup>1</sup>

There are evident environmental issues that take place in the rural school surroundings such as: deforestation, garbage and pollution. This was observed through the community mapping (Huairou Commission, 2007) done during the visits to the school. Other issue we have experienced is pollution, due to the nearness of Doña Juana rubbish dump.

### **Statement of the problem.**

Nowadays, English has become an important matter in Education in Colombia because it brings many opportunities to people to succeed not only in the country, but also around the world. Looking for a way to incorporate English Language in the field of Education of the country, the government has proposed the basic standards on English competences as part of the national bilingual program. In the basic standards, some criteria that should be considered when teaching English are proposed for each grade<sup>2</sup>

Considering the primary rural school in which our study took place, and the fourth grades we observed and worked with, we found that the standards regarding fourth grade, were not being followed by the teachers, but most importantly, we reflected on the fact that English standards themselves seem to be decontextualized from the reality of some schools in Colombia, an example of this are the rural areas of the country in which English language is barely used for authentic purposes (Cárdenas,2006). Talking about Quiba Alta primary School, English is

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<sup>1</sup> This information is taken from a document from the department of Education found in its educative digital portal "Colombia Aprende"  
[http://www.colombiaprende.edu.co/html/docentes/1596/articles-74034\\_archivo1.pdf](http://www.colombiaprende.edu.co/html/docentes/1596/articles-74034_archivo1.pdf)

<sup>2</sup> This information is taken from a document from the department of Education found in its educative digital portal "Colombia Aprende"  
[http://www.colombiaprende.edu.co/html/mediateca/1607/articles-115375\\_archivo.pdf](http://www.colombiaprende.edu.co/html/mediateca/1607/articles-115375_archivo.pdf)

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taught by primary teachers who only imparted some minutes of the language (15- 20 minutes) per week. During those minutes of class, the students were instructed un-situated vocabulary. In some of our observations we could witness the teachers instructing students on fruits they did not even recognize or had seen or tasted before, (a kiwi, a peach, a watermelon Etc.)

From the needs analysis we carried out in Quiba Alta School the vocabulary taught to students was not meaningful because it did not have anything to do with their lives (Chapetón, 2016) (personal communication, September 26, 201) and also because of the way it was conceived in the curriculum, which at the same time seemed to follow standards that were disconnected from the rural context. Not only had we found disconnection regarding language teaching, but also a disconnection of students towards their immediate rural place. After some data collected, the low consciousness students had for their rural surroundings, was evident, hence we believed that teaching about place could be a meaningful tool in the EFL classroom. When teaching practices become situated, (Chala and Chapetón, 2012), not only it is ensured that students will follow learning standards, but also that their needs, the place in which education takes place and the social activities of that place will be considered as important aspects that will make learning meaningful.

### **Objectives and Research Questions**

The following research questions and objectives have as a purpose to guide our research study which aims to use Place-Based education along with a Genre-Based Approach in writing activities in order to teach about the rural place and English as a foreign language to students from a rural school.]

## **Teaching EFL in a rural context through Place Based Education**

### **Research Questions**

- ✓ What is the role of Place Based Education in approaching EFL students to their rural surroundings?
- ✓ How do EFL students respond to the writing of short poems based on the genre approach, when these poems have their rural context as a core?

### **Research Objectives**

- ✓ To explore and describe the role that place based education has on EFL students from a rural school when they are approached to their rural context.
- ✓ To identify and describe the responses students have towards the writing of short poems based on the genre based approach, when these poems have their rural context as a core.

### **Rationale**

Nowadays taking care of the environment has become an important aspect in the field of education. That is why pedagogies such as Place-Based education (PBE) have emerged, PBE is defined by Sobel (2004), as the process of using, not only the community, but also the environment as the beginning to teach concepts related to language arts and other subjects from the curriculum. After analyzing the data collected through our research project, we found in Place Based Education a valuable perspective to work with in the rural EFL classroom. Bearing in mind the author's definition of Place Based Education, the low consciousness students have towards their rural surroundings and the fact that students hadn't had English classes before, we found in Place Based Education a meaningful and useful way to teach English as a foreign language.

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Place-Based Education has as an aim to connect classrooms to the places in which learning takes place. By using PBE when teaching English, students played a remarkable role by connecting themselves towards their surroundings, creating a special bond to know their rural place and to take care of it. Just as (Sobel,2004) others as ( Kostelnik, M. et al, 2015) consider that learning about the world and the place in which learning takes place, should be a relevant aspect for teaching children. As far as this study is concerned, English as a foreign language was understood as the medium to guide students to connect themselves to their rural surroundings in order to raise a consciousness towards their rural place while learning meaningful English language.

When talking about place and education, as ways in which students and communities create a connection towards their place, (Clark, 2008) expresses that “connectedness” to places is related to civil responsibility and stewardship. Having this in mind, PBE can be a very useful tool in the EFL classroom to connect students to their immediate places and also to guide them to be responsible good citizens. A way in which EFL learning and the connection to places, was interwoven in our research study was by using poetry writing activities that allowed students to learn to write in English and reflect on their surroundings.

According to (Brown, 1994) the age of students and factors like; the intellectual development, the sensory input, the affective factors and the use of authentic and meaningful language, are important when teaching children. Poetry in our EFL classroom worked with those aspects mentioned by the author, by having the rural place as the main scenario. Referring to poetry, (Watts, 2016) asserts that it can support the development of different prime areas of learning such as; communication and language, physical, personal, social and emotional development. In the light of what the authors mention as important matters when teaching children, we found in poetry an educational source that not only we made age appropriate, but

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also supported different learning areas. Because it is important as expressed by (Ruiz, 2003) to provide students with a valuable literacy environment, we chose poetry for children as our authentic and valuable material, (Collie and Slater, 1987) to learn English with. As expressed by (Canagarajah, 2006) “Teaching materials have to accommodate the values and needs of diverse settings” (p.20) we consider that the poems written by us were valuable because they suited student’s interests, needs, and context.

Also, the features that poetry offers like; the rhyme, the rhythm, and the alliteration were, as expressed by (Graham, 1992), the “companions” that made learning fun for students in our EFL classroom. “Rhythm, music and songs... warm companions on the journey to a new language” (p.3). (Benton, 1987) and (Andrews and Orme, 1993) assert that children have a natural empathy to rhymes and rhythm, which was evident in our EFL rural classroom. As we taught students how to write in English, we also hearten them to read and know their rural surroundings; this reading encouraged them to be active participants in knowing about their surroundings and writing on them. Place Based Education was a tool that permitted us to guide students to appreciate and learn about their rural surroundings; we consider that it is an approach to education that would guide members of the community, and future generations on the path towards the appreciation of their school and their rural context.

## Chapter II

### Theoretical framework and literature review

Based on the questions formulated in this research project; this chapter presents the theory, different studies that are relevant for our study, and the following constructs: *Place-Based Education and Content language integrated learning*: synergy approaches in the rural area; *Literacy in the Rural surroundings*: Reading our surroundings to write on place, and *Genre based Approach to write short poems that report on the rural surroundings*: EFL writing from and for the place. The subsequent paragraphs present the state of the art in which we mention the relevant studies that frame our research project.

#### State of the art

Regarding research done on Place Based Education, we found the study *Place Based Education Action Research Project* by (Norman, n.d.), as a valuable one to mention. This research project was based on documenting the role Place Based Education had on primarily first generation college students. As part of the pedagogical intervention, the project was held in a Biology class, which allowed students to have a connection with their surroundings and local environmental issues. Throughout the intervention, some field excursions were held and students performed writing duties, discussions, and reflections papers.

As part of the conclusions obtained from the research, students gained a wider understanding of ecological and biological processes presented in the environment and they also became more aware of their rural surroundings. Also, students linked the content taught in the class with their immediate context. Referring to this research project is important for our study because as our project, it worked with Place Based Education, writing activities that reflected

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students' consciousness towards their surroundings, and the recognition on the environmental issues found in immediate contexts. In addition, as the researcher of this thesis did in his biology class, our students were exposed to nature but in an EFL classroom; linking the content of the class with their immediate environment.

Another example of a study that considers place as an important matter, is the one carried out by (Skarkey and Clavijo, 2012), titled *Community-based pedagogies: Projects and possibilities in Colombia and the United States*. The researchers worked in a collaborative manner teaching students the theory and practice on the topic of community-based pedagogies. The researchers were heartened to work with these pedagogies as they witnessed a disconnection between teachers, students, and curriculum. One of their main objectives was to help teachers see in their urban communities an enriching theme to be part of the curriculum. As part of their intervention, they created field-based assignments for their university students and encouraged them to do language and literacy research in order to create new types of community based pedagogies and community-themed curriculum units.

The participants reported to the researchers that they found working with community-based pedagogies valuable since students were more aware of their local communities and also they reflected on the fact that curriculum can come from the interaction among students, teachers and experiences and not only from textbooks. This study is valuable for our research because it worked with community- based pedagogies which as Place- Based Education considers local knowledge as the beginning for teaching and learning. Moreover this study was performed with Colombian in-service teachers who reflected, just as we did, on the use of place as an enriching matter to be part of the curriculum. Talking about another study that considers “place” as an important matter in the educational field, we found the research *Construcción del espacio rural: una mirada a la experiencia perceptiva de niños y adolescents* carried out by (Cuevas, 2014).

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This study was focused on the relationship children and teenagers from a rural public school in Colombia established within their rural surroundings; how they lived in it, felt it, named it, appropriated it, recognized it and gave meaning to it. The researcher worked with children ages between nine and twelve years old, and teenagers between fourteen and sixteen years old. By using pieces of art and narrated cartography, this study intended to give an answer to how children and teenagers conceived the rural space through their own perceptive experiences. As part of the conclusions the researcher stated that the construction of rural spaces do not only have to do with morphology, landscapes, architecture, or the size of the different places, but it also has to do with feelings, thoughts, and behaviors. Although Cuevas' is a research on the social studies field, her study is valuable for us since it presents meaningful reflections on working with "place" in schools. Her reflections are connected to our appreciations of place and the fact that it can develop different skills on students, as social and emotional skills. Finally as us, she did research in the rural Colombian context with a rural population.

Due to the fact that we worked with place and content within our project, we found very significant the study carried out by (Holguin and Sanabria, 2016) titled *CLIL approach: a way to enhance citizenship competence in the English class* since they worked with CLIL. In regards to their main objective, it was aimed to describe the impact that fifth cycle students at the Marco Fidel Suarez school had when being exposed to citizenship competences while learning English by using the CLIL approach. The present study emerged in order to offer the school community a new sensitivity to have a better way of living by sharing values and citizenship competences inside and outside the school. Referring to the pedagogical intervention, three units were designed based on the CLIL model<sup>3</sup> having as a core learning about citizenship when learning English. As for the first one, it was titled *Awareness rising about emotions and mood*. The

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<sup>3</sup> According to (Coyle, D. et al, 2010) CLIL divides language into three main components: Language of learning, language for learning and language through learning.

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second one was: *expressing my emotions at school* and the third one was named *ways to be a better citizen*. As part of the conclusions, the authors expressed that the CLIL approach allowed students to learn on life skills by having the content of citizenship competences as a base. Also, they asserted that new horizons on developing curriculums were opened by exploring different learning styles, interests and learning strategies in the EFL classroom. Regarding our research, this project was important since it reflects the use of CLIL for teaching cultural topics in the English class such as: values, emotions and citizenship competence while improving English skills. Similarly, we taught history and ecology in our EFL classroom.

Due to the fact that literacy is an important matter in our study, we considered the study *Integrating Language and Content in first grade in a Colombian school: Kid watching and the development of children as writer* carried out by (Ruiz, 2003) in which the main objective was to explore, understand, and analyze the development of second graders as writers from a school in Bogotá, Colombia. As part of the pedagogical intervention, the researcher used kidwatching as the basis and the implementation of different writing exercises that at the end were aimed to become the children's own storybook. Regarding the conclusions and reflections of the researcher, she states that it is vital to provide students with a valuable literacy environment that takes into consideration the needs, interests, concerns and context of students. The author also remarks the importance of valuing the use of the mother tongue when writing texts in English. This study is relevant for our research, because it mirrors the final writing activity we planned for our pedagogical intervention, which was a poetry book on place written by students. Also the importance of using the mother tongue when working with writing in the EFL and also because she made an emphasis on having a valuable literacy environment that takes into account students' needs, interests and context. In the case of our project, we noticed the empathy students had towards their place and the rhythm of short poems, so we wrote poems on their rural surroundings according to students' needs according to their level of English.

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Since we approached students to writing short poems, we found important to mention the research carried out by Yoxall (1998) titled *The development of young children's understanding of poetry*, in which the researcher had as a main objective to investigate the understanding young children had towards poems development. Her study intended to answer questions such as; what are the aims of teaching poetry to young children? And what is the role of teachers in developing children's understanding of poetry? The teachers and students that were part of this study were from a primary school in Middlesbrough, United Kingdom. The researcher worked with activities designed to find out what children thought about poetry, and she also used poems for children, carefully chosen, in order to discuss about them with the students. As part of the research conclusions, the author mentions that nursery rhymes approach students not only to vocabulary but also to experiences, and in addition, even though primary teachers seemed to have difficulties regarding the teaching of poetry to young children, the study showed that students enjoyed and had enthusiasm for poetry. This research project is important for our study because the author of this thesis also worked using poetry with primary school students. Also, as us, the author believes that carefully chosen poetry could be a great tool to work within the classroom, connecting students to both, vocabulary and experiences. As a conclusion, the study showed that students enjoyed poetry and had an enthusiasm towards it. This conclusion reflects what we evidenced when using poetry in our EFL classrooms when teaching students to write their own poems following writing models.

Regarding writing models, we considered important to work with a genre based approach that guided EFL students to write short poems in English. Hence, a research that we found valuable to mention is the one titled *Going beyond the Linguistic and Textual in Argumentative Essay Writing: A Critical Approach* by (Chala, 2013). The author worked with students from a private University in Bogota, Colombia based on his belief that the writing of argumentative

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essays needed to be seen as a situated practice. Chala worked within a set of genre- approach activities seen as situated practices, with the aim of exploring their role regarding the creation of argumentative essays. Among his findings, he mentions that Genre-Based approach activities provided students with a supportive environment for writing, characterized by the presence of scaffolding, collaboration, and explicit instruction. Moreover, genre- based activities, encouraged and developed positive attitudes and confidence on students towards the process of writing. Chala's study is relevant for our study because he worked with genre- based activities to approach students to a type of writing that not only was centered on mastering linguistic aspects, but was also seen as a situated practice. Just as Chala, we provided students with explicit writing and scaffolding as part of the process of teaching them how to write short poems in English. As the researcher, we believe that the genre- based approach provided students with positivism and encouragement on their writing processes.

### Theoretical Framework

The constructs that supported our study are the following: *Place-Based Education and Content language integrated learning*: synergy approaches in the rural area; *Literacy on place*: Reading the rural surroundings, a way to learn to write in English., and last but not least, *Genre based Approach to write short poems that report on the rural surroundings*: EFL writing from and for the place.

**Place-Based Education, Content Language integrated learning and Project based learning: synergy approaches in the rural area.**

When referring to Place Based Education, (Smith, 2002), and (Sobel, 2004), mention the importance of connections between schools, students, and communities from the places in which education takes place. (Sobel, 2004) also refers to place based education as an approach to education that will help students to appreciate their natural world and to develop stronger bonds

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towards their communities. According to (Grunewald, 2003) the purpose of place based Education can be connected to different approaches that are “concerned with context and the value of learning from and nurturing specific places, communities or regions” (p.3). According to (Clark, 2008) place based Education, is an approach that uses aspects like the local natural environment, culture and history as the “integrating context for learning” (p.5) In this study, our context for learning was the rural place in which students learned aspects; like the history and the local environment of the Quiba Baja village. Place-Based Education was conceived in this research project as an approach, (Acero, Javier and Castro, 2000) that “enlightened viewpoint of teaching” (p. 123) this conception of approach is relevant for this study because we believe PBE is a different and innovative view of teaching English as a foreign language in Colombia.

Talking about PBE is also talking about place consciousness, which is defined by Smith (2008) as the capacity of answering questions regarding place, on the other hand, Brooke (2003) defines place- conscious education, as the education that requires active students and “centers schooling in deep understanding of local place” (p. 13). Place-conscious was seen in this study as one of the most important complements of PBE since it guided students to develop a stronger consciousness of their rural place. In the light of what has been said about PBE, we believe that teaching English having place as the starting point was a meaningful way to connect content and the teaching of EFL in a rural school while nurturing place- consciousness on students towards their surroundings.

### **Place Based Education and CLIL**

(Marsh, 1994) defines CLIL as a situation with two main objectives; the learning of content while simultaneously learning a foreign language. According to (Mehisto, Marish and Frigols, 2008) CLIL has the power to connect students to their world and environment. “The tools used in CLIL hold the potential for creating powerful synergy” (p. 172). Having in mind that synergy is the energy that comes from good connection; the authors stated that when we

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connect students to the world they live in; they gain knowledge about themselves and that world. CLIL was seen within this project, as an approach (Acero, V. et al, 2000), and as the starting point to teach content about the rural surroundings of the students from Quiba Alta Rural School. We believe that by working with CLIL, PBE and the rural area, we could connect students to their rural surroundings. Having in mind that CLIL is the combination of content and language learning, PBE was directed to use the rural context as the content to teach English.

Regarding CLIL, (Rodriguez, 2011) mentioned that by using content when teaching a language, the use of that certain language becomes contextualized, real and significant for learners. Not only we agreed with this author, but we also implemented CLIL in our EFL rural classrooms in order to connect them to the rural surroundings.

### **Place Based Education and its relation to Project Based Learning**

According to (Blumenfeld, P. et al, 1991) project based learning (PBL) is an approach to teaching and learning that engages students in research of real problems and it deals with “debating ideas, making predictions, designing plans and experiments, collecting and analyzing data. Etc...” (p. 371) (Bie.org, 2016) states that with PBL, students gain knowledge and skills when working to respond to a problem, challenge or complex question. Due to the fact that PBL organizes learning around specific projects, in our study, during the whole school year and while students learned about their village, they wrote short poems on it, which were saved in their own poetry folders with the aim to become a place book.

Because we did not engaged students in a research problem or worked with experiments, (Blumenfeld, P. et al, 1991) Project based learning was seen in this research study as a method, rather than as an approach, that helped us to organize our project on place. We share the notion of method provided by (Acero, V. et al, 2000) as a component of the approach and it “refers to an organized, orderly, systematic, well- planned procedure” (p. 122). According to (Clark, 2008)

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Project-based and other methodologies are often used in Place Based Education. The author connects Project Based learning and Place Based Education by stating that PBE “takes a step further, by involving students in projects, directly related to their communities” (p.6). We took a step further by developing a project directly related to the rural community. Under the beliefs of (Bie.org, 2016) and (Clark, 2008) Place Based Education (PBE) and project based Learning (PBL) both connect to each other in different principles. PBL makes school learning engaging for students and in PBE students and communities get together in an engaging way, also both increase academic achievement, and connect students with communities and the real world. u

(Moulton, 2001) stated of rural schools that they are both, far from the cities and far from the benefits other schools have from the ministries of education; the author mentioned this about rural Education in General, but talking about the situation of rural Education in Colombia is very close to her statement. One of the purposes of the Colombian government<sup>4</sup> is to end the inequity between the rural and urban areas from the country, but just as the author describes rural education as the Education being left out, (Serrano, 2007) describes rural education in Colombia as an education that still has a big gap within urban education. By teaching English to children who had not seen English as a subject before, we felt the need to contribute our grain of sand in order to help filling this gap. By guiding students to read their rural environment, and become conscious of it, we taught them to write poems in English.

This research project had into account the understanding of literacy as applied, practice and situated (UNESCO, 2006) in order to teach writing in a rural context. Regarding views of literacy as a situated practice (Chala 2012; Chapetón, 2012; Clavijo 2012; Moje & Luke, 2009)

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<sup>4</sup>Manual para la formulación y ejecución de planes de educación rural [http://www.mineducacion.gov.co/1759/articles-329722\\_archivo\\_pdf\\_Manual.pdf](http://www.mineducacion.gov.co/1759/articles-329722_archivo_pdf_Manual.pdf)

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share the notion that literacy is socially conceived. Literacy according to (Delgado and Chapeton, 2015) “goes beyond a process of coding and decoding” (p.31). This point of view implies that literacy should be seen as a social process that is not independent from context, this means, it is situated. Furthermore, (Ríos, n.y) stated that the “power” of literacy not only consists of mastering the reading and writing skills, but also on being able to use those skills in a significant manner in order to create a “literacy for life” (p. 1). In this sense “literacy for life” would be based on situated social practices.

As for this research study, teaching and learning occurred and were situated on the rural context of students. As expressed by (Delgado and Chapeton, 2015) “Literacy belongs to a society and as soon as people understand their literacy process, it exists” (p.31). Under this perspective and referring to our study, teaching children how to write in English having as a basis the rural surroundings permitted literacy not only to occur but also, to be meaningful and socially situated. As the authors stated the importance of the connection between context and the writing practices; in our study the rural place was the significant context in which the writing practice took place.

### **Reading the rural world to write the rural word**

(Freire and Macedo, 2005) asserted that reading is not only a matter of decoding the written word, but rather, it is interwoven with the world “Knowledge of the world” (p.1), this type of reading was called by the authors, “a critical reading” which implies having a perception on the relationship between text and context. In this sense, this study believed that approaching students to read and know their rural surroundings; encouraged, and guided them to write in English having as a basis the knowledge of their rural world.

Reading the world was also seen in this study as feeling conscious of the rural surroundings where the teaching and learning of English took place. Reading, knowing and

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getting in touch with the local, as (Smith and Gruenewald, 2008) stated, is being capable of answering questions such as; “What is happening here?... What happened here? What needs to be transformed in this place?” (p. 149). Having this conception in mind, reading the world was seen in our project as being conscious about Quiba Baja Village. Students and us read the local surroundings and learned together about it. It was not just a matter of decoding the written word but as expressed by (Freire and Macedo, 2005) it was also about incarnating words and letters “in the songs of the birds ...in the dance of the boughs blown by the strong winds” (p.30) In our case, incarnating vocabulary on the rural surroundings, in the sound of the roosters, the cows, the sheep, the color of the mountains and the history of the place. In other words, teaching a situated literacy.

Regarding situated practices, this research project found in Place- Based Education, an approach to writing in English while doing a reading of the rural world. (Freire, 2005) expressed about his own learning experience that he learned to read and write on the ground of his house backyard “with words from my world” (p.21) This experience is important for our study because is described as a situated practice, which mirrors our intention to teach students the words that were related to their rural world. Having in mind that it was student’s first time writing in English, the combination of a genre based approach to writing, and short poems to describe place were incorporated.

### **Genre based approach to write short poems that report on the rural surroundings: EFL writing from and for the place.**

(Hyland, 2007) defines genre as the different ways to use language, which can be abstract and socially recognized. (Callaghan, Knapp and Noble, 1993) describe it as the manner in which we do things by using language. Likewise, but in a more specific way, (Roberts, 2012) refers to genre as sorts of writing like; reports, narrative, informal letters etc. Regarding genre teaching,

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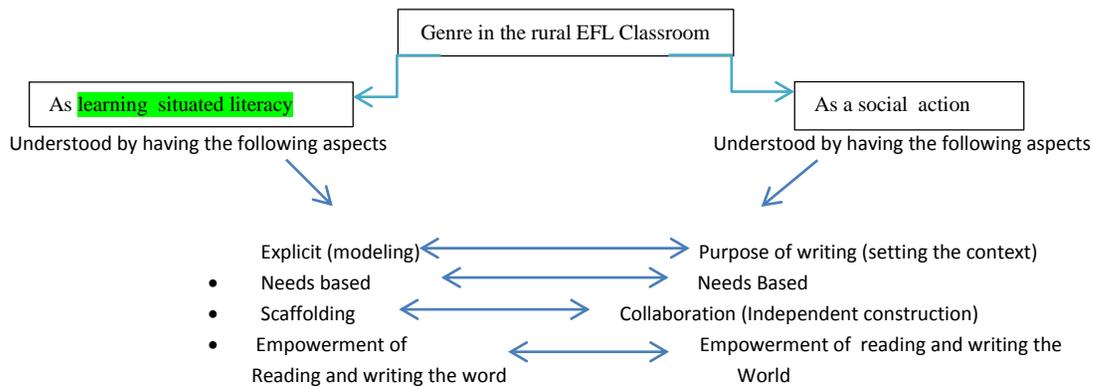
(Hyland, 2007) describes it as a method to teach explicitly the way in which texts are “grammatically patterned” (p.153) assuming grammar as the exploration of texts and context in which the process of writing is developed, and in his words, it is an approach concerned with “what learners do when they write” Hyland (2004, p.5)

Also on the topic of teaching genre, (Ahn, 2012) and (Hyland, 2007) agreed that the genre based approach helps learners of English language, primarily the elementary ones, to be aware of the structures of language. Among the advantages of the approach this last author characterizes it as being “Explicit, needs based and supportive” (p.50). These advantages mirror the use we gave to genre in our EFL classroom in order to approach elementary English students to a situated literacy.

If we were to give a name to the genre that we worked within our EFL rural classroom it would be the report, described by (Hyland, 2007) as a genre with the purpose of informing the reader about something. It was our purpose to use this genre to approach students to a type of writing in which they described what they read from their rural surroundings through the writing of short poems in English. Our understanding of the genre based approach is a combination of its advantages explained before, some of its learning stages, setting the context, modeling, and independent construction (Hyland, 2007) and the understanding of genre as situated social action ( Chala and Chapeton, 2012) . Figure 1 is a representation of the way we conceived genre based approach in our research study.

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**Figure1.** *Genre understood in the rural EFL classroom*



In figure 1, there are the aspects that characterized our understanding and use of genre in our study. To begin with, Genre is seen as an explicit pedagogy (Hyland, 2007) that in our case was seen in the use of modeling. The author defines modeling as the act of “analyzing representative samples of genre”. (Corbett, 2008) defines it as “Writing in front of the children” (P. 8) in other words, to show how writing is done. Modeling short poems on students’ immediate context contributed to both, student’s needs concerning language skills and in terms of their context (Ruiz, 2013). In this sense we incorporated, short poems on the rural surroundings with explicit English structures and situated vocabulary.

The purpose of our writing activities was to raise awareness on students not only English linguistically speaking “genre purposes” (Hyland 2007 p. 159) but also socially, Because as expressed by (Chala and Chapetón, 2012) “values and beliefs emerging from the surrounding society and from the writer are incorporated in the genre” (p. 32) in the view of this, students incorporated in the short poems not only a report on their surroundings, but also their values, beliefs, and emotions towards them.

Regarding linguistic aspects, scaffolding, according to (Hyland, 2007) includes explicit instruction, modeling, and teacher input. Also it has to do with the support of the teacher, this

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support could be also defined as collaboration, (Chala and Chapetón, 2012). We worked together in order to accomplish writing purposes, which lead to student's independent construction (Hyland, 2007) of short poems in English. Moreover, collaboration when writing in English in the EFL classroom showed social skills, such as; sharing, helping, encouraging and cooperating (Kostelnik, M. et al, 2015).

Finally, when it comes to the last concepts from our understanding of Genre Based Approach, "*empowerment of reading and writing the word and the world*", linguistically speaking, and as (Paltridge, 2001) states, students achieve an empowerment regarding language use when they are approached to genre pedagogies. We believe that genre in our classroom not only was characterized because it empowers and "provides access to the patterns" Hyland (2007, p.150) of text, but also because it empowered students to read and write their rural world. Literacy in our EFL classroom was understood as an action that went beyond coding and decoding the written word but rather it was as expressed by Freire & Macedo (2005) "preceded by and intertwined with knowledge of the world" (p. 20) It was reading the rural world to write the rural word with traces of poetry.

### **Making meaning through the words and sounds from short poems on place.**

As believed by (Chala and Chapetón, 2012), we consider that writing activities should engage students to write and also to express their emotions and "views about their surrounding worlds" (p. 36). In order to provide students with meaningful learning, it is important to take into account their personal experiences. Just as (Chapetón, 2016) believes that learning, "should be connected to personal life and experiences" (Professor Chapetón, personal communication, September 26, 2016), (Wray and Lewis, 1997) assert that writing is more effective when it is "located in meaningful experiences" (p.4). Similarly to these authors, we believe that teaching English in a situated manner was meaningful for students because the vocabulary found in the

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short poems we wrote and modeled for them was connected to their life and experiences in the rural area.

Authors such as; (Corbett and Morgan, 2012), (Spiro, 2004), (Hajdusiewicz, 1999) and (Watts, 2016) have seen in poetry a useful tool to teach children, on both, language and life. As written by (Corbett and Morgan, 2012), diamond, alphabet, acrostic, sound, shape poems and other poems, can be used with children to talk about specific topics. (Watts, 2016) expresses that it does not matter if poetry for young children rhymes or not, the important thing is for it to have rich language. We believe that children were approached to enriching language that came from the short poems on place presented to them. This author also states that the use of poetry can provide supportive experiences to children regarding the prime areas of learning, (communication and language development; Physical development; personal social and emotional development) As for our research, it was evidenced that poetry worked with different areas of learning not only language but also with physical, social and emotional matters.

Our understanding of poetry is related to the explanation of (Watts, 2016) as an association of words and ideas that give meaning to each other. We believe that poetry has the power to give meaning to important matters to be saved in the memory and the hearts of people. As expressed by the author “Poetry helps us to be in tune with ourselves and if children are introduced to it at a young age, they will hold it for life” (p.7) we believe that what students learned from their rural surroundings through poetry might always be in their hearts. As expressed by (Fisher and Williams, 2014) referring to (Hughes, 1998) “The heart (...) is an organ of memory and what is loved by the heart will be learnt” (p.27) Likewise, we assert that not only we taught children the English language, but also to love and appreciate their rural surroundings.

Moreover, poems on the rural place also awoke phonological awareness in children, which is also a subject matter for authors like; (Chapetón, 2016), (Watts, 2016) and (Hajdusiewicz, 1999). We wrote poems with rhyme and alliteration in order to make reading fun, and also as some authors

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(Chapetón, 2007) (Graham, 1992) we created jazz chants, as a way to approach students to the natural sounds of English language. (Graham, 2006) defines jazz chants as “rhythmic presentations of natural language” Our understanding of jazz chants in our rural classroom is that of a tool that worked together with poems in order to approach students to the sounds of English, since both deal with rhythm and rhyme.

(Watts, 2016) asserts when talking about poems, that it is very important to use rhyme and rhythm to help children to start linking sounds and letters in order to start reading and writing. We found in poems and jazz chants a very meaningful and fun way to do so. Similarly, (Benton, 1987) and (Fisher and Williams, 2014) refer to the fact that children have a natural empathy to rhymes and rhythm; this natural empathy the authors mention, was seen as an advantage in our EFL classroom because it connected students to writing and place in a fun and meaningful way.

Talking about place and talking about writing leads us to a perspective mentioned by (Lundahl, 2011), she talks about place- based language arts as “writing and other literacy tasks that serve to connect students to place” (P.45) She mentions that the tasks might include descriptive writing of a place, reflections of place or favorite places. For our study, we use descriptive writing which is called under a genre perspective, a report; and different types of poems for children (Corbett, 2012)

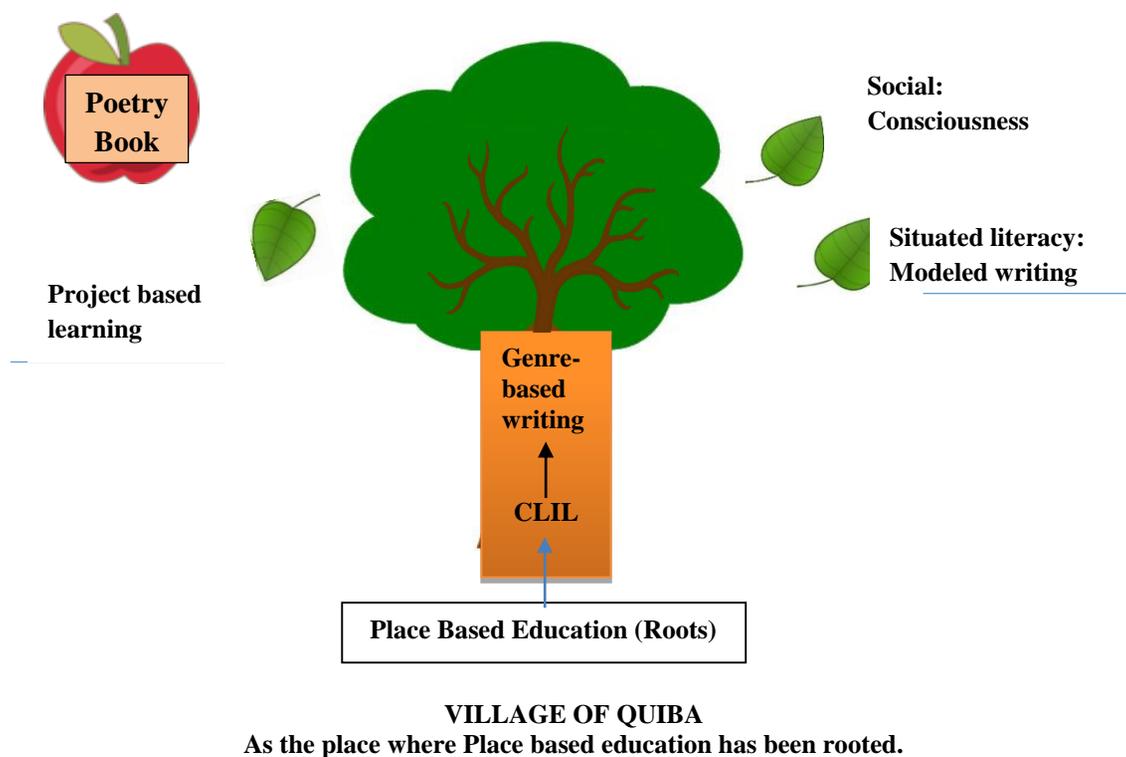
(Lundahl, 2011) Expresses that using local places and the environmental issues from those places and from the world, along with the love people have for nature, we can improve English Education. It is our belief as stated by (Orr, 1992), (Lundahl , 2011) and (Sobel, 2004) that teaching about the environment is not only a matter of Environment teachers, but should also be a matter of all subjects including English, too.

Poetry played an important role within our project in order to teach about the environment, as expressed by (Watts, 2016) poems are very helpful when it comes to children making sense of the world in which they live. In our EFL classroom, poetry helped children to make sense of their

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rural world. Figure 2 is a representation of the main concepts presented on this chapter and the way we understood them.

**Figure2.** *The tree of Concepts.*



In figure 2, our understanding of all concepts (previously explained in the constructs) are assembled. As a starting point, Quiba Village as where Place Based Education was rooted followed by CLIL as combination of EFL teaching and the learning of certain content, in this case, learning about the place (Quiba Village); this learning was presented by means of writing activities that were aimed to grow in students their situated literacy. Socially speaking, consciousness towards the rural place and literacy Speaking, writing skills based on a Genre- based approach. Finally, the poems which were aimed to bore their fruits as a “place project” through the making of a poetry book that combined both: social and linguistic aspects.

Chapter two of this research paper presented the different studies that supported our research and the main concepts that framed our theoretical framework. Also we defined and characterized the fundamental constructs of our research project, which at the same time were

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supported in the light of theory. The following chapter will present our research design, the data collection instruments and the data collection procedures we used in our project.

## CHAPTER III

### RESEARCH DESIGN

In the following chapter, relevant aspects such as the type of study, the research paradigm, the data collection instruments, and procedures will be presented. As for the data collection instruments and procedures, these will be described in detail regarding their characteristics and the way they were implemented in our study. These are fundamental concepts to have a clear understanding of the nature of this research project and on how the data was gathered and validated.

#### **Research paradigm**

This research project was characterized for being a qualitative study. Regarding the qualitative paradigm, (Burns, 1999) states that “the aim of qualitative approaches is to offer descriptions, interpretations and clarifications of naturalistic social contexts” (p.22). The qualitative method allowed us to understand the description and interpretations from the students towards their rural context. In addition, (Dewey, 1929) asserts that “All reflective inquire starts from a problematic situation, and no such situation can be settled in its own term” (p. 34). In this sense, when a researcher seeks to solve a problematic situation in the classroom, it has to be detected directly from the context in which is settled and through a process that enables reflection that leads to strategies to solve the problematic. From the information collected, we were able to implement solutions on our main issue and also approach to the rural practices from a rural school.

As expressed by Denzin and (Lincoln, 2011) qualitative research focuses on the natural characteristics of reality. With regards to our research project, it took place in two classrooms that approached us to rural education realities. We chose the qualitative paradigm, because apart

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from understanding the problematic issue regarding EFL in the rural classroom, we also wanted to focus on social aspects (Burns, 1999) that permitted us to know and recognize the understanding students had towards their rural immediate place.

### Type of research

Our study is characterized as an action research project, which for its characteristics is part of the qualitative approach to investigation. Several definitions have emerged stating the important role that action research takes in the classroom among teachers professional development. (Burns, 1999) states that “Action research (...) can be seen to offer teachers opportunities to professionalize their work by investigating how effectively teaching and learning are carried out in their classroom” (p.10). In the process of becoming teachers, we have found in action research a form of professional development that allowed us to constantly reflect and improve our processes when talking about EFL teaching.

Due to the fact that this was an action research study, we not only focused on describing a pedagogical issue happening in the classroom, but also we intervened in order to find a possible solution to the emerged problem. In action research, different steps are proposed to work with. In our case, we decided to follow the ones proposed by (Burns 2010, adapted from Kemmis & McTaggart, 1988, pp. 11–14). The author proposes four steps for working with action-research which were developed in each of the cycles of our pedagogical intervention and will be presented in Chapter 4.

The first stage was *planning*. The author asserts that this is the phase in which a problem is identified and in which the researcher plans on how to take action on it. At this stage, after identifying a problem, we developed an action-plan in order to find a possible solution having in mind the context and features in which the issue was taking place. The second stage was known

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as *action*. Here, the action-plan proposed took place. (Burns, 2010) claims that “The interventions are ‘critically informed’ as you question your assumptions about the current situation and plan new and alternative ways of doing things” (p.8) regarding our project, at this stage, we proposed different interventions taking into consideration the problem identified and the context of teaching.

The third stage was *observation*. (Burns, 2010) says that observation is important here because the effects of the action, the appreciations of the context, actions and opinions are identified and analyzed. This stage is also interpreted as the data collection phase. The author also claims that in this stage as researchers we use “‘open-eyed’ and ‘open-minded’ tools” (p.9) which helped us to gather information on the situation presented in the classroom. At this point, we collected information by means of field notes, interviews, letters, artifacts and questionnaires. The fourth and last stage was *reflection*. Based on the data collected, it was possible for us to reflect throughout the application and implementation of the activities proposed in each phase. According to (Burns, 2010) this stage helped us to reflect, evaluate and define the different effects that the pedagogical interventions brought to the classroom.

To sum up we understood action research in our study, as a series of cycles in which according to the data collected in each stage, the implementation and the plan needed to be revised and improved. It is important to highlight that in chapter four, a detailed description will be given in terms of how the stages were developed within this research study.

### **Data Collection Instruments and Procedures**

In this part of the chapter, we will present, explain, and support the application of the data collection instruments within this project and the procedures on how all the instruments were applied and finally how all the information was gathered.

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### Plan of Triangulation

As part of our data procedures, we worked different data collection instruments that were implemented collected and triangulated. According to (Burns, 2010), triangulation is conceived as a plan of collecting data from different perspectives in order to generate an objectivity perspective. In this sense, a process to back up the information found from the data collected was done. (Burns, 2010) asserts that it is necessary to “compare, contrast and crosscheck” (p. 96) data from each instrument and hence the validity and reliability of the project will be accomplished. In Table 1, which will be depicted as follows, the triangulation plan with the data collection instruments and the research questions developed before is shown.

**Table 1.** *Data Collection Instruments.*

<b>Research question</b>	<b>Data source #1</b>	<b>Data source #2</b>	<b>Data source #3</b>	<b>Data source #4</b>	<b>Data source #5</b>
What is the role of place based education in approaching students from a rural context, not only to English Language, but also to their rural surroundings?	Questionnaires	Field notes	Interviews	Artifacts	Letters
How do students from a rural school, respond to genre based approach writing activities when these activities have their rural context as a core?	Questionnaires	Field notes	Interviews	Artifacts	Letters

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### Data collection instruments.

As for the data collection instruments, we decided to apply and design different types in order to collect and gather useful information to analyze. In the following paragraphs, we will explain and define in detail these instruments by addressing their aim and when they were applied throughout the research.

**Questionnaires:** (Burns, 1999) states that questionnaires are easy to apply and do not consume much time to apply compared to interviews. (Dörnyei, 2003) expresses that questionnaires can get researches different type of information such as: “demographic characteristics, background information, people's actions, life-styles, habits, personal history, attitudes, opinions, beliefs, interests, and values” (Pp.8-9). Within our research project, the use of questionnaires was really useful because we were allowed to understand the knowledge students had towards the rural immediate context, and the perception they had of English learning. Throughout the whole project, we applied five questionnaires and mostly during the second semester of 2016.

The first questionnaire (see appendix # 1) was applied during the first semester of 2016 and it was aimed to identify students' perceptions and feelings towards their rural surroundings and the act of writing poems in English. The second questionnaire (see appendix # 2) was the first one applied during the second semester of 2016, and it was focused on getting information on the perception of students towards what was being learned in the English class. As for the third questionnaire (see appendix #3), it was applied with the aim of getting information about students' feelings and opinions towards poetry writing and the activities done outside the school. Regarding the fourth questionnaire (see appendix #4), it had as an objective to apprehend the views students had towards the rural context after some outside activities, and finally the fifth questionnaire (see appendix # 5) was applied at the end of the third face of the pedagogical

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intervention (which will be explained in detail in chapter four) to obtain knowledge of students' perceptions, emotions and opinions on the different activities carried out in their English class throughout the whole year.

**Interviews:** (Burns, 2010) describes interviews as a dialogue between the interviewer and the interviewed on a specific item and (Burgess, 1989) understands interviews as a “conversation with a purpose”. (p.102). As for our research study, this data collection instrument was significant as it allowed us to have a dialogue with teachers and students with the purpose of finding out their perceptions on English language, the different activities that took place in the English classroom and the rural surroundings. We applied semi-structured interviews (see Appendix # 6) because these bring to interviewees the chance to express their perspectives freely (Burns, 1992) We also used an important technique in order to interview students known as focus group, which is defined by (Wilkinson, 2004) as a form of gathering information in which members of an specific group are involved in an informal and engaging discussion.

Due to the fact that we had a total of 60 students, using focus groups helped us to organize ourselves in order to interview more than 50% of the students from each classroom in a practical way. We based our focus groups on environmental local issues and learning matters. Finally, it is important to clarify that, interviews and focus groups were carried out in Spanish but analyzed in English. A total of four interviews were applied throughout our study; two interviews performed on the homeroom teachers and two focus groups performed on the students. Moreover a consent form (see appendix # 7) was created in order to obtain students' parents permission so children could be interviewed and to inform parents on the confidentiality of the interviews.

**Letters:** Letters were other of the tools used in this project, Burns states that, “Writing letters invites introspection on the part of the respondent (...) write their opinions and views”

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(Burns 1992, p. 143) By guiding students to write their opinions on their immediate context, they expressed their knowledge, points of view, opinions, and feelings towards their immediate rural context. During the two semesters of 2016, the students were asked to write three letters in Spanish (see appendix # 8) which enabled us to reflect on their consciousness towards their rural surroundings. This was done before, during and after our pedagogical intervention.

**Proformas or Field notes:** According to (Burns, 1999) proformas or field notes, make a separation between what is observed, and the reflections of the observation, it allows the process of analysis and interpretation to become “more focused” (p. 90). Observations permit “to document and reflect systematically upon classroom interactions and events, as they actually occur” (Burns, 1999, p.80). When working with proformas or as we referred to them “field notes” (See appendix # 9), they were important for our study because it guided us to have a record of our fourth grade classrooms in terms of students ‘role, class interaction, and class participation. Moreover with the field notes, we had the opportunity to record our interpretations of the observations made in our classes.

**Artifacts:** For artifacts, (Craig, 2009) asserts that “Artifacts usually consist of items that are readily available in the research setting” (p.154). In addition, the same author expresses that artifacts are important and useful tools when doing research, and are usually used within qualitative paradigms. Hence, due to the fact that our project was a qualitative research, they were meaningful in our study. The artifacts collected were the poems students created (see Appendix #10). Not only we considered the written exercise important, but also the drawings students did on these poems. As express by (Sarmiento, 2010) in literacy practices, students should learn to make meaning from images, in the case of our study, students were guided to make drawings that mirrored the meaning they were giving to their poems on the rural

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surroundings and to the rural surroundings themselves and to express their experiences and interpretations (Farokhi and Hashemi, 2011) coming from their rural context.

### **Data collection procedures**

Data was collected during 30 weeks in two fourth grades. The process began the first semester of 2016 during the first week of March and finished on the second semester of 2016 during the second week of November. Through these 30 weeks, our pedagogical intervention was carried out two times per week and following the data collection procedure presented in the following paragraphs.

In relation to Letters, these were implemented three times during the data collection process. The first letters were collected on the 3<sup>rd</sup> of March, the second letters were collected on the 2<sup>nd</sup> week of August, and finally the third letters were gathered on the 2<sup>nd</sup> week of November. Letters provided us with the personal opinions and emotions of each child regarding their rural surroundings.

In regards to questionnaires, the first one was applied on May 23<sup>rd</sup> and the second was applied on August 18<sup>th</sup>, as for the third one, it was applied on October 18<sup>th</sup>, the fourth one was applied on November 8<sup>th</sup> and finally the last questionnaire was applied on November 15<sup>th</sup>. The data collected throughout questionnaires, allowed us to know how children were reading the rural context, the knowledge they had towards it, and their opinion on poetry and writing in their English classes.

Whit respect to interviews, the homeroom teachers were interviewed twice. The first interview took place the 2<sup>nd</sup> week of September and the second interview on the second week of November. The data gathered from interviewing the teachers led us to know the opinions, points of view, and reactions, teachers had towards our intervention working with EFL and the

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rural surroundings. Regarding the students, we decided to apply two focal groups with students from both fourth grades. The first one was carried out on March 31<sup>st</sup> and the second one on the second week of November. The first focal group was aimed to provide us with information regarding place consciousness and opinions on our English classes. Regarding the second focal group, it was aimed to gather information on students' perceptions towards the making of the place book.

As for the Field notes, they were created every time after each session was completed and for each lesson plan we had a field note. Regarding the Artifacts, every lesson plan had as an outcome for students to write a poem. The poems were gathered in a poetry folder which enabled us to analyze not only student's progress regarding English writing skills, but also on the way they illustrated the reading of their rural surroundings.

This chapter presented the theoretical back up that framed our understanding of the research paradigm, the type of research, the data collection instruments, the plan of triangulation, and the data collection procedures that guided our research project. The following chapter will present the pedagogical intervention of our study which was based on our visions of curriculum, language, classroom, and learning.

## Chapter IV

### Pedagogical intervention

This chapter will present the theory that supports the pedagogical instruction in our study developing the following concepts; curricular vision, Vision of language, vision of learning, and the vision of classroom, as well as the description of the instructional design.

#### **Curricular vision**

Based on the objective of our project, which was to connect EFL students to their rural surroundings, this study presents a vision of curriculum named by (Bishop, 2003) as “Curriculum of Place”. This curriculum adjusts to our study, because as expressed by the author, it has the ability of connecting classwork to local and regional issues. We agreed with the author on the fact that teaching of place can make students responsible and active from the places they are part of. For this author “literature of place” (p. 66) was the core for the development of her curriculum, likewise, in our study the short poems inspired by the rural surroundings and written by us and by the students, constructed a curriculum that had place as a main core to teach EFL. (Wilhelm, 2003) also worked with a Curriculum that emphasized on the use of place in her writing English course. She described her idea of curriculum as a “Curriculum that would involve students in connecting to their communities through their writing” (p. 84). This idea of curriculum was important for our research because we used short poems writing activities, to connect students to their rural community.

#### **Vision of language**

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In our research study, language was not only understood as a set of grammatical rules or vocabulary, but also as a situated action that took place in a specific context, in our case a rural setting. As expresses by (Sharkey, 2012) the concept of literacy is composed by “sociocultural approaches” that understand language as situated (p. 9) also the concept of language can be conceived within this research study as self-expression. (Tudor, 2001) asserts on it “it is (...) the medium by which we build up personal relationships, express our emotions and aspirations, and explore our interests.” This understanding was studied since our students might feel the necessity of expressing themselves towards their rural context. Moreover, the mother tongue of children, which is Spanish, was very important in our research study, since it Finally, and emphasizing the role of language under a functional perspective, Hymes (cited by Tudor, 2001) understand language “as the medium by which members of a speech community express concepts, perceptions, and values which have significance to them as members of this community.” (p.57) within our research study, language allowed students to express feeling and perspectives from a rural setting. Furthermore, the mother tongue was a very important matter in our research study, by using their mother tongue, children were able to express their feelings and emotions. It was important for us to guide children to express their feelings towards their rural surroundings in a natural way (Fortune, 2012) for this reason, we found in the mother tongue a very useful and important tool in our EFL classroom and just as the author, we believe that when working with students with a low level of English, it is remarkable to work in L2 tasks that are valuable, thus the use of the L1 is useful when doing so. Also forbidding students to use the L1 was unnecessary for us because we provide them with a comfortable and meaningful EFL learning environment in which they learned situated literacy while using their “natural self-expression” (p.82)

### **Vision of Learning**

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In our research study, learning is seen as a situated practice, described by (Lave, 1991), as the relations between agent, world, activity, meaning, cognition, learning and knowing. She argues that these elements share interdependency. Just as she believes that learning, thinking, and knowing are connected to people who are involved in an activity, we also believe that learning cannot be isolated from the “socially and culturally structured world” (p. 67). (Likewise, 1991) (Gee, 2004) asserts that learning is better when people are approached to motivating and engaging social activities they find valuable. Moreover, the author states that learning and the use of language must be situated.

These notions of learning adjust to our own perceptions on the vision, since it deals with creating meaning from valuable practices that in the case of our study were situated in the rural context. By connecting students to their rural surroundings, not only we created special and valuable bonds, but we also connected language learning to the socially and culturally structured world (Lave, 1991) talked about. In other words and referring to our study, we connected students to their rural world.

### **Vision of classroom**

In our study, classroom is seen as the one that is described by (Bangert and Brooke, 2003) as a classroom that encourages significant and active literacy development activities that have as a core the consciousness of place. Their understanding of classroom mirrored the aim of our project which was to connect classrooms and the immediate rural place by using the reading and writing of short poems that approached students to know more about the place in which their school was located. (Bangert, 2003) describes her classroom as a place that supports students and developing writers during the process of writing. Similarly, we believed that a classroom that supports writing development, hence we used methodologies as the incorporation of a Genre Based approach in order to make writing a modeled, but what is more, a supportive activity.

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### Instructional Design

The instructional design represents our exercise of constantly thinking on the way to guide students to be conscious of their rural surroundings and to EFL writing exercises. Thus, the instructional design mirrors our understanding and reflection on teaching English in a rural context. Three phases were created having the rural place as the subject matter and the short poems as the medium to approach students to English writing and their immediate context. Poetry played an important role within our pedagogical intervention, because as (Watts, 2016) describes that poems can encourage children to look “closely at the world around them” and also serve as an expression of an experience, we saw in poetry an opportunity to teach on place and invited children to write poems to report on their outdoors experiences, emotions, and the new things they learned about their village.

As it was mentioned before, the different activities regarding our pedagogical intervention were framed by three phases in which the short poems written by the students were gathered by each of them in their own poetry folders and then edited by us, whom then made it a book (See appendix #11) We decided to make a book with students because we found in project based activities, a very useful tool to work together towards a common goal that could enable us to leave a precedent of the job achieved in an EFL classroom by the students from and for their rural context. The following paragraphs will present and describe the three phases of our pedagogical intervention, the types of poems children were presented to, and the writing procedures they developed framed on our understanding of the genre based approach.

The first phase was called the *place-consciousness* phase, in which we presented students topics related to their village by means of short poems. We taught students on topics as history of the village, indigenous people, the poet who lived in the village, the church, and the flora and the fauna. During this phase, students learned about the aspects mentioned before by means of outdoor experiences, jazz chants and short poems related to the place written by us. Every lesson

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plan (see appendix # 12) had as a purpose to model a short poem for children and then we encouraged them to write their own, which eventually was part of their poetry folders. During this phase poems such as; Diamond, Stair and Color poems, were introduced to students, moreover with the help of the genre based approach, they learned how to write their own poems based on models and also their outside experiences. Among the poems students wrote; The colors of Quiba, Diamond poem to Jorge Rojas, Stair poem to the indigenous people from Quiba and Diamond poem to Quiba Baja. The main objective of this phase was to nurture place-consciousness on students towards their rural surroundings by guiding them to read the rural “**world**” and the rural “**words**” (Freire, 2005) coming from the short poems on it.

The second Phase was called the *Hands on phase*, in which students were introduced to environmental issues in our world and in their immediate rural context. This introduction was also done by means of short poems written by us. In order to learn about environmental issues, the hands on activities approached students to also work their aesthetic and physical skills (Kostelnik, M. et al, 2015) by means of artistic and outdoor activities. For instance, not only we performed activities such as picking up garbage or field walks, but also used our hands to make different artifacts related to environment topics such as: Reduce, Re-use and Recycle. We found this phase very meaningful because as expressed by (Copperstein and Koccevar- Wiedinger, 2004) hands on activities helped students to retain and transfer information in a significant manner because they are connected to an activity. In our case, a serious topic as the environmental one, became meaningful when we used our hands to explain on it. Moreover, during this phase students learned to write artistic poems such as: calligrams and shape poems to illustrate on what was learned with the hands on activities.

The last phase was the; *this is why we love Quiba* phase in which students reflected on all they learned about their local, by means of creating postcards and presenting Quiba to others. Firstly, students created postcards to people from the urban area of Bogota, describing their

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village through short poems. Secondly, students did a writing exchange with children from the United States in which children from Quiba Baja made postcards to students from New York describing their rural place (the Village of Quiba Baja). On the other hand, children from New York wrote to students from Quiba describing their important and meaningful places. Finally, students wrote letters to a teacher from Bogota presenting and inviting him to their village, in these letters they expressed their knowledge and feelings towards it. During this phase an editing process was done to the poems students saved in their poetry folders in order to include them to be part of our class book. During this phase students also reflected on the creation of the book. Table 2 shows the phases of the study, the objectives, the types of poems used in each phase, and the time in which they were developed.

**Table 2.** *Phases of the study*

<b>CYCLE</b>	<b>TYPES OF POEMS</b>	<b>OBJECTIVE</b>	<b>ESTIMATED TIME</b>
Place consciousness <b>1</b>	Poems on Quiba.  Diamond poems Stair poems Color poems	To approach students to history, surroundings and flora and fauna from Quiba Baja village.	Twenty three sessions (About eleven weeks). Each session: Around 1 hour and a half. From February 29 to September 13 2016.
Hands on. <b>2</b>	Poems on environmental matters.  Calligram and shape poems	To recognize environmental issues in the immediate surroundings and use hands on activities to reflect on them.	10 sessions (About five weeks). Each session: Around 1 hour and a half. From September 20 to November 8 <sup>th</sup> 2016.
This is why love Quiba. <b>3</b>	Post cards poems.  Diamond poems	To present Quiba to people who are not familiar with its rural context while reflecting on what was learned about the place and the importance of taking care of it.	3 sessions (About two weeks). Each session: Around 1 hour and a half From November 10 to November 17 2016.

In relation to the estimated time for each cycle, a big difference can be evidenced, due to the fact that in the first cycle we had different problems that affected our pedagogical intervention,

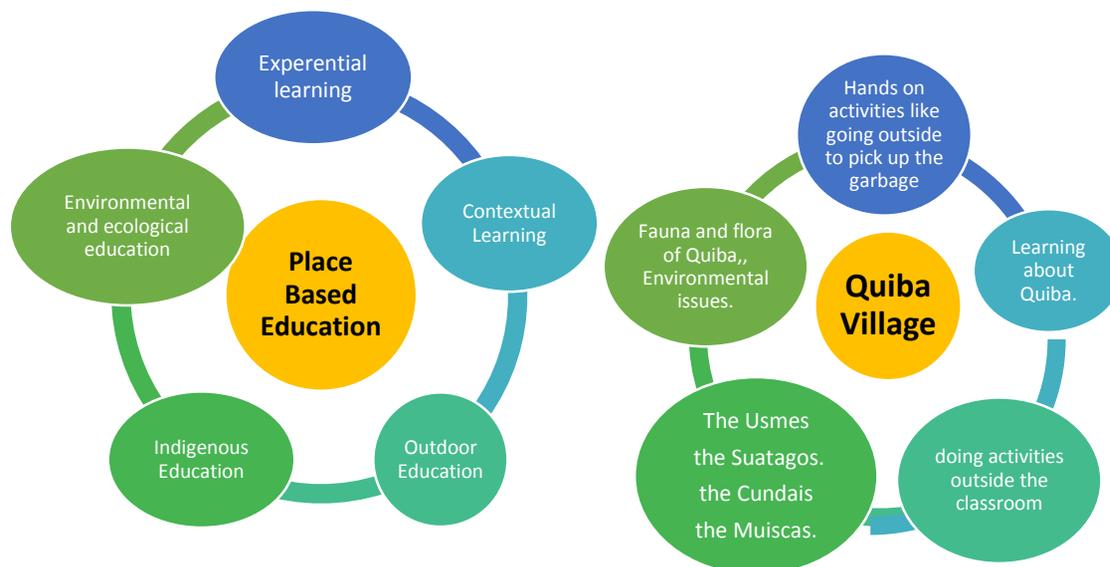
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making us to be behind on time. Among the problems we had, at the beginning, we could not have a thesis director, also, one of us had a family calamity, furthermore, the school provided us at the beginning of our practicum just with 40 minutes of class, sometimes less. And finally, classes were postponed because holy week and extracurricular activities. To try to solve the time issue in some way, we asked the University for permission to assist to the school during our vacation time, (June-July) in order to catch up and be involved with the students a little bit more. The University approved our assistance to the school during this time and the school also agreed.

It is important to mention that the lesson plans we implemented during each of the phases mentioned above, were created based on our understanding of the genre-based approach (as it was presented in chapter 2) since this was the approach used by us in order to teach writing in our EFL classrooms. Table 3 (See Appendix # 13) shows how the important aspects from our understanding of the genre based approach were incorporated in our lesson plans. (For a full lesson plan example, see Appendix # 12)

Moreover, regarding the topics on the village of Quiba taught in our EFL classroom, these were organized having as a base main aspects of Place Based Education such as: Experiential learning, Contextual learning, Outdoor education, Indigenous education and Environmental and Ecological education. Figure 3 describes how the aspects of PBE were related to the topics on Quiba Baja village, which at the same time were taught in our EFL classroom.

**Figure 3.** *Topics taught on Quiba related to PBE*



In relation to the figure depicted above, and according to the principles of PBE, students were taught diverse topics about their rural surroundings. Firstly, since PBE emphasizes on teaching about indigenous education, we taught students the different indigenous groups that lived in the Village Quiba. As environmental and ecological education was one of the principles developed in PBE, we provided students with knowledge about the fauna and flora, and environmental issues from their rural context. Since contextual learning was one of the principles of PBE, we taught students classes on the unique attributes and history of the Village of Quiba. Also, as outdoor education is important in PBE, we developed different outdoors activities such as: picking up the garbage, placing birdfeeders in the pines wood, walks to the main square to the village, and the church, rocks hunting, and appreciation of nature.

This chapter presented our visions of language, learning, classroom and curriculum. We also explained the three phases that took place during our pedagogical intervention, their characteristics and objectives, our understanding of Genre Based Approach, reflected in our lesson

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plans, and finally, the aspects we considered important to be taught in our EFL rural classroom. The following chapter will present the analysis of the data collected during the implementation of our pedagogical intervention and the findings that emerged from the analysis.

## Chapter V

### Data Analysis and Findings

This chapter presents the procedures followed to analyse the data collected throughout our research project, and the different findings that emerged from this process. As a starting point, the approach used in order to do the data analysis will be explained, secondly the description of the procedure used to analyse data and finally the categories obtained as a result of the analysis process which will be explained in the light of theory and supported with the help of the collected data.

In order to carry out the process of analysing data, the grounded approach was applied (Corbin and Strauss, 1990) because it was necessary to collect insight from the data that was previously gathered and analysed. Hence, this approach was used in this project since it provided a set of concepts that developed a theoretical description of the particular phenomenon under this research. Having in mind that this procedure was an inductive process, (Johnson and Christensen, 2004) we worked inductively, since we began the analysis by the natural data collected, and after a methodical analysis, the findings arose.

Having in mind that the objectives in our research were aimed to explore and to understand how Place Based Education (PBE) approaches students not only to their rural context, but also to the English language, we adopted the *emic perspective*. Bearing in mind what (Burns, 2010) asserts; this perspective consists of taking into account the “data from the perspective of people closely involved in the research context” (p. 107). In our case, to have a clear understanding on the perspective our students had while being approached to EFL and their rural context.

### Procedures for Data Analysis.

As starting point, it is important to mention that our data analysis involved two fourth grade classrooms, for this reason, we used organizational ideas, which will be explained in this section, in order to ensure an optimal procedure while analysing data. Our procedures to analyse data have their foundations on the ones proposed by (Burns, 2010) for Research in English Language Teaching. Throughout the process of data collection, gathering, and selection, some folders were used in order to classify the different instruments applied within this research. Each folder was named according to the instrument, date and phase it was developed according to the instructional design explained in chapter 4. As soon as we collected data, we placed tactile documents into the correspondent folder and we wrote the date and the phase from which it corresponded. As for the recordings of interviews and our field notes, we typed them and saved on computer. One important thing to mention is that regularly, we read to each other our field notes and highlighted the similar responses or appreciations obtained from our own different classrooms. When talking about the process of the analysis carried out, it was very important as described by the author, to get and to understand the great relevance the data were communicating to us, especially because, we were able to refine our understanding on the data being analysed.

In order to carry out the procedure of data analysis, we used the process known as *inductive coding* that as explained by (Burns, 2010), it consists of scanning the data collected carefully, and several times, in order to obtain the categories used in the data analysis. This analysis consisted of analysing the data found in the questionnaires, surveys, interviews, letters, artifacts, and field notes' transcriptions line by line. When talking about the process of data analysis and its phases, we decided to develop the one formulated by the author who describes five steps: *Assembling your data, Coding the data, Comparing the data, Building meanings and interpretations, and reporting the outcomes.* (p. 105)

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In regards to the first step, *assembling your data*, we collected and grouped the data obtained by means of questionnaires, field notes, interviews, artifacts, surveys and letters. Afterwards, we had an initial revision on the previous research questions formulated in chapter 1. Finally, since we were analysing, we looked for different “patterns, ideas or trends” (p.105) that could answer our research questions.

Following the second step, the process of *coding data* started by proposing different categories that arose from the analysis and the relation among the patterns. Then as proposed by (Corbin & Strauss, 1990) an *axial code* was applied in order to relate the categories arisen with their respective sub-category, contrasting them with the data analysed.

Regarding the third step, *comparing the data* (Burns, 2010), we started a process of comparison between the categories proposed with the different “set of data” for instance comparing interviews with surveys. (p.105) in order to identify the similarities or contradictions that later were highlighted.

Once the data analysed was compared, the process explained by the author as *building meanings and interpretations* took place. We started a process of reflection on the important concepts the data was showing us, while it was analysed. Within this process, we looked for more abstract meanings in order to contrast the findings with different theoretical back up. Finally, once we had the categories and sub-categories, in the light of what (Johnson and Christensen, 2004) explain, we considered important to find connections among these categories. These authors also mention a *hierarchical category system*, which we used for giving an order to the categories and subcategories that we obtained from the research questions of our study.

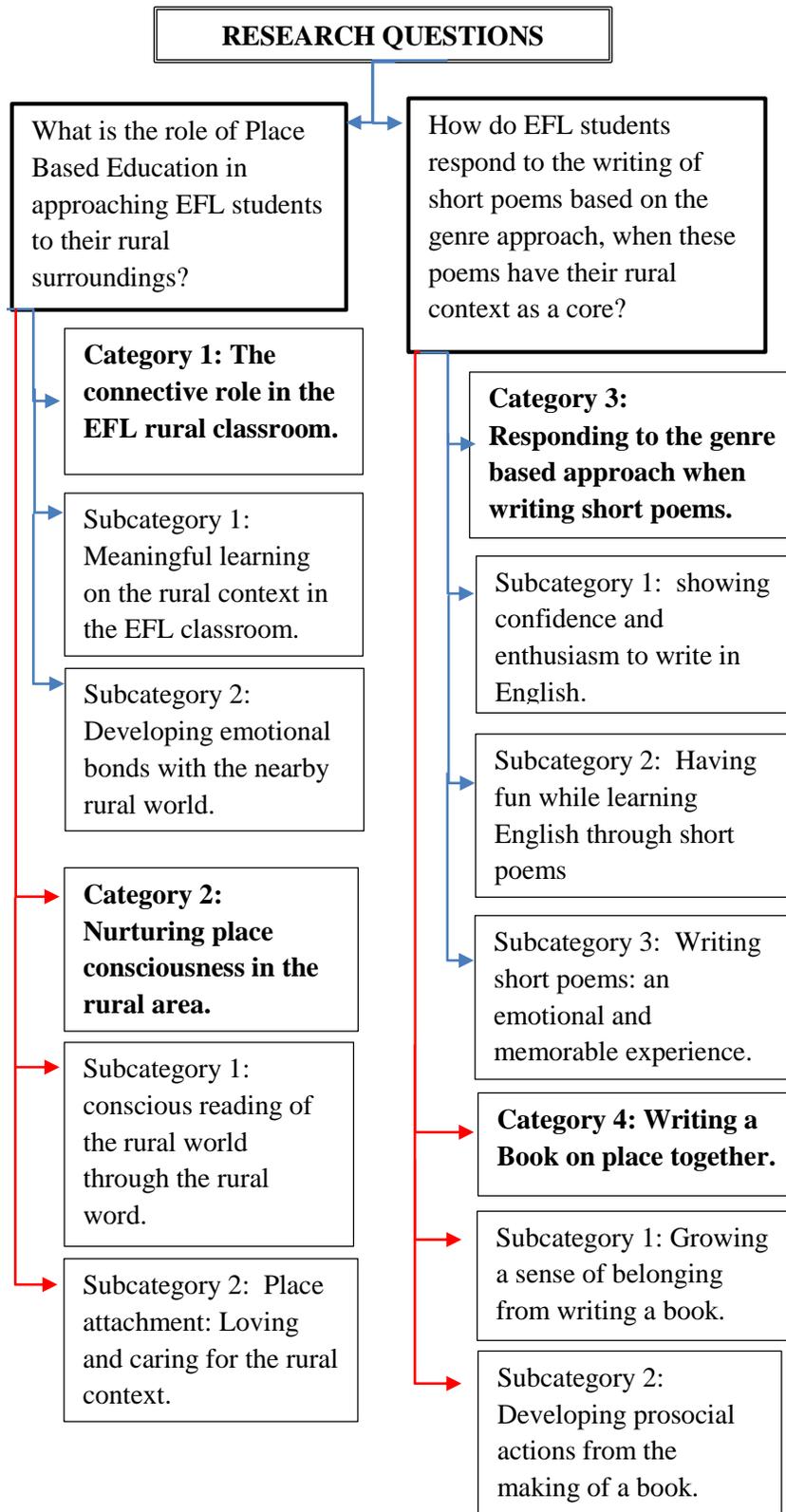
### Categories of the Analysis

Having in mind the objectives presented before, this study intended to explore and explain the way in which Place Based Education served as a medium between the EFL rural

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classroom and the rural immediate context in which learning was taking place. The different questions that were implemented for this study were also the basis to create the categories and subcategories of the analysis. These categories and subcategories are presented in figure 4 and explained in the following paragraphs.

Figure 4. Categories and subcategories emerging from data analysis



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Figure 4, describes the different categories and subcategories that resulted from the data analysis, which are also associated to the two research questions presented for this study. As for the first category; *the connective role in the EFL classroom*, it emerged in response to the first research question. From this category the emerging sub-categories were: *Meaningful learning on the rural context in the EFL classroom*; *Developing emotional bonds with the nearby rural world*. Regarding the second category, *Nurturing Place consciousness in the rural area*, it also emerged in response to the first research question and had two emerging sub-categories; *conscious reading of the rural world through the rural word* and *Place attachment: Loving and caring for the rural context*.

In regards to the third category: *Responding to the use of Genre Based Approach when writing short poems*, it arose in response to the second research question. From this category three subcategories emerged: *showing confidence and enthusiasm to write in English*, *Having fun while learning English through short poems and writing short poems*; *a personal and memorable experience*. In relation to the fourth category, *writing a book on place together*, it also emerged from the second research question and had *Growing a sense of belonging from writing a book* and *Developing prosocial actions from the making of a book* as the two emerging sub-categories. After giving a brief description of the categories and subcategories that were based on the research questions and obtained from the data analysis process. The following paragraphs will explain, in a more detailed manner, each category and sub-category by using the different information that was collected through the use of diverse data collection instruments.

### **Category 1: The connective role in the EFL rural classroom.**

This category denotes the connections (Smith, 2002), (Sobel, 2004) that were possible to achieve between the English language, students, and the place in which English language was being learned, through the incorporation of Place Based Education (PBE) in the EFL classroom.

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Data showed that by connecting EFL students to “the particular attributes” (Clark, 2008, p.11) of Quiba such as; its history, its important places, its flora and fauna and its environmental issues, students connected themselves to their rural context. Due to the fact that learning in the EFL classroom was situated and had to do with students’ lives (Chapetón, 2016) more specifically with the place in which learning of English took place, data showed that learning was meaningful for students. Since familiar places to children are the ones that they care about the most (Kostelnik, M. et al, 2015) having the place as a core of the EFL classroom, developed strong bonds on students towards their immediate rural surroundings.

### Sub-category 1: Meaningful learning on the rural context in the EFL classroom

By using the immediate context of students in order to teach EFL, not only we intended to approach students to their local, and to English language, but also to a situated and meaningful learning experience. As mentioned by (Chala and Chapetón, 2013) situated practices enable students to consider important aspects such as their needs and context, making the learning process meaningful. By using PBE it was found that students connected themselves to English Language and to “the particular attributes of a place” (Clark, 2008, p.11). Data revealed that students learned vocabulary on the local but what’s more related it and experienced it with their real world (Freire and Macedo, 2005) in other words they related what was being learned in class to their tangible surroundings and their learning was situated and went beyond mere linguistic matters (Chala and Chapetón, 2013)

The kids were outside of the school describing the colors found in their village and a student told me “Mister, mister, el cielo es blue, las montañas son green and brown, another student told me “Mister, la church es white y el techo es red”

(Field notes, Grade 402, April 28-2016, lines 21-27 Descriptions)

28 **Homeroom Teacher:** Me ha parecido muy bueno lo de los poemas en los niños, porque  
29 primero han manejado un gran vocabulario y que está relacionado  
30 con su entorno inmediato.  
31

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(First teacher's semi-structured interview, September 14, 2016)

While we were walking towards the forest of pines a student said “Profe ¿cierto que ese bosque es el que mandó a plantar el poeta Jorge Rojas?”

(Field notes, Grade 402 November 1-2016, lines 23-32 Descriptions)

As seen in the previous data samples, students had the chance to interact “with the nearby outside world” (Sobel, 2004. p.6) and also to relate the vocabulary and topics seen in class to their immediate rural context hence learning was situated on their rural place. Moreover, one of the homeroom teachers was asked about the incorporation of poems in our EFL classes; and through his answer the teacher recognised that poetry not only serves as a tool to teach rich vocabulary to children, but what is more the poems were connected to their immediate context. Data showed that by using PBE students were approached to different field experiences (Green, Potts and Somerville, 2013) that were meaningful for students.

**S 41:** “Quisiera repetir estas cosas, darle comida a los pájaros y dibujar en las piedras”

**S1:** “...Recoger basura y los nidos de los pájaros...”

**S 49:** “... Volver a hacer una linda caminata”

(Final questionnaire. Nov 15, 2016)

The previous extracts are samples of answers from a questionnaire applied on students, in which they were asked about things they would like to do again in the future in other English courses and with other teachers. Most students' answers evidenced that they enjoyed the outdoors activities and would like to have them as part of their English classes in the future. Moreover, the following extracts from a questionnaire, show that students felt positive feelings regarding outdoor activities.

**S 17:** “Yo cuando escuché que íbamos a darle comida a los pajaritos me sentí muy feliz porque llegamos al bosque a preparar todo para colgarles la comida a los pajaritos en los árboles y también porque compartimos y la pasamos chévere”

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**S 19:** “Fuimos al bosque vimos varios nidos en los arboles nos tomamos una foto con la profe y el profe y nos sentamos en un círculo en ese paisaje tan bonito y en frente del bosque”  
(Questionnaire. Nov 08, 2016)

As revealed on the data samples above, students gave positive responses to the description of the outdoor activities performed in the EFL classroom. The first student talks about the joy he/she felt towards feeding the birds and also mentions aspects like, sharing and having a great time as positive features of the outdoor experience. Likewise, the second student describes the walk to the woods in a positive way emphasizing on the beauty of the landscape. Therefore, it can be said that outdoor activities were evidenced to be meaningful for students and encouraged them to appreciate their surroundings and their beauty (Kostenlik, M. et al, 2015).

### **Sub- Category 2: Developing emotional bonds with the nearby rural world.**

Data revealed that Place Based Education helped students to appreciate their natural world and to grow stronger bonds (Sobel, 2004) towards their rural place. It was evidenced that students developed three different emotional bonds towards their immediate rural place; bonds to its natural world, to the history of the village and to civil responsibility regarding the rural place. According to (Sobel, 1996), it is important for children to have opportunities to bond, love and learn about the natural world before even asking them to “heal its wounds” (p.1) Data showed that from connecting the EFL classroom within their rural natural world, students created bonds towards it, learned about the important places and history from their rural surroundings and eventually became “active contributing citizens” (Sobel, 2004. p. 6) in taking care of their context. The following data samples evidence the *natural bond* students developed towards the rural place.

**S31:** “Quiba es muy bonita, sus paisajes son muy bonitos que me hacen suspirar por eso cada mañana me levanto pensando en Quiba”

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**S30:** “Quiba es muy bonita, este lugar su naturaleza sus flores, sus montañas sus árboles sus animales, sus colores”

(*Letters to Quiba* August 11, 2016)

On the preceding data samples, students described their rural place as a beautiful place with beautiful landscapes. Students were asked to describe how they felt towards their rural surroundings by writing letters to it in Spanish, these letters written during the second semester of 2016 differed from the first letters written by students during the first semester of 2016. The second letters evidenced that students were more conscious of their natural surroundings. For instance, The words in Spanish used by the second student to describe Quiba, “Sus colores, was also the name of an activity performed in the EFL classroom in which students were guided to walk around the village and notice the “Colors of Quiba”. Having this in mind it seems that students were able to create a bond towards their natural place through the PBE based activities performed in the EFL classroom. Furthermore, data analysis also showed that students created a bond towards the important aspects of their village; its important places, characters and its history.

**S26:** “yo me acordaría los poemas la iglesia los indígenas y la vereda de Quiba”

**S47:** “Voy a recordar sobre la historia de la vereda y el poeta Jorge Rojas”

(Final questionnaire. Nov 15, 2016)

The previous data samples, were taken from the final questionnaire performed to students. The answers of students to the question, “what will be the thing you will most remember about the English class?” evidenced that students created an important bond to the history, places and important characters from the rural area, which were topics taught to them in the EFL classroom during the *place consciousness* phase. According to (Koteslnik, M. et al.

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2015), children find it more meaningful to learn about history when it is connected to their own lives, families and communities. Based on our findings, not only we evidenced students found it meaningful to learn about the history of their rural context, but they also developed a *bond towards history of their place*. Moreover the analyzed data also showed that, as students learned about their natural world and its history, they also developed a bond to take care of it. It was shown that students enjoyed activities such as picking up garbage and taking care of their immediate place.

**S8:** “Bien porque estoy fascinado porque recogí la basura del colegio y la iglesia”

**S56:** “Yo me siento como si estuviera ayudando al planeta y a Quiba”  
(Fourth questionnaire November 08th, 2016)

The data samples above show students’ responses to the question on their feelings towards the activity of picking up garbage around the school, the answers of students show that they felt good by helping their rural place. Finally, data also showed that students developed a *bond of civil responsibility* towards their rural place by being conscious of the importance of taking care of it.

**S22:** “bien porque es importante recoger basura porque esa basura es muy dañosa para uno (...) por esa basura por toda la iglesia de Quiba Baja”

**S7:** “Bien porque ayudamos la naturaleza para que no haya más basura alrededor del colegio”

**S30:** “Bien porque estamos ayudando a Quiba”  
(Fourth Questionnaire, November 8th 2016)

The preceding data samples also show that students started developing a sense of “active supportive citizens” (Sobel, 2004. p. 6) in helping their rural environment. Just as it was described by (Clark, 2008) to be connected to a place is also to be civil responsible. Our data

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analysis showed that through the incorporation of PBE in the EFL classroom, our students became active responsible citizens in their rural immediate place.

### **Category 2: Nurturing place consciousness in the rural area.**

This category denotes the place consciousness students developed towards their rural surroundings while learning English. Data showed that students gained a great understanding of their local place (Brooke, 2003) regarding its flora and fauna, history, important characters and environmental issues. Due to the fact that the act of nurturing place consciousness on students came from the EFL classroom, topics on the rural village of Quiba Baja, were presented to students by means of short poems that presented situated vocabulary. It was evidenced that while students learned vocabulary on their local (the rural word) they learned on topics related to their immediate context (the rural world)

Moreover, as described by (Brooke, 2003) when referring to place- consciousness, it was shown that students became active agents in their local by learning to love their place and caring for it. Also it was seen that the incorporation of PBE helped students to understand the world and take action (Clark, 2008) to protect their rural context.

### **Subcategory 1: conscious reading of the rural world through the rural word.**

According to (Brooke, 2003), being place-conscious is understanding place, according to (Smith and Gruenewald, 2008) is being capable of answering questions regarding the present and the past of place. Regarding Conscious reading of the rural world, it was understood in our study as the reading described by (Freire and Macedo, 2005) as “knowledge of the world” (p.1) in our case, the reading students did of their rural world while learning the written rural word in English. Data evidenced that students learned on their surroundings while learning situated English vocabulary.

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**S4:** “Yo aprendí de Jorge Rojas, aprendí cuando murieron los indígenas yo aprendí a hacer poemas en inglés, yo aprendí sobre la iglesia, yo aprendí sobre las palabras”

(Final questionnaire. Nov 15, 2016)

**S47:** “Yo aprendí sobre la vereda de Quiba, sobre el poeta Jorge Rojas, Aprendí a cuidar al medio ambiente, en la clase de inglés aprendí inglés, la historia de la iglesia de Quiba y la vereda”

(Final questionnaire. Nov 15, 2016)

**S45:** “He aprendido de Quiba sus lugares su poeta y hablar Inglés”

(Second Questionnaire. August 18, 2016)

The previous data samples were taken from the second and final questionnaires in which students were asked about the different things they had learned in their English classes. The data analyzed revealed that most students recognized their English class as the class that taught to them English but also about their rural surroundings. Data also showed that students felt an affinity to write the rural word that was being read in the rural world.

**S44:** “si, porque el profesor nos saca a la iglesia”

**S2:** “si, porque he aprendido poemas de Quiba y sus alrededores”

(Third questionnaire. October 18, 2016)

The preceding data samples were taken from the answers given to the question “Do you like to write in English? Why?” Most students connected the act of writing to the conscious reading of the rural context. On the samples, the first student stated that he/she likes writing in English because the teacher takes him and his/her classmates outside (to the church of the village), similarly, the second student relates his/ her like to write poems in English to the rural surroundings. Data also evidenced that students used the rural word in English to write about their reading of the rural world.

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**S14:** “(...) Yo estudio en el colegio Quiba Baja y hay dogs, cow, church, school y muchos animal”

(Last letter, November 10, 2016)

**S3:** “Hemos aprendido sobre Jorge Rojas que el hizo el forest de Quiba”

(Second Questionnaire. August 18, 2016)

As seen in the previous data samples, some students used words in English language to write their answers in Spanish. On the samples, the first student wrote a letter in Spanish talking about herself/himself and used many words in English to talk about the village of Quiba Baja; the second student answered on what he had learned in the English classes and uses the word “forest” instead of the word “bosque”. This data analysis shows that students used the rural word (English vocabulary on the rural place) to describe their “knowledge of the rural world” and also developed place-consciousness in the EFL rural classroom.

### **Subcategory 2: Place attachment: Loving and caring for the rural context.**

Bearing in mind that, understanding of place (Brooke, 2003) is being conscious of it, it can be said that the more we are conscious of a place, the more we tend to love it and protect it. The analysis of the data showed that by incorporating Place Based Education in the EFL classroom, students not only developed a place-consciousness towards their rural place, but also developed a bonding that involved an emotional feeling (Scannell and Gifford, 2010) for place. Through data analysis, it was revealed that EFL students developed a more strong “love of place” (p.3) or place attachment for their local place.

They are so energetic when they sing the jazz chant to Quiba, a girl suggested to make hearts with our hands when singing the “I love you” part of the song. I liked the idea, all students agreed and were very happy singing

(Field notes, Grade 401, September 13, 2016, lines 5-13 Descriptions)

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**S53:** “Hello Quiba Baja I love for animals, rooster, cat, dog (...) Quiero decir que te quiero por su vegetación”

(Letter to Quiba August 11, 2016)

The data samples above, revealed the love students have for their rural surroundings. The first data is an extract from the field notes taken by one of us, in which joy was evident when children sang a song in English dedicated to Quiba. The second data sample is a letter dedicated to Quiba village and written by a student in Spanish and English. Students were never asked to write letters in English because letters were, as mentioned in chapter 3, directed to know students’ feelings and emotions in a natural way, nevertheless data showed that many students felt good writing their feelings in English and made an effort to do so.

Finally, the following data samples taken from a letter and from the answer to the question “What have you learned in the English classes?”, evidenced, not only the love students feel towards their village, but also the fact that they perceived their English class as the class that taught them to love their rural context of Quiba village. Also the homeroom teacher expresses the fact that students learned to love their village thanks to the vocabulary taught in the EFL classroom.

**S38:** “ Mi querida Quiba tu eres el corazón de mi razón y el color de mi pasión con el poema tú me has conocido, y a alguien se lo debo, al profe de inglés que me mostró y enseñó con el corazón me iluminó gracias profesor”

(Letter to Quiba August 11, 2016)

**S23:** “yo he aprendido a amar a Quiba y tenemos que cuidarla porque es una vereda Hermosa”

(Second Questionnaire. August 18, 2016)

103 **Homeroom Teacher:** Todo ese uso de ese vocabulario pues hace que los estudiantes  
104 reconocerían su vereda, amaran su vereda y expresaran cosas sobre su vereda que era lo  
105 realmente importante.  
106

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(Second teacher's semi-structured interview, November 17, 2016)

Moreover, data revealed that Place Based Education in the rural EFL classroom also developed “pro-environmental behaviors” (Scannell and Gifford, 2010), on students towards their immediate rural surroundings. The following data samples show students joy and consciousness towards the importance of taking care of their rural environment.

**S17:** “Me sentí muy feliz por saber que íbamos a recoger basura alrededor de la iglesia y también porque iba a quedar muy bonita para que Quiba estuviera todos los días limpia y con un aire fresco”

**S44:** “Muy bien porque nuestra Quiba se mira más limpia y menos contaminada y nuestro planeta se siente mejor”

**S29:** “Yo me siento especial cuando recojo basura y de esa basura se puede reciclar como las botellas plástico y una cosa más importante que es ayudar al planeta”

(Fourth questionnaire November 08th, 2016)

The previous data samples were taken from a questionnaire in which students were asked on the experience of picking up garbage around their village. All students had positive answers regarding the experience. Also the majority of students mentioned the three R's of the environment, an important topic incorporated in our EFL classroom (Kostelnik, M. et al, 2015), as aspects that they enjoyed learning about. According to (Judson, 2010), personal connections to the natural world, guides people to feel more likely to protect it. We believe that teaching about place in the EFL classroom grew in students both, loving and caring for their local surroundings.

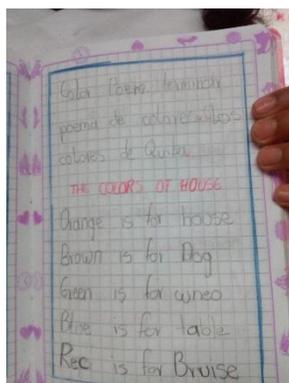
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### Category 3: Responding to the genre based approach when writing short poems.

This category denotes the responses students had towards the implementation of Genre Based activities in order to write short poems in English. Due to the fact that the subject of English language was new to students, we found in the Genre Based Approach activities a tool to use in our EFL classroom to help our EFL learners to be aware of the structures of language (Hyland, 2004) in an explicit way. The data evidenced that through Genre Based Approach activities, students showed confidence and enthusiasm to write short poems in English and also had fun while learning the language through short poems, Moreover it was revealed that students found the writing experience to be a personal and memorable. All this demonstrated that writing in our EFL classroom was not only a matter of linguistic aspects, but also involved emotions and feelings.

#### Subcategory 1: showing confidence and enthusiasm to write in English.

In order to teach our students how to write short poems in English, we used Genre Based Approach aspects such as; Scaffolding, which included teacher input, modeling and explicit instruction. Independent construction which included writing frames and collaboration from the teacher and finally Genre purposes (Hyland, 2007) and Social purposes (Chala and Chapetón, 2012). Data analyzed revealed that thanks to the used of all these Genre Based approach aspects, students felt confident to write in English.



#### THE COLORS OF HOUSE

Orange is for house  
Brown is for dog  
Green is for window  
Blue is for table  
Red is for bruise

(S: 13 Artifact “Diamond poem to Quiba” September 2016)

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The data sample above, is a diamond poem written by a student at home the title of the poem is "the Colors of the House" and it was written after the poem "the colors of Quiba" presented to students in the EFL classroom. A lot of children started bringing poems written by them in English once they learned the structure of diamond poems. This data evidenced that students felt confident (Chala, 2013) to write in English even if they did not have the help of the teacher, this was because they followed explicit models when writing.

36 **Homeroom Teacher:** pienso que la metodología fue muy buena, porque partió primero del  
37 reconocimiento del entorno, manejando mucho vocabulario en inglés, de todos los elementos,  
38 observados en la vereda, y de ahí con ejemplos muy claros de poemas... se trataron de imitar las  
39 formas, pues esto facilita, para que los niños puedan expresar sus sentimientos y utilizar todo ese  
40 vocabulario que aprendieron.  
41

(Second teacher's semi-structured interview, November 17, 2016)

The previous data sample describes the answer of one of the homeroom teachers to the question, what do you think of the methodology to guide children to write poems in English? the teacher mentioned the "clear samples" (the models) of poems as being very good to teach students how to write and express their feelings in an easy way. Data also evidenced that students managed different models of poems and felt confident describing themselves as English writers.

**S12:** "Yo recordaré que pude hablar en inglés y hacer poemas"

**S19:** "Yo aprendí poemas diamante, poemas caligramas, color poem (...) y a pronunciar en inglés"

(Final questionnaire. Nov 15, 2016)

**S23:** "Yo me siento muy feliz porque ahora ya sé escribir poemas y me siento feliz"

(Third questionnaire. October 18, 2016)

As seen in the previous data samples, most of our students felt that they really learned how to write in English. As for the data samples, the first student states that he/she will always

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remember from the English class the fact that he/ she learned how to talk in English and how to write poems. On the second sample the student lists different types of poems as the poems he/ she learned how to write. Finally, the last student expresses joy because he/ she already knows how to write in English. This last student reflected other of the findings in our data analysis which is the fact that students showed enthusiasm to write in English.

**S25:** “me he sentido escribiendo poemas de Quiba y me he sentido contenta”

**S10:** “yo me he sentido muy alegre contento y muy poeta”

(Third questionnaire. October 18, 2016)

On the data samples above, students express the joy they feel when writing poems, according to (Clark, 2008) when school connect learning to local context, students’ enthusiasm increases. Data showed that all students felt enthusiastic to write short poems on their rural place, this finding evidenced that writing was not only a matter of linguistic aspects but was also connected to the rural place and students emotions to it.

### **Sub- Category 2: Having fun while learning English through short poems**

The way in which topics on the rural area were presented to children, was by means of short poems written by us. Because these poems were close to students’ experience, they were able to understand them and enjoy those (Watts, 2016). The author also states that poetry is an art form that is often connected to music and drawing. Likewise, our data analysis showed that students had fun while learning English through short poems because they found them musically and visually attractive.

**S9:** “Yo pienso sobre los poemas que son muy lindos los caligramas y lo de dibujo porque a mí me gusta dibujar”

**S4:** “Los poemas de dibujos me gusto porque uno cuando acaba hace el dibujo”

(Fourth Questionnaire, November 8th 2016)

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**S10:** “Yo voy a recordar los poemas que yo hacía y el cariño cuando la profe nos ponía a cantar los poemas”

(Final questionnaire. Nov 15, 2016)

As seen in the data samples above, the analyzed data revealed that students had fun while learning English with short poems that were also presented in the EFL classroom as written compositions that had rhythm and images. The first two students expressed their like towards calligrams and the shape poems, on the other hand, the third student stated that he/she will always remember the times when poems were sang in class. Data also showed that even the homeroom teachers found poetry a fun element in our EFL classrooms.

**Homeroom Teacher:** “Me encantan los poemas y creo que me parece importante que los niños manejen como ese tipo de creatividad como esa rima como esa melodiosidad que tienen los poemas me parece que es algo maravilloso”

(Second Semi-structured interview, 402 grade homeroom teacher, November 26, 2016)

The analyzed data revealed that the homeroom teachers supported that poetry was an excellent tool to work with in the EFL classroom, on the data sample above, the homeroom teacher asserts that the rhyme and the melody of poems works with the creativity of children and he/she believes that is marvelous. (Graham, 1992) asserts that poetry offers rhyme, rhythm and alliteration and these elements are “companions” that make learning fun. Our findings showed that poetry in our EFL rural classroom was a fun companion for students while they learned English.

### **Sub-category 2: Writing short poems: a personal and memorable experience.**

As mentioned before, poems in English written by us were the medium used in order to present students the different topics about their rural village. These short poems were also models for students to write their own poems about their immediate place. As explained before,

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students wrote their own poems following the genre based approach, in which they followed certain writing frames (Wray and Lewis, 1997). Despite the fact of being following models for writing in English, data showed that students were also able to express their feelings towards their rural context in their writings.

**S 40:** “Bien porque es algo [The writing of poems] que nos inspira a escribir siendo nosotros mismos”

(Third Questionnaire October 18, 2016)

**S\_:** “Haciendo poemas de Inglés aprende más el vocabulario de Inglés también porque uno le dedica poemas a nuestra vereda”

(First Questionnaire May 23, 2016)

The preceding data samples show the fact that the majority of students felt good writing poems because they could express themselves. Both students see in poetry a way to write in English but also express their ideas. The following data samples evidenced that students expressed thoughts, ideas and feelings towards different topics related to their immediate rural context by using the vocabulary they had (Watts, 2016).



(S5: Student's artifact. "I love Quiba Baja" Calligram poem. April 21, 2016)

(S20: Student's artifact. "Don't throw garbage In Quiba" Calligram poem. October 6, 2016)

The data samples above are Calligram poems in which students were guided to express different feelings by filling in the blanks. On the first Calligram the student wrote her/ his favorite things to see in Quiba Baja Village, on the second Calligram she/he wrote the different

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things he/she would like people to think about before throwing garbage around the village. The data analyzed, evidenced that students in our EFL classroom followed models but were also encouraged to use the words they wanted to use in order to express their perceptions and emotions. Furthermore, data also showed that following the specific models to write short poems in English, was not a barrier for students to express their feelings towards their village. Students saw writing in English as a “free” and “enjoyable” practice. The following are some examples of responses of students’ feelings towards writing in English.

**S 28:** “Me he sentido tranquila libre y muy bien”

**S 30:** “Muy bien porque fluye del alma”

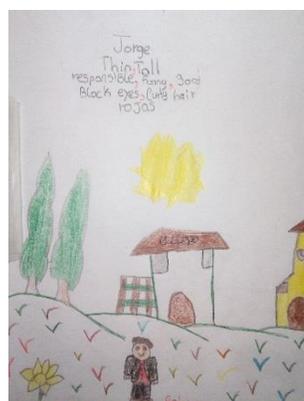
(First Questionnaire May 23, 2016)

The data samples show that students felt free and inspired when writing poems in English. Also, Children were able to express the experiences and interpretations (Farokhi and Hashemi, 2011) they had in and from their rural surroundings by drawing when writing. Data showed that apart from developing their language skills, poetry developed their imagination (Watts, 2016) regarding different topics on their village. The following drawings mirror students’ “reading” or interpretations from their rural context and the way they imagined historical characters from the rural village.



This is how Harold Ibañez, Carlos Bayona, Laura Reyes, Johan Gomez, Santiago forero, Roger viracacha, Rodrigo Medina and Anderson Mora imagined and represented the indigenous from Quiba.

(Extract from the Book “Here goes my poem to Quiba”p.19. The indigenous from Quiba)



(**S18:** Diamond poem to Jorge Rojas. August 18, 2016)

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Moreover it was found that the majority of students mentioned poems as “that” something they would always remember about their English class. According to (Watts, 2016) If children are approached to poetry during their young ages, they will “hold it for life” (p.7). We believe that what children learned about their rural surroundings, in a situated manner and through short poems, might be held by them for life.

**S26:** “yo me acordaría los poemas la iglesia los indígenas y la vereda de Quiba”

**S52:** “Al profe Yeison a la profe Pilar, los increíbles poemas en Inglés y las cosas que nos enseñaron”

**S42:** “Recordaré a el profe Yeison, los poemas y la vereda”

(Final questionnaire. Nov 15, 2016)

### **Category 4: Writing a Book on place together.**

As part of our pedagogical intervention in Quiba Alta Rural School, children were encouraged to write poems to be saved in their own portfolios. After some time, the poems written by children were gathered, selected and edited in order to be part of the final project which was a book on Quiba Baja Village. Data revealed that from the experience of writing to create a book, children grew a sense of belonging and participation (Willms, 2003) in which they felt proud of being part of an academic outcome , in our case, the book, and also developed prosocial actions (Kostelnik, M. et al. 2015) from the making it.

### **Subcategory 1: Growing a sense of belonging from writing a book.**

According to (Willms, 2003), students develop a sense of belonging when they have good relations with students and teachers and also when they value and feel identified with “schooling outcomes” (p. 2). After analyzing data, it could be said that children were into the whole writing process and felt proud of the outcome. According to (Bishop, 2003), when children must capture their interpretations of the landscape in a poem that will be part of a book that others will see, they become more creative and careful writers, bearing this in mind and based on our findings,

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students were very active and engaged in writing which at the same time, contributed to a sense of belonging in the classroom. The data analyzed, revealed that students developed a sense of belonging when they saw the final product of our English class which was the book.

**S26:**” Yo me sentí muy feliz y me gustó participar en hacer un libro”

**S42:**”me sentí muy bien pues porque pudimos participar de ese libro

**S57:** “Yo me sentí muy bien en el libro porque ahí salían mis dibujos y mis poemas”

(Focus Group # 2 November, 2016)

As seen in the data samples above, all students felt very happy to feel part of a book. The data samples were taken from a focus group in which students were asked on their feelings when they saw their names, poems, and drawings on the book. Their answers evidenced that they felt proud of their work and also felt a sense of belonging in a book project that came from the EFL classroom.

### **Subcategory 2: Developing prosocial actions from the making of a book.**

Due to the fact that the making of a book was our common goal to achieve (Kostelnik, M. et al, 2015), we guided students to “simple prosocial interactions” (p.445) such as: cooperating, helping, sharing, etc. We encouraged them to help each other during the writing activities, to share their dictionaries, color pencils and other materials, and to work in groups. By nurturing these prosocial actions in our EFL classroom, we intended to create a friendly environment that allowed children to work together towards a common goal which in our case was the making of our book on place. According to (Kostelnik, M. et al, 2015) prosocial actions lead to positive attitudes in students towards themselves and towards others. Data showed that having a common goal in the EFL classroom, developed in students prosocial actions.

**S20:** “Yo aprendí a trabajar en equipo en la clase de inglés, yo aprendí a no pelear en la clase de inglés”

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**S25:** “Aprendí a respetar, aprendí a ayudar a mis amigos y compañeros”

**S12:** “Yo aprendí en la clase de Inglés a compartir y respetar”

As seen in the previous data samples, the data analyzed evidenced that many students expressed that they learned to share, to work together, and to respect each other in the EFL classroom. These prosocial behaviors, helped children to be committed to finish the work given and also to “perceive themselves as valued, competent and capable” (Kostelnik, M. et al, 2015. p.445). The following data samples, revealed that students felt prosocial after having seen the final product, the book.

**S25:** “yo me sentí alegre porque trabajamos en Equipo “

**S56:** “yo me sentí bien porque pude participar en el libro y mis compañeros también”

**S10:** David: yo me sentí muy feliz porque al fin puedo salir en algo...y es el libro de Quiba”

(Focus Group # 2 November, 2016)

As seen in the preceding data samples, data analysis revealed that students were being part of a social community, which in the case of our project was the EFL community. According to (Kostelnik, M. et al, 2015) in social community environments, students “tend to be more kind to one and other” in the light of what the authors state, the data samples above showed that students felt good working together. As for the last data sample, it shows that some students started feeling valued and b after seeing the book they made. The upcoming chapter presents the conclusions, limitations and implications that emerged from the data analysis and our pedagogical intervention.

**CHAPTER VI**

**CONCLUSIONS AND IMPLICATIONS**

This chapter will present the conclusions that emerged from our project, the implications that this research study has towards the Rural Education, the teaching of English language in Rural Areas, the institution where this research project was held, and the participants involved in it; the limitations that arose during the process of carrying out our project, and particular considerations for further research.

**Conclusions**

The objectives within our research study were aimed to describe and analyze the role that place based education had on EFL students from a rural school when they were approached to their rural context, and to identify the response students had towards the writing of short poems based on the genre approach, when these poems had their rural context as a core. In order to guide this research study, two questions were formulated:

1. What is the role of Place Based Education in approaching EFL students to their rural surroundings?
2. How do EFL students respond to the writing of short poems based on the genre based approach, when these poems have their rural context as a core?

In regards to respond the first question, the data analyzed evidenced that Place Based Education had two main roles when approaching EFL students to their rural surroundings. In the first place, PBE played an important role by connecting the EFL students to their rural context. While reading the rural world (learned English) students also learned to read their rural surroundings, they learned about different aspects like the history, the flora and fauna and the

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environmental issues affecting their place. Learning all these aspects from their local, made the learning of EFL situated which at the same time was meaningful for students because it had to do with their lives and context. Moreover and referring to the second role of Place Based Education, students developed strong bonds that, not only guided them to love their place, but also to feel encouraged to take care of it while recognizing the importance of its care.

Regarding to the second question and the responses students had when writing short poems on the rural context based on a Genre Based Approach, two responses emerged: On the one hand, the first response is related to the confidence and enthusiasm students evidenced to have while writing in English, since they were guided by models of poems that helped them to understand and have a clear view on what they wanted to write. Hence, data also evidenced that students felt enthusiastic to write. It was evidenced that they enjoyed writing short poems in English as they had the opportunity to sing, draw, use clay, paint, have field trips, interact with their surroundings and to express freely. Furthermore, the act of writing short poems for students was an emotional and memorable experience because as data revealed, it was something that will be remembered by them.

On the other hand, and referring to the second response students had towards a Genre Based Approach, the creation of the book guided students to develop a sense of belonging in the EFL classroom. They felt proud of the outcome and felt happy to had been part of the project. Finally, as a result from the making of a book, data also revealed that different prosocial actions such as: helping each other, sharing, and cooperating were developed in the EFL classroom. Due to the fact that children were guided in a process in which they knew we all were “putting our grain of sand” towards a common goal, they were encouraged to work together and help each other.

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### **Implications**

As for the implications that arose from the development of our research study, these are related to, Rural Education, the teaching of EFL in Rural Areas, the institution where the project was held, and the participants that were part of this research study. In regards to the implications this project had on the Rural Area in Colombia, it is inner to highlight that due to the fact that this research study was an action research project that helped us to understand and have a clear view on how different components such as: the role of the Rural Place, the role of the Rural Community, the English standards from the MEN on rural schools, and the different educational policies on the rural concerns of Rural Education, worked in the learning process

As for the teaching of EFL in the rural area of Colombia, this research study contributed a notion of teaching English that was meaningful and situated having as a core the rural context. As far as we have researched, Place Based Education has not been implemented in the field of education of English as a foreign language in Colombia, hence, we believe that our research project might be of a great reference for future researchers and for people or organizations who are interested on working with place as a core of teaching processes. In regards to the implications this research project had towards the institution where it took place, the use of Place Based Education demonstrated that students developed consciousness to their rural surroundings that enabled them to be more aware of their local and what is more became active agents in pro of their school. Furthermore, this study provided to the institution a meaningful conception on the importance of having local as a core for teaching. Teachers and coordinators of the school were very interested on our job and recognized that it is a good idea to include the local context in the English curriculum.

Lastly, and referring to the implications on the participant involved in our research study, thanks to the implementation of PBE, students developed a place consciousness towards their

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rural context by creating emotional bonds towards their immediate rural context that guided them to love it and take care of it. Students improved their conscious reading towards the rural context, in their case the Village of Quiba, by knowing its history, its flora and fauna, its important places and people, and its environmental issues. Regarding students' English learning, they showed more confidence and enthusiasm when writing in English; a fact that led students to gain more meaningful and situated vocabulary in English. Moreover, thanks to the creation of the book, a sense of belonging was nurtured in students. Also we believe that by creating a book that shows the history, and the attributes of the village of Quiba along with the poems from our EFL students, we contributed with our grain of sand to present others the uniqueness of the village of Quiba and the magnificence of the rural side of Bogotá. Finally, the implications that this study had on us, as preservice EFL teachers, and novice researchers were that we felt proud because of the job done along with students from a rural school which does not have the same possibilities as schools in the urban area of Bogotá. Also, we felt encouraged to keep working on innovative methodologies to teach English as a foreign language in rural contexts.

### **Limitations**

One limitation that emerged from our study came from one of the characteristics from PBE which is related to the participation of the community. According to (Sobel, 2004) different members of the community should be involved when working with place Based Education. When talking about PBE in different countries, different public entities such as; police officers, firefighters, environmentalists, and different teachers are part of the school community and help to connect children to the different local contexts. Sadly but true, in our Colombian context such procedures are not common. Even though the implementation of Place Based Education in our rural context was a success, it would have been ideal and very good to count with the help of different entities and also have more resources that would have enabled us to do greater things

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with and for the community. Another implication is related to the extracurricular activities during the English class timetable that interrupted the development of the class. Moreover, we consider that the time provided for our English classes was not enough.

### **Further Research**

This research aimed to explore and describe the role of an education that was based on the place in which learning of English was taking place, with the objective of creating bonds between students and place and also encourage children to learn about their local while learning to write in English as a foreign language. The findings that emerged from our research study, evidenced that students enjoyed learning about their rural context and at the same time learned about it through English language, Moreover, students learned to write short poems in English that developed on them prosocial actions confidence and enthusiasm. Bearing all this in mind, it could be an interesting matter to explore the roles of Place Based Education in a different setting like the urban areas, and also teach students to develop other English skills such as: Speaking and reading.

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## Appendices

### Appendix # 1 First Questionnaire

CUESTIONARIO

Name: Miguel Zulozar Date: May 23, 2016

Querido estudiante, el profesor Yeyson y la Profesora Pilar quisiéramos saber cuáles son tus sentimientos sobre la vereda de Quiba, y cómo te has sentido escribiendo poemas en inglés en la clase de inglés.



1. Describe ¿cómo te has sentido escribiendo poemas en inglés?

Me he sentido muy bien, feliz  
y tranquilo porque he  
aprendido inglés y  
sobre quiba

2. ¿Consideras que los alrededores de tu colegio son importantes? ¿por qué?

Si porque los alrededores  
no dan el oxígeno la  
comida y la tranquilidad

3. ¿En qué materias te enseñan sobre la vereda de Quiba?

En inglés y ambiente

Appendix # 2 Second Questionnaire

Nombre: Ana Maria Peralta fecha: 18 de agosto  
Curso: 4 B



CUESTIONARIO # 1 CLASE DE INGLES

4. ¿Qué has aprendido en las clases de inglés? Describe con detalle.  
5. ¿Qué es lo que más te ha gustado de las clases de inglés?  
6. ¿Te han parecido importantes los temas que te han enseñado la/el profesor(a) de Inglés? Si  no   
¿Por qué?

1 yo he aprendido muchas cosas como hacer poemas en inglés las palabras en inglés adjetivos verbos y animales y no es otro profesor tan dulce de inglés como el profe yeison.

2 mi lo que mas me gusto fue que el profe nos enseñó una dulce canción en inglés

3 mi me an parecido demasiado excelente porque pues nos enseñaron muchas cosas interesantes para nosotros y jamas me senti tan aprendizaje de inglés.

Por el vien de el ingles

Appendix # 3 Third Questionnaire

CUESTIONARIO

Nombre: Luz Marly Beltran - Tuesday 13 September

¡Ayuda a la profe Pilar a saber cómo está haciendo su trabajo!



La profesora Pilar diseñó un cuestionario para conocer tu opinión acerca de la clase de inglés y de cómo ella está haciendo su trabajo. Te pide que por favor contestes las siguientes preguntas con la mano en el corazón, es decir ¡con mucha honestidad!

1. ¿Cómo te has sentido escribiendo poemas?

Feliz escribiendo poemas o si no escribiendo me siento  
relajada como los poemas con la profesora Pilar.

2. ¿Qué has aprendido con la escritura de poemas?

has aprendido a cuidar el medio ambiente con la  
profesora Pilar hacer títulos en inglés lo que paso  
cuando yo no estaba.

3. ¿Te gusta escribir en inglés? SI  NO  ¿Por Qué?

Porque cuando sea grande voy a leer y a hablar  
inglés como historias.

4. Si tuvieras que escribirle un poema a la clase de inglés de la profesora Pilar, ¿Que título le pondrías a ese poema? Escribe el título en la siguiente línea.

UN POEMA DE INGLES

# Teaching EFL in a rural context through Place Based Education

## Appendix # 4 fourth Questionnaire

Name: Paula Pedraza

Date: Tuesday, 8 November



Querido estudiante, el profesor Yeison Espejo y la profesora Pilar Salazar quisiéramos saber cómo te has sentido con las diferentes actividades que hemos realizado en clase de Inglés, por favor contesta las siguientes preguntas del cuestionario con mucha honestidad.

### CUESTIONARIO

- 1) ¿Qué piensas de los poemas caligrama y los poemas de dibujos?

Yo me siento feliz pero el que  
me gusta más es el poema de dibujo

- 2) ¿Cómo te sentiste recogiendo basura alrededor del colegio? Describe la experiencia.

que muy divertido porque aprendimos  
a que tengo que ayudar a  
recoger basura.

- 3) ¿te gusto hacer platicos de comida para los pajaritos? Si  no

¿Por qué? Describe la experiencia.

La parte muy chévere cuando vi a  
todos los mielitos de pajaritos  
bolando y por hay.

GRACIAS...

Appendix # 5 fifth Questionnaire

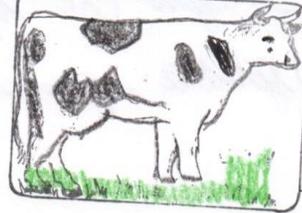
Name: Sebastian G.

Date: 7/17/2016

Querido estudiante como ya sabes, las clases de inglés con el profesor Yeison y la profesora Pilar han llegado a su fin, quisiéramos pedirte que por favor contestes con la mano en el corazón el siguiente cuestionario. ¡Gracias!



CUESTIONARIO



- 1) Menciona en una lista las diferentes cosas que aprendiste en la clase de inglés.

7 yo aprendi los colores

2 oraciones y sobre el peto

3 poemas 6 la iglesia de quilea

4 y reciclar, reusate reducir

- 2) ¿Qué recordaras para toda la vida sobre las clases de inglés?

yo recordar los colores

las clases y todo lo

demas



- 3) ¿Qué te gustaría volver a hacer en el futuro cuando vuelvas a tener clases de inglés con otro profesor?

yo haria mas cosas

y lo mismo que e

elhe en ingles.



## Teaching EFL in a rural context through Place Based Education

### Appendix # 6 Fragment of Semi-structured interview

Date: November 26<sup>th</sup> 2016

Interviewer: Yeyson Espejo

Interviewed: Wilson Martinez

Homeroom teacher.

	<p><b>R:</b> Researcher  <b>HT.</b> Homeroom teacher.</p>
1	<p><b>R:</b> ¿Cuál es su opinión acerca del desarrollo del Proyecto final de la clase de inglés el cual fue hacer un libro en inglés con los niños acerca de su vereda?</p> <p><b>H.T:</b> Bueno en cuanto a la primera pregunta ¿cómo me pareció el desarrollo del trabajo final que fue hacer un libro de la vereda con los niños?</p> <p>Bueno, me pareció una estrategia muy bonita, ya que permite ir recopilando todos los trabajos, las diferentes actividades que desarrollaron los niños, para agruparlos, ósea en un documento, en este caso el libro, el cual, pues primero se puedo exponer para ellos mismos, y pues que pueda ser publicado, Entonces es algo que va a trascender, por lo menos ya va haber un referente en cuanto a la vereda, desde la parte del desarrollo de poemas en inglés, entonces esa estrategia me pareció muy buna tanto para los niños, primero porque pudieron ver sus trabajos, un documento como publicado , como si fueran escritores, eso motiva mucho a los estudiantes.</p> <p>Segundo por la vereda, porque va ser un libro que va ser publicado, pues en ese sentido, muchas más personas van a conocer lo que es Quiba</p> <p><b>R:</b> ¿qué piensa del proceso que se llevó a cabo en la clase de Inglés para que los niños llegaran a escribir poemas en inglés y para que estos fueran después incorporados en el libro?</p> <p><b>HT:</b> con respecto a la segunda pregunta del proceso de las clases para que los niños construyeran poemas, para luego ser incorporados en el libro fue muy significativo.</p>
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## Teaching EFL in a rural context through Place Based Education

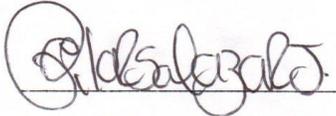
### Appendix # 7 Consent format

Bogotá 21 de Abril de 2016

Apreciados Padres de Familia,

Por medio de la presente, los estudiantes, Rocío Del Pilar Salazar Jaramillo, y Yeison David Espejo Malagón, estudiantes de la Licenciatura en Español- Inglés de la Universidad Pedagógica Nacional, nos dirigimos a los padres de familia del estudiante BRYAN DANIL RAMIREZ con el fin de informarles que como parte de nuestra práctica docente en el colegio Rural Quiba Alta, y con el fin de desarrollar nuestro trabajo de grado en el área de Inglés, estamos contando con la participación y apoyo de su hijo(a) en un proyecto de investigación, Por tanto le a solicitamos a usted Hermes Ramirez (Madre o Padre de familia) con número de Cédula 790159064 para que autorice que su hijo(a) haga parte en la aplicación de este proyecto. El proyecto implica que los estudiantes sean parte de fotos, grabaciones, entrevistas, y actividades, guiadas con el apoyo y la ayuda del colegio y los profesores directores de grupo. Es importante mencionar que la aplicación de este proyecto de investigación, no tiene ninguna relación directa con la nota, o desempeño que su hijo(a) tenga en el área de inglés. En cuanto a la confidencialidad de los estudiantes, ni las fotos, grabaciones o entrevistas, llevaran el nombre de los estudiantes, simplemente se les asignara un código o un número para así mantener la confidencialidad del estudiante. Por último, cabe mencionar que en este momento este proyecto se encuentra en fase de diagnóstico y aplicación, por lo tanto está sujeto a futuros cambios en cuanto a su aplicación y desarrollo. En caso de tener alguna pregunta o inquietud puede comunicarse con nosotros a los siguientes teléfonos 311 8545573 – 314 3458078.

Gracias por la Atención prestada.



Rocío Del Pilar Salazar Jaramillo

\_\_\_\_\_

Yeison David Espejo Malagón.

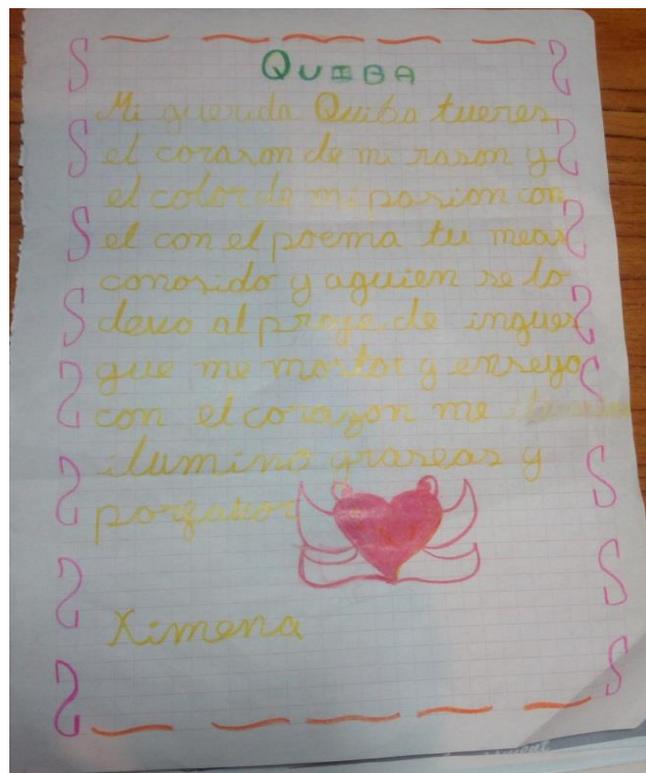
Nombre padre de Familia Hermes Ramirez

Cedula 790159064 Bta

Firma 

## Teaching EFL in a rural context through Place Based Education

### Appendix # 8 Letters written by students



## Teaching EFL in a rural context through Place Based Education

### Appendix # 9 Field note sample

#### LESSON PLAN 2

#### The Colors Of Quiba

**School:** Quiba Alta Rural School **Grade:** 4<sup>th</sup> Grade **Teacher:** Pilar Salazar Jaramillo

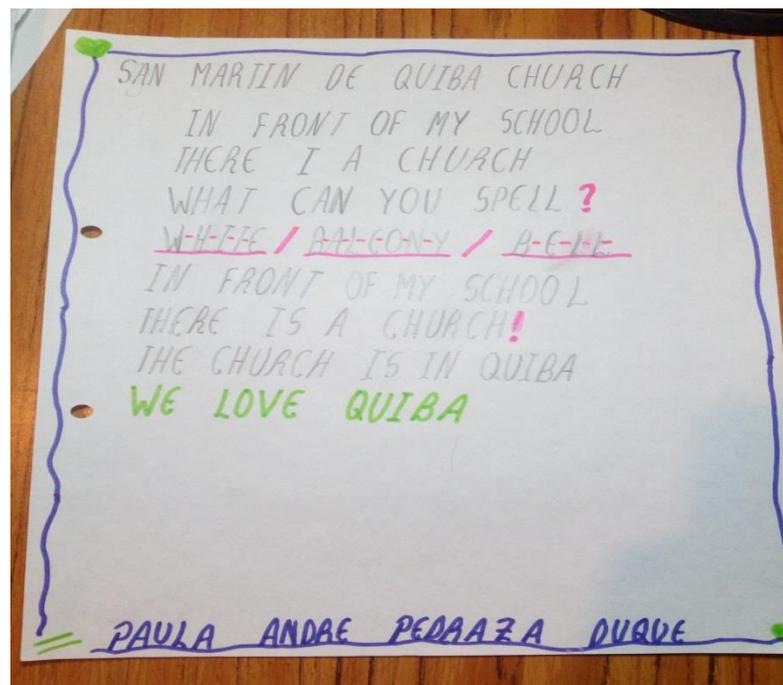
#	OBSERVATIONS/ NOTE TAKING	INTERPRETATIONS AND COMMENTS/NOTE MAKING
1 2 3 4 5 6 7	The children Started singing the Jazz Chant to Quiba, as soon as they saw me entering the classroom. I started singing along with them and then took out the images to encourage them even more to sing. After singing the song two times, I told students to say Hello to The teacher who was going to be observing me during.	I found very rewarding and encouraging to see children singing the song by themselves without waiting for me to guide them to do so. I consider that the incorporation of the jazz chants to the classroom was the perfect complement for teaching situated vocabulary and how to write in English.
8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36	For the warm up I used the poem “The colors of my neighborhood” First I explained Ss why I wrote the poem and How I did it, I told them I went out of my house and Walked around my neighborhood in order to write a poem to share with them, they were paying close attention to me, nobody was talking, Most of them were looking at me and the ones who were not, were looking at the visitor who was with us that day. After explaining students the structure of the poem and some vocabulary they hadn’t seen before. I asked Ss to help me completing the poem because it was missing some words and drawings, Ss were supposed to match the words and images and pasted them were they belonged. I gave each table some drawings and they all helped to complete the poem. Most children did a great job when completing the poem, no mistakes at all, just two children got confused with the colors but others starting correcting them. When the poem was completed we all read it together. I went line by line pronouncing for them and they repeated in a very active way. Then, I introduced the “inspiration chart” I explained Ss that in order to write my poem, I used an inspiration chart and they were going to do the same in order to write a Color poem to Quiba. I told Ss we were going to go outside to the main square of the village in order for	I have noticed that giving them my own example of the poem catches their attention. It was the first time I talked to them about my neighborhood and it seemed to me that the fact that I was telling them how I wrote my poem and that it was a poem from my own real experience encouraged them to pay attention while I talked. Every time I go over the poems with students it seems that they understand them in ns easy way. The activity of filling the blanks on poems seems always fun for them, and It permits me to see if they are really learning and appropriating the words they learn. The fact that children correct each other makes me think that there is meaningful peer assessment in the class and we are all learning. They surely like when I talk to them in English they pay attention and repeat actively. When I showed them that I used an inspiration chart, some children started hurrying me to pass it so they could paste it. It seems that they like when I present new material to them and they know they will use it. When I told them that we were going outside in order to write on their inspiration charts, it seemed to me that they got very happy. Because we did not want children to feel language was a barrier when reading their rural surroundings to write the words on

## Teaching EFL in a rural context through Place Based Education

37	them to write on their inspiration chart most	the inspiration chart, we prepared this
38	of the class said YAY!!.	lesson plan having in mind that it was ok
39	Once outside	for students to write in Spanish if they did
40	students were supposed to write an object	not know the word in English. Still during
41	or animal and their color. It was ok if they	the exercise students were very active
42	did it in Spanish but if it was in English it was	looking for the words in English when they
43	better. Ss took their notebooks and the	did not know the word they would ask the
44	inspiration chart. Once we were out the girls	other teachers that went outside with me
45	stayed with me and the boys stayed with Mr.	for this activity. I was happy to see children
46	Martinez. One girl exclaimed "look Miss	were enjoying the activity as simple as it
47	cows...they are so cute! And the other girls	was, when the girls stared at the cows I
48	said "yes...so cute!"	was surprised to see they were actually
49	Boys were looking at the cows and the	surprised to see them even though cows
50	mountains, girls were looking at the church	are a very common element in the context
51	and going back to their notes on the	of their school. Students seemed
52	notebook to look for the correct way to write	encouraged to write in English even if they
53	the colors in English, The boys were asking	were not sure on how to write the word
54	me to translate for them, some girls did too.	correctly. The fact that it was very cold
55	Others were asking teacher Wilson and	made students a little bit loud but they
56	others teacher Johana. Some Ss wrote the	seemed to be very happy with the exercise
57	words in Spanish but most of them in	of looking at the landscape. Kids were very
58	English even if it was wrong written. It was	affectionate which makes me think that the
59	very windy so the girls started hugging me	English class was giving them a chance to
60	and the boys started to do the same. Soon	express their affective emotions not only to
61	we all were one big group, hugging while	the environment but also to each other and
62	looking at the cows. After 10 minutes	their teachers. Once we were back in the
63	outside most children had their inspiration	classroom, Students shared with the class
64	charts filled, so I told students that it was	the words they wrote on their inspiration
65	time to go back. Once inside the classroom	charts, I was very happy to see that most
66	we shared the different objects and the	children really made the effort to write the
67	colors we found outside. I wrote some of	words in English even when it was not
68	them on the board, and then told students	mandatory. For me this is an example of
69	to write the words they have in Spanish in	doing something because you feel inspired
70	English to my surprise just a few of them	to do it and not because it is an obligation.
71	had the words in Spanish. Some students	After the activity outside the classroom
72	had their inspiration charts completely in	students were working very organized in
73	English, some others in English but with a	the classroom, they were quietly but
74	lot of mistakes, just a few of them in	enthusiastic writing their poems, I can
75	Spanish. Then I explain Students the model	assume they were enthusiastic because
76	to follow in order to write the Color poem. I	they were asking questions, following
77	wrote the model to follow on the board.	instructions on how to write and working
78	Students starting writing their own poem on	very organized and concentrated.
	their notebooks, as homework they had to	
	finish writing the poems on their notebooks.	

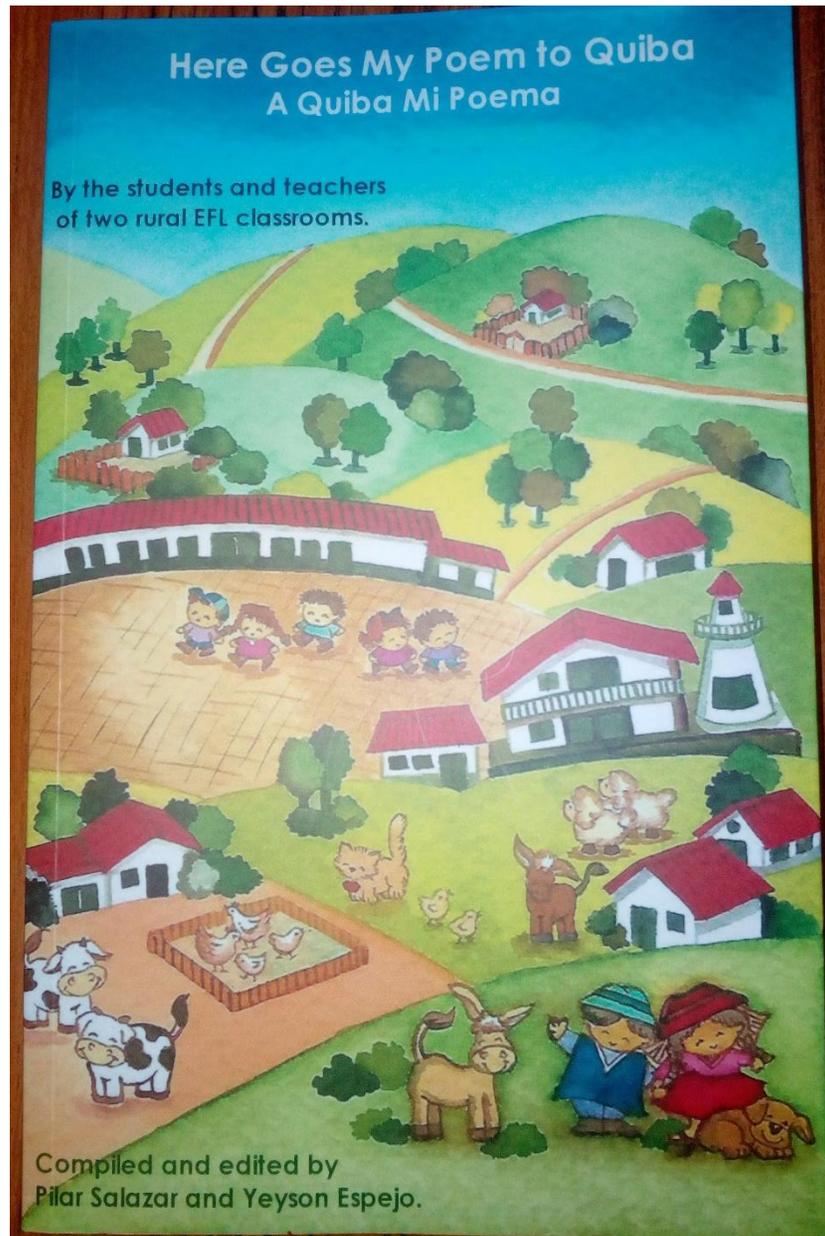
## Teaching EFL in a rural context through Place Based Education

### Appendix # 10 Artifact Poems in English.



## Teaching EFL in a rural context through Place Based Education

### Appendix # 11 *Here Goes My Poem to Quiba Book*



## Teaching EFL in a rural context through Place Based Education

### Appendix # 12 Lesson plan sample

<b>LESSON PLAN #7</b>			
<b>Recycle and reuse to Help our environment</b>			
Topic: Learning about recycle and reuse.	Subject: English Teachers: Pilar Salazar and Yeison Espejo	Grade: 4 <sup>th</sup> date:	Time: Two hours <b>Date:</b> Tuesday October 18
<b>Research Questions:</b>			
<ul style="list-style-type: none"> <li>✓ What is the role of Place Based Education in approaching EFL students to their rural surroundings?</li> <li>✓ How do EFL students respond to the writing of short poems based on the genre approach, when these poems have their rural context as a core?</li> </ul>			
<b>Objectives:</b>			
<ol style="list-style-type: none"> <li>1. To explore and describe the role that place based education has on EFL students from a rural school when they are approached to their rural context.</li> <li>2. To identify and describe the response students have towards the writing of short poems based on the genre approach, when these poems have their rural context as a core.</li> </ol>			
<b>Domains of learning : Social (S) Physical (P) Emotional(E) Aesthetic (A)</b>			
<b>PROCEDURE</b>	<b>TIME</b>	<b>A.L</b>	<b>MATERIAL</b>
<p><b>1. Reviewing and Eliciting</b></p> <p>The teacher will start the class by singing the jazz chant “pick Up the garbage” by dancing and singing. The teacher will Start the class by eliciting what students know about recycling and reusing.</p>	5 minutes	<b>P</b>	
<p><b>2. Warm up</b></p> <p>The board is divided into three sections the “recycling section” “not recycling section” “ reusing Section” The teacher has some flashcards that she/ he gives to each table from the classroom. Each table must paste the flashcards according to the section they belong on the board. With the help of the flashcards, the teacher explains students the differences between recycling and reusing.</p>	15 minutes	<b>S</b>	The flaschcards.
<p><b>3. Vocabulary on place!</b></p> <p>The teacher reviews the pronunciation of the flashcards on the board, then the teacher encourages students to reflect on the garbage images and if they have seen those in Quiba Baja village. The teacher encourages children to sing a song with the recycle elements. Recycle the paper</p>	7 minutes	<b>E</b>	Flashcards.

## Teaching EFL in a rural context through Place Based Education

<p>Recycle the paper Recycle the what? The paper.... Paper, glass, plastic.</p>		<b>P</b>	
<p style="text-align: center;"><b>4. Writing on place</b></p> <p><b><u>Scaffolding</u></b> <b>Teacher input:</b> The teacher presents to students a shape poem He/ she created on recycling. <b>Modeling:</b> T goes over the poem and explains students that this is an artistic poem, its characteristics and how he/she wrote it. <b>Explicit instruction:</b> T explains students, what her poem means, and what it wants to communicate; she encourages Ss to write a shape poem that means and communicate on recycling elements.</p> <p><b><u>Independent construction:</u></b> The teacher encourages students to write their own shape poem to show what elements we can recycle to help our rural surroundings.</p> <p><b>Writing frames:</b> T writes a frame on the board in order to guide students on how to write their own shape poem. <b>Collaboration:</b> While Ss are writing the T monitors their process and helps them if necessary.</p> <p><b><u>Purpose of Writing</u></b> the purpose of writing a shape poem in our recycling and reusing class is to:</p> <p><b>Genre purpose:</b> To write a report by means of a shape poem of the elements that can be recycled. <b>Social purpose:</b> To write a shape poem that presents the elements that we can recycle to help our rural surroundings (Quiba Baja village)</p>	<p>10 minutes</p> <p>20 minutes</p>	<p><b>S, A</b></p> <p><b>E</b></p> <p><b>A</b></p> <p><b>E, S</b></p>	<p>Shape poem</p> <p>Paper Poetry folders</p>
<p><b>5. Closure: The T will ask Students:</b></p> <p>What did we learn today? What is the difference between recycling and reusing? The teacher tells students that they will do a reusing activity for next class and for that students need to bring some materials to class. <b>Homework:</b> For next class bring A medium orange Yarn or twine a meter and a half A little bag of bird seeds 1 little bag of honey.</p>	<p>5 minutes</p>		

## Teaching EFL in a rural context through Place Based Education

Appendix # 13 **Table 3.** *Genre based procedures in our lesson plans.*

	GENRE BASED PROCEDURE
<p><b>Cycle:</b> 2 Hands on</p> <p><b>Lesson plan:</b> we can help our school surroundings</p> <p><b>Writing outcome:</b> A calligram poem on the importance of not throwing garbage on the local surroundings.</p>	<p>✓ <b>Scaffolding:</b> Includes teacher input, modeling and explicit instruction.</p> <p><b>Teacher input:</b> As the input in every class our own poem to show students how we wrote in specific subjects. In this case a Calligram poem on the environment issues of our neighborhood.</p> <p><b>Modeling:</b> analyzing the Calligram poem sample Hyland (2007). Showing how the writing of the Calligram poem was done Corbett (2008) line by line and presenting the vocabulary and the adjectives of our neighborhood.</p> <p><b>Explicit instruction:</b> Instruction on the meaning of the poems their situated vocabulary and what they wanted to communicate.</p> <p>✓ <b>Independent construction:</b> it includes writing frames and collaboration from the teacher</p> <p><b>Writing frames:</b> Student wrote their own Calligram poem by incorporating the words they wanted to and following a writing frame Wray &amp; Lewis (1997) presented on the board.</p> <p><b>Collaboration from the teacher:</b> Independent construction was monitored by us as teachers.</p> <p>✓ <b>Purpose of writing</b></p> <p><b>Genre purposes:</b> Hyland (2007) To write a report by means of a Calligram poem to present the garbage (vocabulary) students picked up in front of their school.</p> <p><b>Social purposes:</b> Chala &amp; Chapetón (2012) to write a Calligram poem that presents the important aspects of Quiba Baja that each student finds relevant to have in mind to avoid throwing garbage in the village.</p>