



**Context-Oriented Workbook for the Development of the Rural Environment**

**Vocabulary in Students of Fifth Grade**

**Master's Report By**

**Juan Felipe Sánchez Díaz**

**Master's Program in the Teaching of English as a Foreign Language**

**Escuela de Ciencias de la Educación**

**ICESI University**

**2022**



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## 1. Abstract

This master's report was based on the implementation of a contextualization book focused on vocabulary from the rural mountainous area of Valle del Cauca. This material was designed directly for fifth grade students at the San Francisco school in the town of Santa Lucia Valle. The school in question is located far from the main headquarters of San Juan de Barragan. This research was generated through the need of elementary school teachers in rural schools, since most of them do not have the resources and methodologies for the teaching of English as a foreign language. Following Ramos and Aguirre (2015), the community was an important aspect in the implementation of the didactic material since it was necessary to take into account cultural, social and economic dynamics students were used to. The workbook used six units and each one of these contains, consecutively, six sections in which the contextualized vocabulary was worked on. In this project, vocabulary was considered as the central basis of learning English as a foreign language since how it is mentioned by Ab Dollah and Shah (2016) “language learners with abundant vocabulary are inclined to improve other skills including thinking capabilities.” To carry out this implementation, instruments such as a journal were used for the observation and analysis of perception of both the students and the homeroom teacher, pre-test and post-test, which served to give a diagnosis and a result of the intervention, for this case, the participation of a control group was necessary in order to attest to the aspects to be highlighted after the workbook implementation. In addition, a survey was carried out on the homeroom teacher to recognize their perception about the workbook. Finally, positive results were obtained after the implementation of the workbook and the execution of the instruments. It was concluded that the students easily found use for the vocabulary seen in the workbook and it was shown that in this elementary rural school, teachers find a lot of support in materials designed for their population.

*Key words:* Contextualization workbook, EFL, ELT, elementary school, elementary school teachers, rural areas.

## **2. Introduction**

The use of English as a foreign language in rural schools is a major challenge in the educational environment. The teaching and learning of English in Colombia are subjects which have been included in discussions for many years, and the Ministry of Education has promoted exercises for its better development, such as the Suggested English Curriculum and the various projects which have been implemented around the country. As a main point, rural schools differ from urban schools in regards of the context, which includes, the customs, traditions, economy and social life. These factors directly affect the connection between the resources and materials created for English teaching in the country and the schools' context and teachers' methodologies.

There is a disconnection between what is planned to be taught and the reality in the rural schools. Communities in the rural areas generally do not see the relevance of learning more than basic reading, writing and math. The learning of English through materials which are far removed from the context is also influenced by the attitudes of the community which in most cases are not interested in learning a foreign language. Rural communities in Colombia do not see the relevance of English in their environment because they have never had seen the language as something they can use to connect with other speakers and environments. English is seen as an unnecessary tool which is far away from their reality, and in general people do not require a foreign language to continue working and progressing in the agricultural sector.

One important aspect to highlight is that rural communities do not think English is useless in other scenarios due to the "lack the opportunities that result from

accessibility to universities and colleges in foreign contexts. Likewise, museums and libraries are not easily accessible to rural students” (Rahmat & Akbar,2019). the problem is when English is included in rural life, it is as a paradigm of what is seen abroad, which does not belong to the local way of life. Rural communities therefore need to be aware that English, as a language spoken in many other countries, brings many possibilities of progress for the population in the rural areas. English offers the opportunities to develop technology, deepen and go further with the knowledge in the productive industry. The future professionals from the rural regions will face information and research in English which will be a pivotal tool to obtain technical knowledge with the purpose of improving the mechanisms and functions in agriculture and commerce.

In relation to the English relevance in a rural community and its education, English benefits not only the capacity to get academic and professional information in the production industry; learning English also allows people to have a connection with others, to communicate about experiences, about facts, wishes, plans and many other aspects in order to meet new people and cultures. English learning does not necessarily have to be something that is far away from the real life in a rural environment, but students in this rural elementary school are used to seeing unknown vocabulary in English that they do not even recognize in their first language, and this causes a disconnection in their learning processes. It is this disconnection that is the focus of this research after observing the learners’ response when they were in English class.

When learning a foreign language in a context where it is not used at all, it makes the acquisition of expressions and interaction in that language difficult, so English



teachers in rural schools are responsible for students learning language in a way that they can actually use. To establish this point, schools and English teachers need to focus on vocabulary students will be seeing not only in an English class, but in the different aspects of their real lives. This ‘vocabulary in context’ is the crucial basis for students for learning another language, they need to be familiar with the objects and notions that the words refer to. Teachers, having this responsibility need to have the necessary resources to approach English in terms of the current words that students will be using. These words refer for example to the chores and jobs in which their family circle and the community are involved.

Notwithstanding, teachers in elementary school use materials designed for other purposes, such as English for tests, along with vocabulary that is out of context and at too high a level. Trying to bring vocabulary and the learning of English into the classroom, teachers miss the relevance students can give to English in their life out of the school. Thus, I suggest that vocabulary centered on students’ needs is the connection they need to be able to see the relevance of English and begin to use it in their lives.

### **3. Objective**

Explore the development of day-to-day vocabulary with 5<sup>th</sup> grade students in the English school program through a context-oriented workbook

#### **3.2. Specific objectives**

- Measure the extent to which the use of vocabulary in context through a context-oriented workbook improves fifth grade students' engagement with English as the language in use.
- Assess the value of a structured workbook as didactic material to help teachers develop the English class of fifth grade students.

### **4. Theme**

Context-oriented workbook for the development of the rural vocabulary in students of fifth grade.

## **5. Rationale**

Since the last two decades, Colombia has been involved in worrying educational situations. As a first aspect, the country has presented low scores in different national and international tests as Pruebas Saber and PISA in subjects as math, English and other related to humanities and arts. Another aspect, is the conception of English as a foreign language that has been given in the educational system in the country. The schools do not include the use of a foreign language as the possibility to communicate even in other scenarios such as the background and academic spaces. Enclosing, the environment has triggered strategies promoted by the secretariats of education, specifically in Valle del Cauca.

Education in Colombia, has been worried about these problems and instability along the general educational environment, the national and departmental education secretariats have been trying with processes and applied programs somehow; but, there is a current factor, which is taken as a problem due to different reasons and variations related to the context and the inequality, the disconnection between the suggested English curriculum to the reality in the rural areas of the country. This has become a serious lack of sense for the learners based on the communication skills in a foreign language.

Rural environment in Colombia is conceived in the same way Da Silva (2004) means, rural teaching and learning are terms connected to talk about factors of deficient population which can more clearly be understood from a geographical perspective. In this line, the educational system in Colombia has been centered by giving support to the

urban areas' needs. However, the understanding of the rural socio-economic reality is far from the main objective regarding the actions taken, not only by the educational Colombian system, but also the responsibility of every school member and participants.

According to the earlier mentioned, the creation of tools and pedagogical resources has great basis on the educational Colombian system; the Suggested English Curriculum shows the many ways to be applied and it is opened to get modifications, but the materials related to the content generates breakups in the aims of the classes for teachers from other subjects, in other words: elementary school teachers, who are supposed to teach all the subjects and topics in one grade (first to fifth) Ramos and Aguirre (2015) also hold realities, teachers from rural schools, face daily: "isolation in both, a social and a professional context, cultural adaptation to the rural environment, in terms of daily routines and the culture of the community and the students (Barley and Briham, 2005) and Some families do not see the relevance of learning more than basic reading, writing and math."

On the other hand, the situation presented for the students is not better, students from rural schools also find it difficult to access English as a foreign language. Lack of motivation plays an important role where the families and the communities do not have the "need" to use a foreign language because of the social environment, the economic and social dynamic do not have relation with the language. Even with touristic regions, the people need to improve their language skills with further studies if they want to be part of the tourist work environment.

The situation which poses the vocabulary development is that, it absolutely creates a different outlook in the teaching and learning of English as a foreign language, because in the final grade of elementary school, students need to be aware of their performance in the target language, that is to say, learners need to create connections with their reality before setting out further contexts in high school, indeed, those processes are supposed to be carried out in high school according to basic standards of competence in Colombia (2006), nevertheless according to the "default argument" for learning from context rests on the large and otherwise unexplained volume of vocabulary learning that goes on during a child's school years (Jenkins, Stein, Wysocki et al., 1894). Young learners are always going to be exposed to new knowledge and as they learn things outside the classroom, it is possible to condition the new knowledge to their nature. When the learners get the purpose of using words and expressions in their context, they will have choices to do it, better than practicing something they would not give relevance in a near future, the goal in learning vocabulary and working with it for the context, is to use the target language with the emotions and action they normally practice in the academic, social and personal aspects.

Ramos and Aguirre (2015) suggest “the planning must be done with community participation; it is very important to take into account what the expectations of families and students are, so that they do not feel that their academic programs are being designed by urban centers without their participation.” For this reason, designing a didactic and learner-centered material can align the objectives of a teacher as a guide of the vocabulary mastery development for the learner, is pivotal to generate the

introduction to the community to be included in the process which English as a foreign language needs the recognition as a communication tool.

For this Master's Report, context-oriented vocabulary is one of the bases to boost the language competence in a foreign language. According to Susanto (2017) when learning a foreign language, vocabulary development is often considered as a critical aspect for learners because it triggers the possibilities for successful communication. Here is when the vocabulary supports the process of developing communicative competences due to the use of words and context belongingness. Likewise, Schmitt (2000) Exposes that having great knowledge of vocabulary is central to communicative competence in the learning process of a foreign language, what represents the vocabulary as component of communicative competences even where the target language is not used. For this, the research pretends to show the extent to which the use of vocabulary in context improves fifth grade students' engagement with English as the language in use.

From the above it is clear communicative interaction provides more use of vocabulary when this has certain meaning for the learners, Nation (2001) introduces the linkage between "vocabulary knowledge and language practice." Then, not only having, but also choosing a proper vocabulary is essential for successful foreign language use, in this case, in scenarios where English is not seen as a communication tool. Alqahtani (2015), besides, mentioned that the vocabulary adequacy is crucial for a successful foreign language use. Due to the context-oriented vocabulary, students determine its use through their nature interactions as social and cultural dynamics, and at the same time it is possible

to determine how a didactic material helps the teacher develop the English class of the rural school.

## **6. Concept Framework Review**

Understanding the reality of the rural context of the elementary school addressed in relation to learning English as a foreign language, the need that both teacher and student have in relation to contextualized and located English vocabulary in their environment is recognized. This section brings the theoretical basis that relates to the development of the Contextualization Workbook for the Development of the Rural Environment Vocabulary in Students of Fifth Grade, which resulted from the need observed when seeing the English classes of a rural educational institution, in which the teacher does not have didactic resources contextualized to the reality of her students, making English a subject not common for them and of little relevance to their community.

In discussion, vocabulary development in context, rural schools and vocabulary development, teachers' awareness of English as a foreign language, strategies found to counter difficulties in vocabulary development, rural school teachers' responsibility in students' vocabulary development and context-oriented material design for ELT in rural schools, are submitted in order to recognize the use of vocabulary in context for fifth grade students' engagement with English as the target language and Assess the value of a structured workbook as didactic material to help the teacher develop the English class o through the context-oriented vocabulary. This framework is supported by authors as Ramos and Aguirre (2015), Ab Dollah and Shah (2016), and Azano (2011) among others, who present the concepts of EFL in a rural context for elementary schools.



## **6.1. Development of vocabulary in context**

In order to understand the purpose of the present project, it will be necessary to simplify the meaning of vocabulary and context, according to Ibrahim (2015) Vocabulary addresses single lexical items—words with specific meaning(s)—but it also includes lexical phrases or chunks.” When learning a foreign language, the vocabulary is the basis to adapt the knowledge to the use learners give to that language.

On the other hand, the context refers to the setting in which communication takes place. Yamin-Ali (2010) mentions that, when learning a foreign language students need to relate to what they are being taught and understand it, but when the relevance of the context is not presented “education for them is merely a drill and response”. Here is where the concept of context has a powerful connection with the vocabulary. In foreign language context, learners do not have real life needs to learn an interact with it and teachers pushed to find methodologies to develop the language skills.

## **6.2.Rural schools and vocabulary development**

As seen, vocabulary development is strongly connected to the context and it is crucial to give relevance to the use of vocabulary more than just memorizing words from a specific topic. Ab Dollah and Shah (2016) expose that “language learners with abundant vocabulary are inclined to improve other skills including thinking capabilities.” In urban schools, students are more exposed to the various strategies compared to the rural school students. The constantly updating of internet and social media, has made urban students more exposed to a foreign language as English they can find in international marketing and

products. In a contrary way, in the rural context in Colombia, communities do not have English exposure as it could happen in cities or bigger towns, that is why English learning will pass through challenges in the development the target language.

Rural communities do not straightly think English is useless in other scenarios, the problem is when English is included in the rural life, the paradigm of what is seen abroad, do not belong to the local coexistence. Rural communities need to be aware English as a language spoken in many other countries, brings many possibilities to the progress for the population in the rural areas. English offers the opportunities to technify, deepen and go further with the knowledge in the productive industry. The future professionals from the rural regions will face information and researches in English which will be a pivotal tool to obtain that knowledge with the purpose of improving the mechanisms and functions in the agriculture and commerce.

In relation to the English relevance in a rural community and its education, English benefits not only the capacity to get academic and professional information in the production industry; learning English allows people to have a connection with others, to communicate about experiences, about facts, wishes, plans and many other aspects in order to meet new people and cultures. However, English learning is not something that is separated from the real life in a rural environment, but students in rural elementary school are used to see unknown vocabulary in English that they do not even recognize in their first language, and this makes the disconnection in their learning processes.

The first contact learners have is their closest environment, meaning that the surroundings become their reality and how they conceive the world. By using a different code, learners need to have a stimulus that allows them to use what they learn in the

English class. Vocabulary development must be coherent with the suggested content, teacher knowledge and class environment.

Vocabulary development is understood as an exercise of adaptation in the environment, how can vocabulary growth be generated in a rural environment when the material is not created for the aforementioned context? According to Ab Dollah and Shah (2016) vocabulary “refers to knowledge of words and it can consist of more than a single word. It also refers to the total number of words known and can be used by a learner in speaking and writing.” Learners will develop the progress of vocabulary regarding to the environment they are involve, that is to say, when learning English, it is not only about the language proficiency, it is more complex than just leaning words.

Vocabulary development is strongly connected to the context and it is crucial to give relevance to the use of vocabulary more than just memorizing words from a specific topic. Ab Dollah and Shah (2016) exposes that “language learners with abundant vocabulary are inclined to improve other skills including thinking capabilities.”

Consequently, the progress with the vocabulary development goes further. Learners also have other humanistic skills to be developed (the activities related to their community, and their role in the economic and social relations. In the case of rural schools, students have such a different context compared to urban or private schools. An important factor to determine the differences between these environments for learners is presented by Ab Dollah and Shah (2016) who pointed that, in the urban schools, students are more exposed to the various strategies compared to the rural school students.

Rural and urban education has been divided by different social, geographic and economic features. Students have faced the same academic situations as the state test "test

knowing." Thanks to these realities experienced by the two sectors, there is inequality in opportunities. Furthermore, clearly, the tradition, customs and behavior of a community influence the education that schools offer.

According to Moulton (2001) presents in its paper Guidance for rural development specialists:

Rural areas are less densely populated than urban areas, rural schools are farther apart, requiring many children to walk long distances or pay for transportation, which causes them to lose valuable time in walking that could otherwise be spent helping at home. Some families are unwilling to send their small children down long roads alone. Long distances, poor quality roads, and inadequate shipping vehicles make it difficult to get building materials, furniture, equipment, and textbooks to remote rural schools. Stores that sell textbooks and other school supplies are few and far between in rural areas (p, 9).

This is one of the most remarkable characteristics that rural communities face in a social and productive environment, which makes even displacement and daily activities change completely. Besides, this is when even the way of presenting material for this rural area must be very different from the virtual options or those dependent on inputs such as energy, which can be carried out in the urban area.

Rural students normally handle a tradition, customs and in general, a culture different from teachers' background, materials as textbooks or didactic resources and obviously schools. They are not taken advantage of their background as family ties, their

knowledge of silent languages, their experiences and “natural heritage” that characterize the community rural.

Patiño et al. (2011) in their case study of a rural school in Caldas, Colombia:

None of it is important or valid from the urban pedagogical discourse, on the contrary, curricula must be imposed precisely designed for urban schools, uniformed values and break the feelings of belonging to a territory despised from the big cities (p, 80)

Focusing on the rural areas, it is pivotal to understand the reality nor only learners, but the community in general are involved. In the country side of the cities, children are surrounded by many other features than children in urbanity do not just have and vice versa. Along the learning process, the purpose is to adapt students to different contexts, but when referring to a basis, the first contact learners have is their closest environment. “Place in the English curriculum may increase curricular relevance for rural students and the occasion for their teachers to promote critical literacy skills, as well as complicate their thinking about its meaning” Azano (2011).

Azano (2011) also discusses about the connection in the English class content and the learners’ environment by articulating their own understandings of place and its meaning in their lives. So that, learners understand the place being the context within which they “identify the features of place, as well as an opportunity to problematize the use of place by challenging local assumptions and biases”.

### **6.3. Teachers' Awareness in English as a Foreign Language**

Colombia is a country which needs to create an enormous awareness in the educational environment, but, how to bring a foreign language and turn it into a tool spliced with the cultural and daily life routines?

Understanding that English as a foreign language, it is not seen as a priority neither rural schools nor the communities around those, teachers have to face more challenges. An important aspect is the perception from teachers when referring to the importance that is given to English subject, teachers' awareness about the English as a language developed in international scenarios presents a question about the use of the standard English in textbooks and materials, how can teachers adapt the unknown scenarios to the children who are mostly isolated?

The use of the language due to the approach to Anglophone countries, and the English as a Lingua Franca (ELF) in a EFL environment as the Colombian context. Macías (2010) presents in the Colombian context, the ELF is an alternative “as a way to avoid the resistance Inner Circle varieties sometimes face in settings like Colombia and to provide learners and teachers with more opportunities to understand the transformations that English has gone through due to its global expansion.” Conceived as a foreign language, in Colombia the learning of English faces barriers as the lack of interaction and use of it. That is why teachers can provide the English class with the contextualization of subjects that can be found in the curriculum. Teachers need to be aware of the topics adaptation if the purpose is improving the communicative competences in English.

Elementary school teachers present difficulties that hinder the foreign language development. Sari and Wardani (2019) describe the difficulties encountered in teaching vocabulary.

Due to the reality of a foreign language in a rural context in Colombia, the community and the schools do not have a use and a purpose for any word in English, so that, Students have a limited knowledge of the meaning of words and pronunciation and it would be daring to endeavor and approach a different language with strange definitions of known words in L1 and even more difficult, to bring words that are out of the context.

The lack of knowledge in the meaning of words is linked to the lack of oral speech. The speaking skill is really affected in a context where listening to a person talking with a different code could be discriminated as something unusual. This phenomenon is created from the communities' paradigm that also involves teachers' perception about English language in use.

Other important aspect is the meaningfulness the class can give to the vocabulary seen in English. Focusing on materials, some English classes show a content centering the topic in a scenario distant from the learner's experience, and this hinders the approaching to the target language. Here, students will not present a continuity in the utilization of the vocabulary seen in class. As Shen mentions (2003) cited in Sari and Wardani (2019), "memorization is important for vocabulary learning: if words cannot be remembered. Few are likely to be produced properly." Thus, memorization plays an important role in the development of vocabulary accompanied with the competences to be developed in the learner's educational process of a foreign language. In this line, this difficulty is adhered to

the motivation students may present, Astika (2015) mentions that contexts, where learners cannot use the target language vocabulary, triggers a decline in motivation.

One important challenge is how to tackle the precise vocabulary to have in class. Elementary school teachers being mostly no English speakers, do not know the vocabulary for every class. In this situation, teachers are supposed to have a planning based on the curricular designed suggested by the school. Nevertheless, teachers from this environment are not drafted for ELT approaches, methods and methodologies, and the ones that are proposed by the suggested English curriculum, offer a close chance for rural contexts.

In addition to these challenges that are described in English class in elementary rural schools, it can be found that, the time distribution for English classes depends on the given relevance in the schools' administration. According to the Ministry of Education, the English class in all the nation is invested about one or two hours per week for elementary schools, which implies a minimum of time for English class. This means that in addition to the little interaction with English by primary school teachers in the rural sector, the administrators in general do not create strategies to promote the learning of English, thus triggering little investment in material and resources for the teaching and learning of this language.

#### **6.4. Some Strategies Found to Counter the Vocabulary Development Difficulties**

On the other hand, there can be some strategies to these difficulties regarding to the development of vocabulary. Sari and Wardani (2019) also find in their study, ways to overcome difficulties in teaching vocabulary. These following tactics are proposed to help teachers in tough situations in English classroom when facing vocabulary development.



Teachers can take a group of words and specify the topics they are going to work with, for the day or for the week. Buckland (2008) as cited in Sari and Wardani (2019), stated, “by encouraging word of the day, you and the pupils identify a new word each day and attempt to use it in context as many times as possible.” This refers to the meaning teachers will show to the learners, the relevance of a word in a foreign language to be used in the own context.

The significance of a word carries the motivation until the end of the class, week or unit, teachers need to make sure if students have the vocabulary clear, and this refers to all the grades for primary schools and high school. Students can demonstrate though feedback what is relevance of the vocabulary for their life. Here, the translation cannot be forbidden, the reality of a foreign language in a rural place frames the need to use the mother tongue.

Among many strategies, teachers can be creative and use provide learners with different tactics and exercises to carry out in the English class. But when teachers are not familiar to the English didactics or the activities to learn words, it turns the language teaching in rural scenario, a quite difficult challenge. Also, when teachers have the perception of English as a subject in their job role, the English loses all the relevance it has for the globalization referring to opportunities as professional and academic development in international scenarios.

## **6.5.Rural School Teachers' Responsibility in Students' Vocabulary**

### **Development**

As well as teachers need to present progress in their professional exercise, Holguín and Morales (2016) point out that, “rural teachers are overwhelmed with the number of

tasks they are required to fulfill.” This is a variable which cannot be avoided, rural teachers need support from curricular designers who may think about all the realities rural teachers need to face. This makes a huge relation to the English teaching due to the loads of time they have to invest in order to research information and ideas to settle an English class.

Until now it is understandable that reality in a rural school is often not exposed as it really is; however, going further, teachers in elementary rural schools hold a huge responsibility, even though there are some times lack of interest to develop the communicative competence in a foreign language, teachers need to give the class and assist the students in the curricular processes. Then, it is necessary to find strategies in the curriculum to improve the basis of English as vocabulary development.

For improving the development of vocabulary in class, as Patiño et al. (2011) express, teachers should allow children to express their knowledge of the sidewalk, the farm, their environment. This generates feelings of trust in them, allowing students use the language with a purpose, conceiving English as another way to have and give information about any topic clearly related to their surroundings.

The rural context in Colombia contains an inevitable reality about the teachers’ background and knowledge field. Most of the teachers are professionals in different subjects; however, English teaching is not the most common profession seen. Most of the teachers’ studies are based on different subjects apart from English, this implies the lack of knowledge in pedagogy and didactics for ELT.

As the Suggested English Curriculum is an important factor to help the lack of standardization of ELT in these areas, is really crucial to generate awareness in the design of materials and use of resources to the EFL class. Howard and Major (2004) mention: “A

key criticism of commercial materials, particularly those produced for the world-wide EFL market is that they are necessarily generic and not aimed at any specific group of learners or any particular cultural or educational context.” Although the Ministry of Education has provided excellent materials for the teaching of English in the Colombian context, the appropriation and adaptation of these didactic resources for the rural sector, which is extremely different from the urban sector, has not been easy.

Teachers could just as easily be invested in creating and designing materials for a specific population Holguín & Morales (2016). By understanding the environment and student’s needs, teachers have a wide outlook to start creating or adapting materials they may have. This approaches the students to comprehend that the use of English can be close to their surroundings. As shown in Kruidenier and Clément (1986) vocabulary development of a foreign language in rural students is attached to two important factors; the degree to which the learner will use the language in every-day life, and the prestige accorded the language being learned. That is why the responsibility rests with the designers of the English curriculum for these certain places, they have to think about the elementary school teachers who do not have the tools and the resources to bring the competences required in the Suggested English Curriculum.

#### **6.6.Context-Oriented Material Design for ELT in rural schools**

According to Núñez and Téllez (2009), ELT materials could be considered effective if they facilitate the learning of a language by increasing learners' knowledge, experience and understanding of it and, simultaneously, helping learners learn what they want and need to learn. And there is when the disconnection appears; when teachers receive

materials from the projects for the teaching of English, these pedagogical resources are not created for the contextual reality where the cultural and traditional varieties affect the purpose of the target language. This does not mean English cannot be used in rural context, but the use must be different in the development of vocabulary and the situations presented in the environment.

According to Núñez and Téllez (2009) “language learning materials constitute a key factor in creating effective teaching and learning environment.” That is why the rural areas urgently need the design of ELT materials for the development of the contextualized classes with children. Citing Tomlinson (1998) mention that “these materials could be considered effective if they facilitate the learning of a language by increasing learners’ knowledge, experience and understanding of it and, simultaneously, helping learners learn what they want and need to learn” Núñez Pardo and Téllez (2009).

According to Graves (1997) cited in Núñez and Téllez (2009) there is a structure and components that belong to the design of materials. These components are related to the teacher’s possible needs in the class. This structure contains 7 sequential features to generate a solid and stable material for the English class development.

#### A. Needs assessment

Through the alignment and recognition of the needs, an evaluation route is established so that coherence can be evidenced in each objective of the material.

#### B. Setting goals and objectives.

being extremely important, the setting of goals and objectives after recognizing the national and local purpose, the material to be designed must show solidity in its objectives.

#### C. Conceptualizing content/designing a syllabus.

To specify, all schools in Colombia have the opportunity to use the Suggested English Curriculum and it can clearly be designed from it. For the conceptualization of the content and the creation of the syllabus, it is entirely useful to take as a basis the national document, which allows to publicize pedagogical orientations and thematic axes for the integration of different contents.

#### D. Selecting and Developing Materials and Activities

The teacher's participation in this component is almost complete, the teacher can be guided by the suggested English curriculum and the suggested topics and contents are taken from this. In this case, for rural areas, the contents will vary depending on the pedagogical model of the institution, the reality regarding the social and economic aspects of the community and finally the position of the region.

#### E. Organization of Content and Activities

“Although tables and webs are excellent tools to organise content, any graphic representation or illustration can be useful. Teachers' creativity can easily represent content and activities through a rainbow, a racing route, a landscape, etc.” Núñez and Téllez (2009). When referring to the professional performance teachers have is that, the materials for elementary graders (5 grade) need to be centered as nearer as possible to their reality.

#### F. Evaluation

Focused on objectives, the assessment will be determined by the progress of the learners. the assessment is more seen as a guide of conduct for the teacher and that this can give an accompaniment through the material.

#### G. Resources and Constraints.

As Graves (1997) proposes, resources can be determined and based on similar contexts by seeking for them through the creativity. Nevertheless, the purpose of this paper is to bring to the teachers all the contextual and pedagogical resources to the students through a material which can support them.

All these features presented above, were the guide for the creation of the context-oriented vocabulary workbook. Each of these components served as a clear source to align the objectives based on the Suggested English Curriculum, with the specific needs of the target group.

### **6.7. Conclusion**

EIT in Colombian minorities as the rural schools, has been a topic isolated from the materials design which has always been centered in creating based on the context from the big cities, using vocabulary that elementary school students cannot even describe in their first language, and the distinction between other subjects is that the teachers' awareness in relation to the English as foreign language, does not allow them to reinforce the communicative competencies.

The vocabulary development in rural schools will require materials adapted to the context. By adapting and using a proper vocabulary, learners would develop a motivation to use the language in the context and in this way, start enhancing and promoting the competences presented in a well-structured curriculum as is presented by the suggested English curriculum. The objective is to explore the closest vocabulary that the young students of the rural elementary school can see on a daily basis and can interact with others in the class and their environment.

## **7. Methods**

### **7.1.Socio academic context**

The San Francisco educational institution is located in the township of Santa Lucía Valle. In this scenario, the research was carried out where the fifth-grade students were part of the experimental group with the accompaniment of the homeroom teacher. It should be mentioned that this group was led by the same teacher in all areas. The teacher was in charge of teaching all the subjects, so English is one of the subjects that is her academic responsibility; however, the teacher does not have extra studies related to teaching English.

### **7.2.Participants**

To carry out the research process, an experimental group and a control group were used. The experimental group with a total of 11 students from San Francisco school in Santa Lucia Valle, and the other one with a total of 10 students is the same grade in the most similar context to the target group. This control group are ten fifth grades from San Juan de Barragán school, which is located in the headquarter of the educational institution (Including San Francisco).

### **7.3.Methodology**

The presented project sought for the development of a didactic recourse expressed as a context-oriented workbook. The implementation was divided into 9 interventions, first three were focused on the teacher-researcher and students' recognition and adaptation. The teacher researcher was part of some classes so that students could familiarize with his presence.

Before the implementation, the teacher researcher introduced the Diagnostic vocabulary test Piloting in a class with the same characteristics (from the neighboring town). After the analysis the group received the Diagnostic vocabulary test Piloting in a class with the same characteristics.

The workbook implementation was divided into three modules with two units each one. Every unit is a 2-hour class. This workbook was created taking into account the Suggested English Curriculum and the rural contexts, as the economic and social customs. It was designed with the standards and basic learning rights.

In the end of the implementation with the students, the teacher researcher assigned an Outgoing Vocabulary test based on the diagnosis made in the beginning. The goal here was to create a comparison between the process after having six weeks of implementation.

#### **7.4. Instruments**

**Diary:** the constant use of this tool during the intervention, made the researching strong, recording the minimum characteristics in the field, researcher had the opportunity to analyze the perceptions and answers accompanied with many physical expressions.

**English vocabulary test:** It offered an estimate of the vocabulary level through 25 questions divided into 5 sections, which were presented as matching, completing, choosing and unscrambling questions. This test was designed by the teacher-researcher who took into account the topics addressed in the English Suggested Curriculum.



**Context-Oriented Vocabulary Workbook:** This was a compilation of didactic exercises adapted to the rural area. The aspects to be taken into account were: Suggested English Curriculum, social background, economic activity)

This workbook presented six sections in every unit, which included a context topic so that vocabulary could be developed. These sections represented an important function during the unit development. Teacher and learners took each one of them to relate the vocabulary to their reality.

1. Warm up: According to Karpushyna (2019) Warm-up “proves to be just-in-time activity that gives students the awakening push and enables them to enjoy being enveloped in foreign language surroundings.” That is why, this section was crucial factor for the development of the workbook in class. Students needed to be conscious of the impact ahead, so that it was necessary to have the first approach through an introductory activity.

2. Vocabulary: For this research, the words students would use to relate the context with English language were the most important input. Taking into account every word in relation to the learners’ context was a painstaking task due to the concepts’ meaning of words only used in the rural context and that in the English contexts, they have different connotations.

3. Association: Through the use of a written speech (dialogues, stories, poems, etc.), the association is the connection between the proposed vocabulary with real context situations. This allowed students to relate their reality to different ways to name things.

4. Exercise: This section represented the dynamic of recognizing new words and the association as part of the learning process, learners were able to see mixed letters, cards, crossword, mixed sentences, word search, gap fill sentences, matching and completing exercises to know the language use in context.

5. Practice: This section was implemented through activities in order to put in practice the real-life content (Buying supplies, transportation, health, school, recipes, selling products, negotiation). After knowing a vocabulary, having an association and recognizing the meaning and use of them, learners put in practice on their real-life experiences.

6. Feedback: as cited in Çelik, S. (2020) Ur (1996) mentions that feedback is the part of the process learning when a teacher gives information to the learner about a task. Through answering questions, students present insights and conclusions about the learning sessions.

Through this workbook, EST had the opportunity to have a guideline not only with the topics students are supposed to find in the suggested curriculum, but also to have contextualized topics to find relevant to the English class.

Understanding the context and the target population who were not only students from fifth grade, but also EST, the workbook was presented totally bilingual. Every instruction and vocabulary were carried out in two languages, English and Spanish. To understand this part of the methodology, it was necessary to understand the social reality seen in rural educational institutions around Valle del Cauca. Teachers are not into English

teaching methodologies and they are not interested in integrating English in their contents. Due this phenomenon, the workbook was designed to make them the English teaching easier in a way they could associate their chair with English language vocabulary.

**Survey:** Titular teacher was immersed in a group of questions, so that teacher researcher could collect data related to the satisfaction from the implementation.

- How long did each of the units take?
- What do you think about the vocabulary seen in the workbook? Is it suitable for 5th graders? Does it fit the context of the community in which the school is located?
- Are both the vocabulary and the grammar present in the workbook related to the Suggested English Curriculum and to the area plan for the English subject? What extent?
- How did you perceive the acceptance of the workbook by the students?
- How do you think the execution, order and design of this workbook could be improved?
- Do you consider that this type of contextualized material is useful for elementary school teachers who are responsible for teaching English? Why?

### **7.5.Ethical considerations**

Before carrying out the research, there was communication with the principal of the San Juan de Barragán educational institution, which is the main headquarters of the San Francisco quarter. Next, the homeroom teacher was informed and agreed to have the

participation of the material for her classes, followed by the consent of the parents who positively accepted that the implementation be carried out in the fifth grade of the quarter mentioned. For all the description and analysis of results, the name of the teacher or the students was not mentioned due to the nature of the research. As it is shown in the graphs and charts, students are represented by letters, which in any case affect or unbalance the results and the analysis.

## **8. Results**

This section presents the results obtained after six weeks implementing the workbook. Each one of the instruments was crucial to discuss the information presented in the following paragraphs. The context-oriented workbook as the didactic tool was carried out by implementing the included exercises in each unit for each week. Then, the journal was synchronously carried out in order to gather the insights and perceptions from students and homeroom teacher. Moreover, the pre- and post- tests were the basis and the guide that served to demonstrate the cognitive impact of the workbook, and thus be able to compare it with a similar reality to that of students in the experimental group. Finally, the survey made for the homeroom teacher is postulated as a reliable source to access the perception and recognition of the contextualized material by this type of teachers who are not licensed in the teaching of English as a foreign language.

### **8.1.9.1. Pre-test**

Having established the target population with an experimental group and a control group, it was necessary to take into account a piloting group of students from fourth grade of a private school in Tuluá Valle. This group was asked about each one of the instructions presented in the test. The piloting group agreed on the clarity, reliability, and validity of each question. they assumed that the unknown vocabulary did not affect the understanding of the instruction.

Students were explained about the pre-test to be carried out, highlighting to each one of them how they should conscientiously answer it by reading and interpreting. Then, the percentage of the questions was explained to them by indicating the equivalence of each

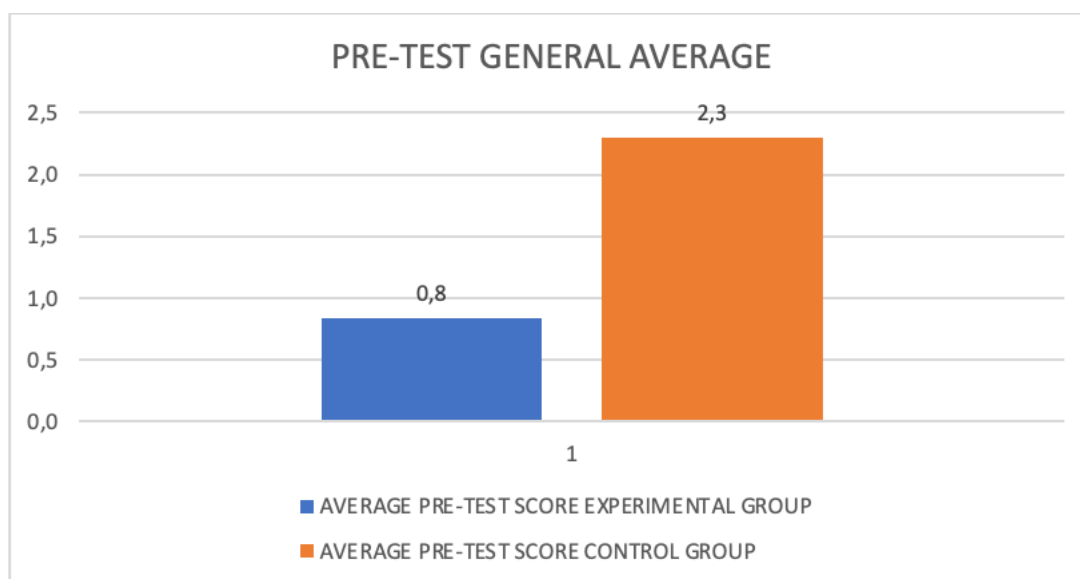
one of these. Also, students were explained that the test instructions were in Spanish for greater clarity and understanding.

After the explanation of the criteria, the test started. Students asked several questions at the beginning about vocabulary. During the test they were ordered. In the experimental group, a student asked about question number four, because he was not clear about it, the homeroom teacher read each of the statements of each question for greater clarity. Another student identified the first word of question number four, said it to his classmates and they were reminded of the rules of the test, which was not to say the answers to his classmates and to avoid talking during class about the same test.

For this moment, the results of this first evaluative exercise are found, where the students of both groups validated their mastery of the vocabulary of their environment. Next, the description of the results is made, based on the level at which each of the two groups is located.

In this first assessment with the students of the two similar groups, a notorious difference between them could be found. The control group counted with 10 students of fifth grade. This group comes from the school's headquarter in the neighbor town, which is the same environment where experimental group is located; both rural and with the same socio-economic activities in the region. This group was evaluated on a scale from one to five, taking into account the criteria of the 25 questions presented in the diagnosis where each question was equivalent to 0.1. Here, only four out of ten tested students, obtained a score over 3.0. This means that a 60% (six students) of the fifth-grade students in this school presented a low performance in the use of contextual vocabulary.

Contrasting, it was possible have the experimental group with a total of 11 students to be tested. In this case, the reality about the contextual vocabulary management was not better. Here, the 100 % of the fifth-grade students were located according to the diagnosis, in a low performance in the vocabulary knowledge. The grades varied among 0.2 being the minimum and 1.8 the highest score.



After having these results, there are two aspects to discuss about the two groups. On the one hand, the control group could obtain more students over 3.0 than experimental group. According to the performance presented, this group is part of the school's headquarter, and this is due to the population, which has more access to important tools as internet and stakeholders' participation (this school counts with the principal and coordination office). On the other hand, students in both groups did not obtain a better score than 3.6, referring to the kind of vocabulary they see in classes. For this aspect it is relevant to highlight the workbooks they have been using, and the reality is that for elementary school they have not been provided with teaching materials or didactic sequences besides the ones provided in the Suggested English Curriculum.

OMAR THE DONKEY CONTROL GROUP		OMAR THE DONKEY EXPERIMENTAL GROUP	
STUDENT	PRE-TEST MARK	STUDENT	PRE-TEST MARK
A	3	A	1.0
B	0,6	B	0.8
C	3,6	C	1.0
D	2,2	D	0.2
E	2,6	E	0.8
F	2,4	F	1.0
G	2,4	G	1.6
H	3,2	H	0.6
I	0,8	I	1.0
J	3	J	0.8
		K	0.6

## 8.2.Context-Oriented Vocabulary Workbook's Implementation

In this section, all the observations taken from the journal are evidenced. After observing each implemented session, the description of each moment that the students and the homeroom teacher maintained using and working on the workbook was made. It is important to clarify that the research teacher was only observing the dynamic and the class interaction between homeroom teacher and students so as not to bias the atmosphere of the class.

Throughout the six sessions implemented, the students had favorable perceptions according to their response and reception as worked with the context- oriented vocabulary workbook.



As the first aspect in this implementation, the importance of the organization in sequence of the exercises of each unit was evidenced. The organization of content and activities mentioned by Nuñez and Téllez (2009) were relevant because of the students and homeroom teacher's understandability. It was easy for them to recognize the six stages in every unit. After two units, the class took an harmonious rhythm; students asked question referent to vocabulary but not about the didactic material use.

According to Graves (1997) the creativity played an important role in. the class development. Here the workbook was centered on the class as a resource and a tool for the teacher to have the class. The teacher had the workbook before to study and understand each section. This allowed her to create the whole class based on the workbook. When she was explaining students did not use the workbook, she was creating the class herself with a didactic tool.

In order for the students to start working with the book, the warm-up was always the responsibility of the teacher, who even added her own activities in several moments because she recognized that thanks to the context of her students, they could use it in other activities. In learning a foreign language, Karpushyna (2019) highlights the importance of the warm-up as the entrance for students to awake and engage the target language.

Furthermore, another important insight found in the second section of every unit, was the list of vocabulary, which was part of the whole sections of exercises. Alqahtani (2015) relates the vocabulary as a component, which needs to be thoughtful adequate due to the use students gave to it. It was seen in the implementation that students used the vocabulary even out of the class, and that was because of the content linking with the

context. By understanding the meaning in Spanish, it was entertaining for them to replace those words for the English ones learned in class.

In addition, Yamin-Ali (2010) presents the need of students when learning a foreign language. Basically, the relation with the environment is what allows learners understand the purpose of learning a language, which is not used in their community. As seen in the implementation, when students spoke about their social dynamic, they said some words that were included in the material. This motivated them to learn the words to start replacing them among their classmates.

On the other hand, the value of having adapted exercises in a way students and homeroom teacher could understand, left a great precedent for didactic material designers. In the case of this elementary school teacher, it was known that thanks to the “isolation in both, social and cultural adaptation,” she could not connect more information than isolated vocabulary in English; however, with the context-oriented vocabulary workbook, she had a tool, which worked as a guide for the class. In this case, the greatest insight was that through the time, the homeroom teacher appropriated with more confidence to the English class, and she started to propose more dynamics (not included in the material) for her English class.

In the end, the implementation of the context-oriented vocabulary workbook highlights what is said by Howard and Major (2004), EFL markets in this region, has not been focused on creating or designing specific material for such a different environment as this rural school. This implementation demonstrated that working with oriented-context material brings successful experiences to students and the teacher in charge of English subject. All this proved by the vocabulary learned and used by the students, who

demonstrated more attention and motivation to the class by having more interactions among them Ab Dollah and Shah (2016)

### **8.3. Post-Test**

After having observed and described in the six weeks of implementation, both the behavior and the response of working with the workbook by the students and the homeroom teacher, the execution of the post-test was carried out, which is the outgoing test that served to determine the effectiveness and reception of the contextualization workbook.

This implementation was then ready to be evaluated. When performing the outgoing test, the students in the experimental group already knew a large part of the vocabulary. for this moment they asked that each of the points be explained orally. afterwards, they were silent and from time to time they raised their hands, immediately, the teacher approached to answer the concerns. According to the homeroom teacher, these questions were more technical than academic. Finally, the students delivered their answers. By this time, they generally commented that the quiz had been easier to understand than the last time they saw it in class.

On the other hand, considering the same time, the control group also performed the outgoing test. These students from the neighboring town would be working their normal classes without running the workbook. According to the suggested English curriculum, they should be working with what was proposed in the learning grids of module four for the 5th grade.

Having the results, in the two following figures, we can determine how succesful was implementing a contextualization workbook for vocabulary development. Just as in the

two groups we found similar realities, we also found teachers who are not licensed in English teaching. However, they had to be subject to the curriculum given by the Ministry of National Education without material to relate the contents.

During the six weeks of implementation, the experimental group had the opportunity to work with the workbook, which was to their liking. According to what was obtained with the journal and each of the observations, students found themselves with more opportunities for interaction. Although the predominant language was Spanish, English became the target for naming things, people and familiar situations for them.

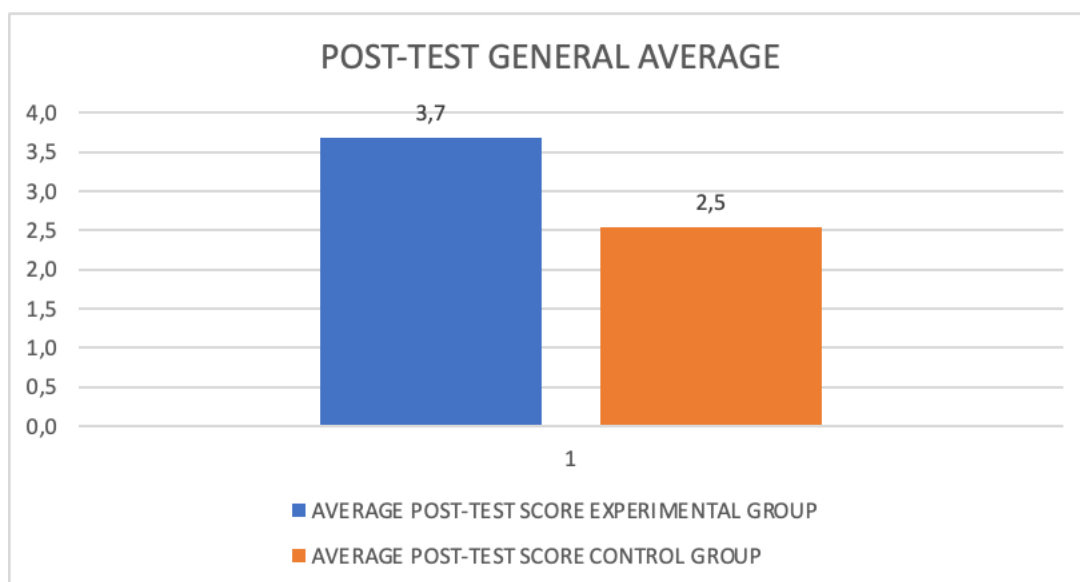
According to the post-test, after six weeks, the experimental group went from having 100% of students is a low level (less than 3.0) to high levels, where 70% (7 students) of the intervened population had a score above of 4.2. Although it didn't have two out of 11 students involved in the implementation because they withdrew due to the change of place they used to live, this significant result allows us to infer an improvement in the vocabulary development. Here, that development becomes the basis students need for following learning processes, that is to say English language learners who experience more vocabulary development are more able to comprehend texts and reading comprehension activities, which will be the scenarios they will face after elementary school August et al. (2005).

OMAR THE DONKEY EXPERIMENTAL GROUP		
STUDENT	PRE-TEST MARK	POST-TEST MARK
A	1.0	3,2
B	0.8	4,6
C	1.0	4,4
D	0.2	WITHDRAWN
E	0.8	WITHDRAWN
F	1.0	4,2
G	1.6	2
H	0.6	4,4
I	1.0	4,2
J	0.8	4,2
K	0.6	4,6

On the other hand, we can see in the chart number 2 the control group's results after presenting the post-test. This group did not have the workbook implementation, however, during the six weeks of experimental group implementation, they were supposed to be taught the English contents included in the Suggested English Curriculum with the planning suggested by the school and the teacher's resources and materials.

OMAR THE DONKEY CONTROL GROUP		
STUDENT	PRE-TEST MARK	POST-TEST MARK
A	3	2,8
B	0,6	0,4
C	3,6	3,6
D	2,2	2,6
E	2,6	2
F	2,4	3
G	2,4	2
H	3,2	3
I	0,8	2
J	3	3,4

Students presented the following insights after comparing to the pre-test. For this time, it was evidenced that the 50% (five students) of the population not only did not obtain improvement in the test's results, but also, the marks worsened. These results could vary due to the type of contents and the vocabulary seen performed during the implementation in classes. The workbook was designed with different kinds of vocabulary exercises; however, it is intended to be a part of the class as a teacher's tool and support. Then, teachers' role cannot be replaced by any kind of material or resource, and in this implementation, teachers needed to continue with the English classes as they were organized along the school year. Students of this control group then, had the same workload of the English class as the experimental group, however, the highest grade was 3.4 even having known the pre-test.



#### 8.4.Survey

The journal implementation was a crucial tool to for important information collected about the workbook adaptation to the experimental group. Nevertheless, in the end of the

implementation, it was necessary to know the homeroom teacher's perception about the workbook. A survey was created to know more about her insights in order to have highlights to analyze and discuss. The following questions were sent to the titular teacher taking into account the two months of implementation.

TEACHER'S SURVEY	
QUESTIONS	ANSWERS
How long did each of the units take?	One hour
What do you think about the vocabulary seen in the workbook? Is it suitable for 5th graders? Does it fit the context of the community in which the school is located?	Excellent vocabulary as it was specially designed for my students
Are both the vocabulary and the grammar present in the workbook related to the Suggested English Curriculum and to the area plan for the English subject? What extent?	Yes, of course, when making sentences or constructing them through grammatical tenses.
How did you perceive the acceptance of the workbook by the students?	They loved it, when they realized that it was a workbook designed for them.
How do you think the execution, order and design of this workbook could be improved?	For me the workbook is perfect.
Do you consider that this type of contextualized material is useful for elementary school teachers who are responsible for teaching English? Why?	Yes, of course, in addition to motivating students, it is a great tool for teachers.

In this section, it shows how the perception was on the part of the homeroom teacher and how the workbook impacted her work as a teacher responsible for teaching English.

As Borg (2006) mentioned, when teachers have English in the subjects to be taught, they face a challenge “experiencing more than teachers of other subjects’ feelings of isolation resulting from the absence of colleagues teaching the same subject”. This means that in the target context, elementary school teachers in rural regions, not only face the lack of knowledge in ELT methodologies, but they also do not have the help of colleagues who could give advice or guide processes from a support network.

According to the homeroom teacher’s insights, the students’ motivation helped her to connect the class with current topics. Once students were engaged through vocabulary, the homeroom teacher could connect the English class to other subjects thanks to the curricular scopes (modules, which include suggested content-based tasks and cross curricular projects) held in the Suggested English Curriculum. For this moment, the relevance of landing the workbook to the curriculum that is proposed by the Ministry of National Education was demonstrated.

As has been mentioned, students associated directly the topics seen in the workbook with their own context. This encouraged them even if the language was not significant in their community Dörnyei, Z. (1998). Then, according to this insight, the design and printing started to not only be striking, but also crucial. Feeling part of the involvement, the students took a great interest in the class in general, thus giving more questions and more interaction even in the target language.

## **9. Analysis**

After collecting the results and the information given by the journal, the test and the survey, the discussion of these was opened through four sections. The relations established



between the teacher with the materials and the students with the materials, which describe the adaptation promoted in the workbook implementation and how these relations highlight the need for tools when teaching a foreign language in a rural school in a region of Colombia.

Another section is the reality seen in the target population, which points out how the suggested content seen in the English curriculum influences the reality for students without some basic tools as internet and EFL teaching materials. And then, the rural reality that was the distinctive characteristic from the beginning and where the need was found.

### **9.1. Relation teacher-materials**

This implementation raised interest in the titular teacher of the experimental group. This teacher had no relation to any English Teaching methodology and according to her there was not any kind of motivation nor interest towards teaching English. These questions belong to the complains against the Ministry of Education, highlighting why are the provided materials away from the reality and even from the rural school teacher's needs? Or how could she get more materials like this workbook? When referring to rural teachers and more than that, rural elementary school teachers, the interest on the subject is the first step to raise awareness and a connection between learners and the target language.

As seen in Blair, A. (2017) when teacher starts to have such interest in ELT, it triggers a type of disorder in the definition of the meaningful learning goals, and the issue persists when teacher feel incapable of providing further knowledge besides suggested English curriculum, which is far away from the real context. For this result, the homeroom teacher who was not expert in the topic, found the context-oriented vocabulary workbook

as the link between students and the target language. That is to say that this didactic material was an integrating part not only for the student, but also for the teacher. In this way, the teacher felt safe in the process with greater understanding and companionship in the classroom.

After implementing, this material started to play an important role since it is understandable that the teacher was not looking for language teaching improvement, but she had in her academic load the responsibility to teach English. The regional bilingual program and the secretary of education from Valle del Cauca has promoted projects of bilingualism since 2019. In these projects and strategies, the secretary of education has implemented strengthening of curricular and pedagogical practices that focus on the use of provided materials and resources and the construction of English curriculum by teachers to students. However, as observed at San Francisco school, the homeroom teacher did not have the tools to adapt the curriculum nor use material, which are not related to the environment. Nevertheless, thanks to the opportunity to present an adapted material to the own context, the homeroom teacher could present the desire to support learners' interaction with this material and not as is common to find in language classes, where the teacher used to be a filter and in some cases the goals were limited due to this disconnection. When the workbook was presented to the class, teacher saw it as a chance to unload the pressure and found not only a guideline but an association with the real context.

Mishan, F. (2021) mentions that when teachers have heavy workload or those who feel uncomfortable teaching an unknown topic, *“are happy able to avail themselves of ready-made materials from a trustworthy source.”* For this case, this is not about the lack of trust towards the teacher, however, knowing the reality, both students and teacher in the

experimental group, needed help in terms of the resources that could best fit their reality, a reality that had been marginalized in the creation of pedagogical material for learning English.

Into the bargain, after the changes required during the pandemic of 2020, it is said the online education and the use of ICT and virtual tools boosted the adaptation and new ways to teach all the subjects, including English, demonstrating “*tremendous capability of the education sector to mobilize and innovate*” Mishan, F. (2021). On the other hand, the implementation of the workbook demonstrated an excellent acceptance by students and homeroom teacher, although the use of listening activities and the use of audiovisual tools is extremely relevant, as a basis the opening of the present context-oriented vocabulary workbook is taken, where the students of this rural school were able to create this adaptation to their environment in a foreign language.

## **9.2. Relation student-materials**

Students from fifth grade of San Francisco school in Santa Lucia received for the first time a pedagogical material to learn vocabulary from their own context. By the introduction of a character performed by an animated typical animal from the region, students received six units, which includes a variety of subjects linked to the real situations and social behavior in the rural region of Valle del Cauca.

At the time of wanting to know the perception of the students after the implementation of this workbook, it was thought of conducting an interview or some other data collection instrument, which would allow obtaining this information in a more specific way. However, when working with the journal, there was the opportunity to recognize the

perception of the students in a direct way through observation. These is the analysis made based on students' insights.

The first aspect is related directly to the adaptation of materials in the context. When referring to adaptation of the pedagogical materials, it means the process that requires to get some parts, distribute, or delete them according to the target class Nehal (2016). As previously mentioned, adapting materials is a process that most of the rural elementary school teachers cannot perform due to lack of time or workload, and the government has not paid much attention about this in the last decade. Notwithstanding, the first sight by the students was chocking and expecting. They have never seen a printed material in other language that exposed their reality.

Taking as a basis their reality, then a channel to communicate besides their mother tongue, students assimilated the workbook as a unique material, as Zohoorian (2015) mentions, "authenticity is believed to have an array of advantages ranging from the integration of culture and development of communicative competence to the enhancement of motivation and achievement". This motivation is the income teachers have to continue the class or to give introduction to a project. The workbook included basic vocabulary activities that with motivation, lead to the creation of macro tasks or projects of interest, thus giving a higher value to English as a communication tool.

### **9.3. The suggested content and context connection**

In the light of Basic Learning Rights, for the realization of the workbook, these were taken into account, since it was considered necessary to have a sequence in addition to the relevance according to the competences, which are not detached from the learning

process that a fifth grader would have. Nevertheless, the applicability and association of basic learning rights and performance indicators with the classroom context topics were disengaged. Birch & Liyanage (2004) explains English as a foreign language can be involved from different outlooks according to the “context in which it uses,” referring to the adaptability English finds in different scenarios as the countryside in Colombia, for instance. Since the Suggested English Curriculum was the foundation to create the workbook, it could lead a possible material design strategies by schools due to its flexibility and adaptability.

#### **9.4. Rural reality**

As the main characteristic of the target population, rurality has carried different challenges to elementary school teachers who have to be foreign language teachers. Being teachers of many subjects holds a huge responsibility and it is almost impossible to become experts in each one. Borg (2006) mentions that the material is the tool to have the connection between the context and the suggested contents of language and taking into account the teacher’s proficiency, it can be challenging to adapt or not.

After the workbook implementation and having compared the results of the pre and post-test, we can determine that materials need not only be a regular used tool in the class, but also, they have to be contextualized for the elementary school context. Students face challenges as the lack of use of a foreign language and the little contact with licensed language teachers.

## 10. Conclusions

Several conclusions emerged from the previous analysis. As seen during this implementation, there were four scopes, which were aligned and then they confirmed the need for elementary school teachers in the rural public sector of Valle del Cauca. This six-week contextualization workbook was a tool that helped both sides of the rural elementary school, teacher and students. Taking into account the evident needs presented by rural teachers as the lack of ELT methodologies and the low domain of the foreign language, bringing a tool directly related to the context, provided teachers the bridge between suggested contents with a certainly unknown language as English.

In addition to this conclusion, learners could feel motivated due to the purpose of the workbook. Thanks to the execution of pre and post-test, it was demonstrated that working with vocabulary in context students from the intervened fifth grade improved the English engagement as a foreign language, which could easily be used in their real context.

The evidence presented has shown that the development of day-to-day vocabulary with 5th grade students in the English school program through the workbook with didactic exercises worked not only to learn the vocabulary in a easier way, but also to connect and generate and introduction to cross curricular adaptations with other subjects.

Taking as a reference what Ab Dollah and Shah (2016) mentioned, the vocabulary learning provides students more opportunities to practice the communicative interaction. After implementing the workbook, students started to use the words learned in the units in English instead of Spanish, the experimental group found useful the use of some expressions as “*milk the cow*” or “*ride the horse*”. This means that the workbook goals as

“ask and give personal information using simple sentences and basic vocabulary,” were reached as soon as students noticed the use of a foreign language in their local reality.

In addition, as proposed by Astika (2015), the workbook being a connection between the context and the target language, it was found that the students appropriated their own vocabulary even in a foreign context. This leaves open to rural educational communities, proposals for the design of material for the teaching of a foreign language.

By the same line of ideas, the creation of the material and its contents was not enough for the workbook design. both the creative design and the printing material played a relevant role in the implementation and execution of the contextualized vocabulary. The pleasure of the experimental group could be noted when they recognized that this workbook was created especially for them. the relationship of the contents with their cultural and geographical context, made them have enough motivation to take advantage of what they have learned and use it in conversations within the class.

This project’s implementation could determine the pertinence at applying the six stages in each unit included in the contextualization workbook. Each exercise supported the learners to be guided and to associated the vocabulary with their real life. From the warm up to the feedback, students understood every class objective and they were able to discuss it even without using the workbook, which means by assimilating the content, the students were able to apply it to their context.

It has been established that the implementation of a contextualization workbook works for the development of vocabulary centered on rural schools’ context. This project aimed to explore the significance of applying a material designed merely for the target population who were fifth graders from a rural school. Now, after having experienced,

evidenced and proved the extend of this implementation, many possibilities are opened to give more attention to the creation of material and resources for the teaching of English as a foreign language in remote places of the national territory, where the social and economic dynamic is totally different from the urban and centralized reality of the country. However, it is crucial to take into account the following recommendations.

To apply any type of contextualized material in a specific place, it is very necessary to recognize the demographic and social aspects due to differentiating patterns such as customs and beliefs. For this, a direct intervention must be made with people from the place; The material designer needs clear references that provide a basis for the construction of vocabulary activities based on the objective environment.

Another important aspect is the layout of the material. At the time of creating the workbook, the creation of the character, designs and colors had to be subject to the context in the same way that it had to be done with the contents. In the sessions, it was demonstrated that the students enjoyed the presentation of the design because it was easy to adapt, as well as being guided by a character with typical characteristics of the region, such as Omar the donkey. The latter was considered due to the familiarization of the animal in the region of the experimental population.

Of equal importance is the coherence in the choice of instruments for the implementation of the material. The purpose of using an instrument must be taken into account. For the present project, the journal was the element that served as a collector of information that was the input for the analysis of results after the implementation. In turn, the results had to be proven by a reliable source and that is why the pre- and post-test had to



ensure its validity and reliability through the control group as well as a test with a pilot group.

Additionally, one of the objectives of this implementation was “assess the value of a structured workbook as pedagogical material to help teachers develop the communicative skills in English of fifth grade students through the contextualized vocabulary”. For this, it was always necessary to think that the population to be impacted was not only the students of the experimental group, but also the homeroom teacher, who was a path to recognize the impact of this workbook in her practice as teacher. Then, taking into account the English proficiency of the teaching staff is one of the criteria to bear when designing and implementing specific material for the rural population.

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## 12. Appendices

### 12.1. Pre-Test and Post-test

Master's Program in the Teaching of English as Foreign Language  
Juan Felipe Sánchez Díaz

#### *Diagnostic English Test*

Nombres y apellidos: \_\_\_\_\_

Colegio: \_\_\_\_\_

Grado: \_\_\_\_\_

Fecha: \_\_\_\_\_

A continuación, encontraras 5 ejercicios con 5 preguntas cada uno. En cada momento te encontraras con un ejemplo que servirá como modelo y así puedas responder las demás preguntas. Cada pregunta valdrá 0.2 y la valoración máxima será de 5.0.

1. Une las siguientes palabras con el significado que pertenezca.

- |                  |   |
|------------------|---|
| A. Butler        | • Living Being that accompanies us as means of transport.             |
| B. Butchery      | • Means of transport for milk.  |
| C. Tank truck    | • Place to buy medicines.   |
| D. Horse         | • Place where you can find everything related to food and products.   |
| E. Grocery Store | • Place where meat is prepared and sold.                              |
| F. Drug store    | • Person in charge of taking care of a farm, its crops and livestock. |

2. Completa el texto con las palabras que encuentras en la caja.

Example

Country	Delicious	Priest	Strong	Help	Farms
---------	-----------	--------	--------	------	-------

visiting small towns

The rural area in our country has wonderful places to visit, small communities full of traditions and \_\_\_\_\_ connections with nature. All the towns have a parish with their respective \_\_\_\_\_, we also find \_\_\_\_\_ that are places where crops are produced and cattle are raised. You will find \_\_\_\_\_ and totally organic dishes that will be a delight for your palate, in addition to meeting friendly and happy people who are willing to \_\_\_\_\_ you with whatever you need.

*Diagnostic English Test*

3. Completa las oraciones usando el verbo de la lista que mejor coherencia tenga.

Example

harvest	lift	milk	peel	boil	drive
---------	------	------	------	------	-------

- a. My sisters harvest avocado.
- b. Farmers \_\_\_\_\_ cows to drink and sell the product.
- c. My dad can \_\_\_\_\_ two potato lumps at the same time.
- d. We need to \_\_\_\_\_ the milk in order to deworm.
- e. I cry when I \_\_\_\_\_ the onions.
- f. My brother wants to \_\_\_\_\_ a tractor.

4. Descifra la palabra oculta.

Example:

Animal to ride and transport – RHSOE: HORSE

- a. Plows the land – OTRACRT: \_\_\_\_\_
- b. Sells medicines – THARCAPMSI: \_\_\_\_\_
- c. Place where meat is sold – EBCRHTYU: \_\_\_\_\_
- d. Place where people stay – OEHTL: \_\_\_\_\_
- e. Place where people buy things to wear - CLGHTNIO SOTRE: \_\_\_\_\_

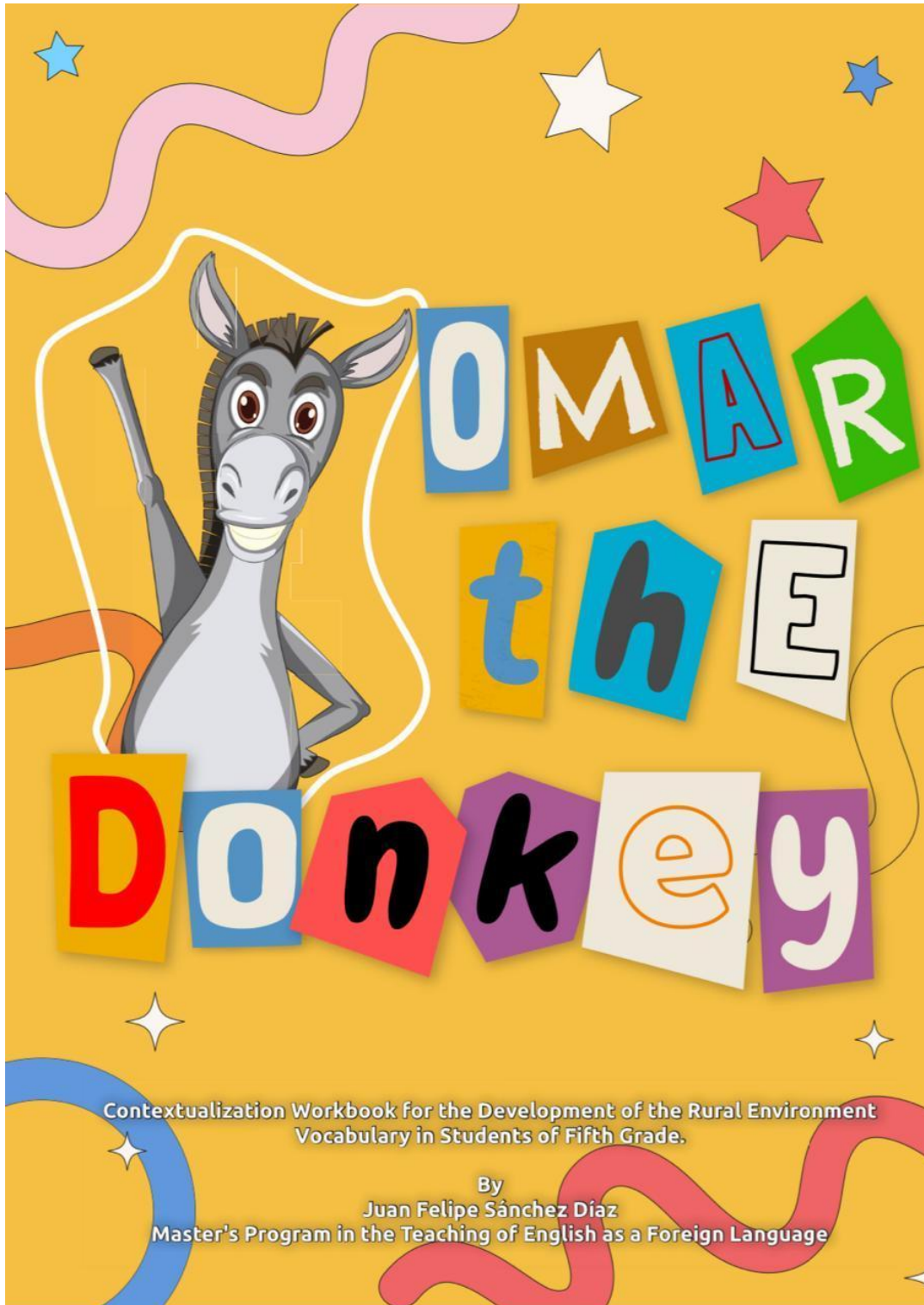
5. Elije el contexto en el cual podremos encontrar las siguientes expresiones.

Example:

Don't eat in class!

- a. A teacher.
  - b. A secretary.
  - c. A student.
- A. The bull Will need a month of recovery.
- a. A veterinary.
  - b. A doctor.
  - c. A nurse.
- B. Thanks for your purchase.
- a. A Butler.
  - b. A seller.
  - c. A laborer.
- C. I have plowed 7 rows this morning.
- a. A laborer.
  - b. A cow.
  - c. A driver.
- D. I will take 80 potato lumps to the city.
- a. A driver.
  - b. A biker.
  - c. A priest.
- E. I serve these tables and you serve that one.
- a. A nurse.
  - b. A soldier.
  - c. A waitress.

12.2. Workbook





## ★ Omar the Donkey! ★

This material is designed as an English subject resource in order to give support to elementary school teachers from a rural area of Valle del Cauca. It is a didactic sequence where students and teacher will find vocabulary based on the local context. The words seen in the workbook are the result of findings based on the cultural and demographic characteristics of the region.

This didactic sequence is divided into six units, which describe different environments and situations that happen in the local context. This contextualized vocabulary is introduced by the host Omar the Donkey.

This is a character who will help learners to understand that English can be enjoyed in their context and comprehend that English as a foreign language, is a way to communicate ideas and thoughts to different cultures.

### Each session contains:

- 1.Warm up:** The teacher is going to use it in order to engage students into the topic.
- 2.Vocabulary:** The most important point are the words students will use to relate the context with English language.
- 3.Association:** Through the use of a written speech (dialogue, story, poem)
- 4.Exercise:** Mixed letters, cards, crossword, mixed sentences, word search, gap fill sentences, matching, completing.
- 5.Practice:** Activities in order to put in practice the real-life content. (Buying supplies, transportation, health, school, recipes, selling products, negotiation)
- 6.Feedback:** Through questions, teacher will approach the students to a conclusion about the class.



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OMAR the  
Donkey

# UNIT 1

## Where is my town located?



### GOAL:

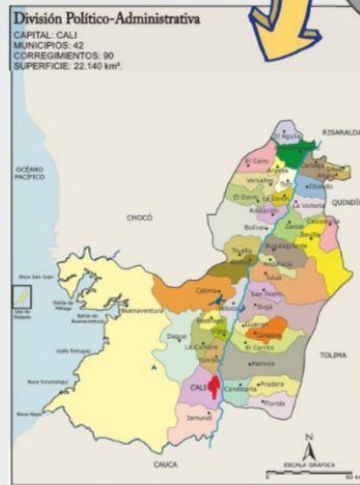
**Propose in English, through simple language, indications to describe locations from their context.**

**Propone en inglés, a través de lenguaje simple, indicaciones para describir lugares de su propio contexto.**



**Locate the town on the map.**

**Ubica el pueblo en el mapa.**





## Vocabulary:

### Prepositions of direction Preposiciones de dirección

Turn: girar  
Left: izquierda  
Right: derecha  
Straight: en línea recta  
Between: en medio  
Next to: en seguida  
Under: debajo  
Above: arriba  
By  
In  
On

### Cardinal directions:

North - norte  
South - sur  
West - oeste  
East - este  
Northwest - noroeste  
Southwest - suroeste  
Northeast - noreste  
Southeast - sudeste

### Transportation:

Truck: camion  
Chiva: chiva  
Bus: bus  
SUV: carro mediano  
Motorcycle: motocicleta  
Bicycle: bicicleta  
Cargo truck: camion de carga  
Horse: caballo  
Willys: marca de campero  
Tank truck: carro tanque



## Omar the Donkey.

Hi friends! Santa Lucia is a beautiful town that is located to the east of Valle del Cauca. we have two access routes to communicate with other towns and cities. The means of transport that we use to get around Santa Lucia are private vehicles such as SUVs (Sport Utility Vehicle), motorcycles, bicycles and horses, likewise, we have paid transport such as the Willys and the well-known Chivas. On the other hand, there are cargo cars such as trucks, dump trucks and tank cars that offer spots so that people can move to other places. What is the mean of transport you use the most?

¡Hola amigos! Santa Lucía es un hermoso pueblo que se ubica al oriente del Valle del Cauca. Disponemos de dos vías de acceso para comunicarnos con otros pueblos y ciudades. Los medios de transporte que utilizamos para movernos por Santa Lucía son vehículos particulares como SUV (Sport Utility Vehicle), motos, bicicletas y caballos, así mismo contamos con transporte de paga como los Willys y las conocidas Chivas. Por otro lado, existen carros de carga como camiones, volquetes y carros cisternas que ofrecen lugares para que las personas puedan trasladarse a otros lugares. ¿Cuál es el medio de transporte que más utilizas?

Para saber cómo nos movilizamos dentro y fuera de nuestro pueblo, necesitamos saber la preposición "by" (I go to school by foot/voy al colegio a pie. I come back home by car/yo regreso a casa en carro).

Cuando debemos estar sentados dentro de un vehículo pequeño: in (In a car)  
Cuando estamos en un vehículo, en el cual podremos caminar dentro: on (on a bus)  
Cuando es un vehículo pequeño y lo montamos: on (on a motorcycle)



**Fill the prepositions to use with each mean of transport.**

**Llena con la preposición para usar con cada medio de transporte.**

- |               |                     |                    |
|---------------|---------------------|--------------------|
| _____ a car   | _____ a Motorcycle  | _____ a Horse      |
| _____ a Chiva | _____ a Bicycle     | _____ a Dumb truck |
| _____ a Bus   | _____ a Cargo truck | _____ a Willys     |
| _____ a SUV   | _____ a Tractor     | _____ a Tank truck |

### Practice:

**1. Draw means of transportation to visit our town.**

Dibuja medios de transporte para visitar nuestro pueblo.

**2. Using sentences, write how each of our classmates arrives at school.**

Por medio de oraciones, escribe como cada uno de nuestros compañeros llega a la escuela.

#### Example:

Omar goes to school by motorcycle.  
Sofia goes to school by foot.

#### Feedback:

**Which classmate lives farthest and which classmate lives closest from school?**  
¿Cual compañero vive más lejos y cual compañero vive más cerca del colegio?



## UNIT 2

# Every corner of my town



### GOAL:

Recognizes places and establishments from the town and the reason of their existence.

Reconoce lugares y establecimientos del pueblo y la razón de su existencia.



### Warm up:

Interview your classmates.

Entrevista a tus compañeros de clase

Ask five classmates the following questions /

Pide a cinco compañeros que respondan las siguientes preguntas:



- ★ What do you do on Friday nights?  
¿Qué haces los viernes en la noche?
- ★ What do you do on Saturday mornings?  
¿Qué haces los sábados en la mañana?
- ★ What do you do on Sunday afternoons?  
¿Qué haces los domingos en la tarde?



### Vocabulary:

#### Parts of the town / partes del pueblo

- ★ Church: iglesia
- ★ Hospital: hospital
- ★ School: escuela
- ★ Butchery: carnicería
- ★ Bakery: panadería
- ★ Police station: estación de policía
- ★ Coliseum: coliseo
- ★ Market: mercado
- ★ Park: parque
- ★ Disco: discoteca
- ★ Slaughterhouse: matadero
- ★ Milk collection center: centro de acopio de leche
- ★ Clothing store: tienda de ropa
- ★ Grocery store: tienda de comestibles
- ★ Drug store: droguería
- ★ Agriculture supply store: tienda de insumos agrícolas
- ★ Restaurant: restaurante
- ★ Tavern: taberna
- ★ Hotel: hotel
- ★ Farm: granja





## Occupations / ocupaciones

- ★ **Teacher:** docente
- ★ **Doctor:** doctor
- ★ **Nurse:** enfermero
- ★ **Butcher:** carnicero
- ★ **Police man:** policia
- ★ **Soldier:** soldado
- ★ **Seller:** vendedor
- ★ **Slaughterer:** matarife
- ★ **Milk collector:** recolector de leche
- ★ **Driver:** conductor
- ★ **Butler:** mayordomo
- ★ **Farmer:** granjero
- ★ **Pharmacist:** farmaceuta
- ★ **Laborer:** jornalero
- ★ **Waiter/waitress:** mesero
- ★ **Priest:** sacerdote
- ★ **Nun:** monja

## Association:

Omar's weekends  
Fines de semana de Omar

It is me again, Omar the donkey! When I don't study, my dad invites me to see him working. He works in the same farm we live; he has to take care of the cattle and some onion crops. It is amazing to see our community living together. As my dad is a butler, each person has an occupation. We can find different occupations in the town. There are places to get food as the markets, grocery stores, butcheries, bakeries and restaurants.

¡Soy yo otra vez, Omar el burro! Cuando no estudio, mi papá me invita a verlo trabajar. Trabaja en la misma finca en la que vivimos; tiene que cuidar el ganado y algunos cultivos de cebolla. Es increíble ver a nuestra comunidad viviendo juntos. Como mi papá es mayordomo, cada persona tiene una ocupación. Podemos encontrar diferentes ocupaciones en el pueblo. Hay lugares para conseguir alimentos como los mercados, tiendas de abarrotes, carnicerías, panaderías y restaurantes.

I love Sundays because it is the day when people from all the farms around and people who live in the town get together and go out to socialize. On Sundays, people go to the church, purchase groceries and sometimes go shopping for clothes at the clothing store or work tools at the agriculture supply store. But what I enjoy the most is playing with my friends in the park; sometimes, mom gives me money to buy ice scream.

Me encantan los domingos porque es el día en que la gente de todas las fincas de alrededor y la gente que vive en el pueblo se juntan y salen a socializar. Los domingos la gente va a la iglesia, compra víveres ya veces va a comprar ropa a la tienda de ropa o herramientas de trabajo a la tienda de insumos agrícolas. Pero lo que más disfruto es jugar con mis amigos en el parque; a veces, mamá me da dinero para comprar helado.



Time to draw!

In your notebook, draw and color our town by locating every house and establishment.  
En tu cuaderno, dibuja y colorea nuestro pueblo ubicando cada casa y establecimiento.

### Practice:

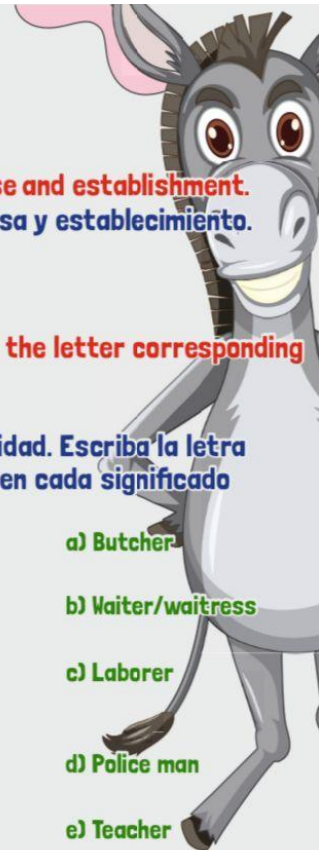
In order to know the occupations that we can find in a town. Write the letter corresponding to each occupation in the blank located in each meaning.

Para conocer las ocupaciones que podemos encontrar en una localidad. Escriba la letra correspondiente a cada ocupación en el espacio en blanco ubicado en cada significado



- ★ ----- This person works with animals and crops.  
Esta persona trabaja con animales y cultivos.
- ★ ----- This person is hired to take care of farms.  
Esta persona es contratada para cuidar fincas.
- ★ ----- This person usually has a place to offer a product to people who need it.  
Esta persona usualmente tiene un lugar para ofrecer un producto a las personas que lo necesiten
- ★ ----- This person gives ceremonies in the church.  
Esta persona da ceremonias en la iglesia.
- ★ ----- This person wears uniform and is in charge of the town's security.  
Esta persona usa uniforme y está a cargo de la seguridad del pueblo.
- ★ ----- This person takes care of people who are injured or sick.  
Esta persona cuida de personas lesionadas o enfermas.
- ★ ----- This person usually works in farms to harvest and collect vegetables.  
Esta persona usualmente trabaja en fincas para cosechar y recolectar vegetales.
- ★ ----- This person does surgeries and prescribe medication.  
Esta persona hace cirugías y receta medicamentos.
- ★ ----- This person sells meat.  
Esta persona vende carne.
- ★ ----- These people work in transportation; they usually own a cargo truck.  
Estas personas trabajan en transporte, ellos usualmente tienen un camión.
- ★ ----- This person murders farm animals to feed the community.  
Esta persona mata animales de granja para alimentar a la comunidad
- ★ ----- This person sells medicines.  
Esta persona vende medicinas.
- ★ ----- This people serve food and drinks in restaurants.  
Estas personas sirven comida y bebidas en restaurantes.
- ★ ----- This person works at school and help us to learn new things.  
Esta persona trabaja en el colegio y nos ayuda a aprender nuevas cosas.

- a) Butcher
- b) Waiter/waitress
- c) Laborer
- d) Police man
- e) Teacher
- f) Butler
- g) Pharmacist
- h) Seller
- i) Doctor
- j) Priest
- k) Nurse
- l) Drivers
- m) Farmer
- n) Slaughterer





**Feedback:**

Taking into account the previous list, write the name of the people you know in the town in front of the occupation they do.

Teniendo en cuenta la lista anterior, escribe el nombre de las personas que conoces en el pueblo frente a la ocupación que realizan.

Butcher: \_\_\_\_\_

Waiter/waitress: \_\_\_\_\_

Laborer: \_\_\_\_\_

Police man: \_\_\_\_\_

Teacher: \_\_\_\_\_

Butler: \_\_\_\_\_

Pharmacist: \_\_\_\_\_

Seller: \_\_\_\_\_

Doctor: \_\_\_\_\_

Priest: \_\_\_\_\_

Nurse: \_\_\_\_\_

Drivers: \_\_\_\_\_

Farmer: \_\_\_\_\_

Slaughterer: \_\_\_\_\_



OMAR the  
Donkey

# UNIT 3

## Where we are from

**GOAL:** Ask and give personal information using simple sentences and basic vocabulary.

Pregunta y da información personal utilizando oraciones sencillas y vocabulario básico.

**Warm up:**

**Complete this information about you.**  
**Completa la información**

12 Activity: Personal Information <http://canidid.blogspot.com>

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

Complete this information about you.

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

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

Nationality: \_\_\_\_\_

Age: \_\_\_\_\_

I like: \_\_\_\_\_

I don't like: \_\_\_\_\_

Pets: \_\_\_\_\_

Family: \_\_\_\_\_

Other Information: \_\_\_\_\_




**Vocabulary:**

**Personal Information**

**Name:** Nombre

**Last Name:** Apellido

**Age:** Edad

**Nationality:** Nacionalidad

**Favorite Food:** Comida Favorita

**Pets:** Mascotas

**Family:** Familia

**Birthday:** Cumpleaños–Nacimiento

**Free Time:** Tiempo Libre

**Color:** Color

## WH Questions

**Who:** ¿Quién?

**What:** ¿Qué?

**When:** ¿Cuándo?

**Where:** ¿Dónde?

**Why:** ¿Por qué?

**How:** ¿Cómo?

## Association:

**My personal information. / Mi información personal.**

### Part 1:

- ★ **What is your name? / ¿Cuál es tu nombre?**  
My name is **Omar**. / Mi nombre es Omar
- ★ **How old are you? / ¿Cuántos años tienes?**  
I am **12** years old. / Tengo 12 años
- ★ **Where are you from? / ¿De dónde eres?**  
I am from **Santa Lucia**. / Soy de Santa Lucia
- ★ **What is your favorite food? / ¿Cuál es tu comida favorita?**  
My favorite food is **Arroz con pollo**. / Mi comida favorita es el arroz con pollo
- ★ **How many brothers and sisters do you have? / ¿Cuántos hermanos o hermanas tienes?**  
I have **two brothers and one sister**. Yo tengo dos hermanos y una hermana.
- ★ **Where do you study? / ¿Dónde estudias?**  
I study at the **San Francisco school**. / Yo estudio en la escuela San Francisco
- ★ **Who do you live with? / ¿Con quién vives?**  
I live with **my mother, father, with my sister and my 2 brothers**.  
/ Yo vivo con mi mamá, papá, con mi hermana y mis dos hermanos
- ★ **Where is your house? / ¿Dónde queda tu casa?**  
My house is near the town, in a farm called **"El Encanto"**  
/ Mi casa es cerca al pueblo, en una finca llamada "El encanto"
- ★ **Why do you like to live in Santa Lucia? / ¿Por qué te gusta vivir en Santa Lucia?**  
**Because there is a lot of nature, the weather is very pleasant and the people are very friendly.**  
/ Porque hay demasiada naturaleza, el clima es muy agradable y las personas son muy amables.

Para realizar preguntas en Inglés, es necesario hacer uso de las WH Question, Las más usadas son: Who: ¿Quién? What: ¿Qué? When: ¿Cuándo? Where: ¿Dónde? Why: ¿Por qué? How: ¿Cómo?

Example:

**What is your name? / ¿Cuál es tu nombre?**

**Where are you from? / ¿De dónde eres?**

**Who do you live with? / ¿Con quién vives?**

**Why do you like to live in Santa Lucia? / ¿Por qué te gusta vivir en Santa Lucia?**



## Part 2:

Hello! My name is Omar. I am 12 years old. I am from Santa Lucia. I study at San Francisco School. I have 2 brothers and 1 sister. I live with them, with my father and my mother. My favorite food is "Arroz con pollo". My house is near the town, in a farm called "El Encanto". I like Santa Lucia Because there is a lot of nature, the weather is very pleasant and the people are very friendly.

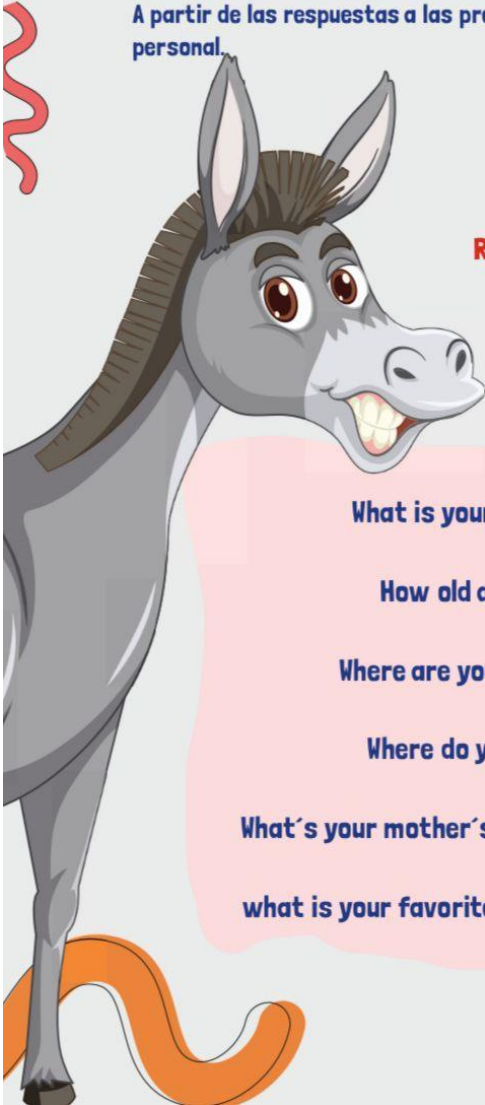
¡Hola! Mi nombre es Omar. Tengo 12 años de edad. Soy de Santa Lucía. Yo estudio en San Francisco. Tengo 2 hermanos y 1 hermana. Vivo con ellos con mi padre y mi madre. Mi comida favorita es arroz con pollo. Mi casa está cerca del pueblo en una finca llamada "El Encanto". Me gusta Santa Lucía porque hay mucha naturaleza, el clima es muy agradable y la gente es muy amable.

A partir de las respuestas a las preguntas, se puede realizar un escrito sobre su información personal.



Read and match the question with the correct answer.

Lee y une la pregunta con la respuesta.



What is your name?

How old are you?

Where are you from?

Where do you live?

What's your mother's name?

what is your favorite color?

I live in Cali

My favorite color is pink

My mother's name is Lucy

My name is Tania

I am 6 years old

I am from Colombia

## Practice:

### MY PERSONAL INFORMATION

1:

What is your name? / ¿Cual es tu nombre?

My name is .....

How old are you? / ¿Cuántos años tienes?

I am ..... years old.

Where are you from? / ¿De donde eres?

I am from .....

What is your favorite food? / ¿Cual es tu comida favorita?

My favorite food is .....

How many brothers and sisters do you have? / ¿Cuántos hermanos o hermanas tienes?

I have .....

Where do you study? / ¿Dónde estudias?

I study at .....

Who do you live with? / ¿Con quién vives?

I live with .....

Where is your house? / ¿Dónde queda tu casa?

My house is near .....

Why do you like to live in Santa Lucia? / ¿Por qué te gusta vivir en Santa Lucia?

.....

2: Write about your personal information. (See part II)

Escribe sobre su información personal (Ver la parte II)

### Feedback:

Ask a classmate about their personal information and write it in the notebook.

Pregunta a un compañero sobre su información personal y escríbela en el cuaderno.

# Module 2: My Toown Is Unique

## UNIT 4 Tasty Food



### GOAL:

To identify organic ingredients produced in the region and how these are used to prepare tasty dishes.

Identificar ingredientes orgánicos producidos en la región y como estos son usados para preparar deliciosos platos.



Choose your favorite dish from the region and make a list of its ingredients.

Escoge tu plato favorito de la región y haz una lista de sus ingredientes.



- ★ Tamal
- ★ Fiambre
- ★ Mazamorra
- ★ Chocolate
- ★ Pajarilla
- ★ Perico
- ★ Sopa
- ★ Hojaldre
- ★ Morcilla
- ★ Agua de panela con queso
- ★ Arepa de choclo (maíz blanco y amarillo)
- ★ Arroz con pollo
- ★ Sancocho
- ★ Chuleta
- ★ Aborrajado



## Vocabulary:

- ★ **Plantain (ripeno or green).**  
Platano (maduro o verde)
- ★ **Rice:** Arroz
- ★ **Avocado:** aguacate
- ★ **Potato (White- yellow):**  
papa (parta o amarilla)
- ★ **Cassaba:** yuca
- ★ **Onion:** cebolla
- ★ **Scallion:** cebolla larga
- ★ **Tomato:** tomate
- ★ **Lemon:** limon
- ★ **Lettuce:** lechuga
- ★ **Beans:** frijoles
- ★ **Lentils:** lentejas
- ★ **Garlic:** ajo

## Food / Comida

- ★ **Cilantro:** cilantro
- ★ **Egg:** huevo
- ★ **Strawberry:** fresa
- ★ **Banana:** banano
- ★ **Banana passion fruit:** curuba
- ★ **Milk:** leche
- ★ **Cheese:** queso
- ★ **Yogurt:** yogur
- ★ **Chicken:** pollo
- ★ **Pork:** cerdo
- ★ **Beef:** res
- ★ **Berry:** cereza
- ★ **Mango:** mango
- ★ **Pineapple:** piña
- ★ **Corn:** maiz
- ★ **Peas:** arvejas
- ★ **Wheat:** trigo
- ★ **Barley:** cebada
- ★ **Sheep:** ovejas
- ★ **Carrot:** zanahoria
- ★ **Trout:** trucha
- ★ **Tilapia:** tilapia
- ★ **Fish:** pescado
- ★ **Flour:** harina
- ★ **Oil:** aceite
- ★ **Salt:** sal
- ★ **Sugar:** azucar
- ★ **Chesse:** queso

In the chart, write the food that belongs to the group.  
En el cuadro, escribe la comida que pertenezca a cada grupo.

Meat and fish	
Dairy	Grains
Vegetables	Fruits

## Association:

Cooking time!  
¡Hora de cocinar!

I want to show you how I enjoy eating my favorite food. In our region, we can find a great variety of tasty dishes as different preparations with soups, vegetables, meats, rice and flour. being part of the countryside gives us many natural and organic ingredients. My mom says that we are privileged because our food is healthy.

Quiero mostrarte cómo disfruto comiendo mi comida favorita. En nuestra región podemos encontrar una gran variedad de sabrosos platos como diferentes preparaciones con sopas, verduras, carnes, arroces y harinas. ser parte del campo nos brinda muchos ingredientes naturales y orgánicos. Mi mamá dice que somos unos privilegiados porque nuestra comida es sana.

Here you have my favorite dish, "Arroz con Pollo". This is a typical dish in Colombia and it is very popular in our region. It is served in special celebrations as birthdays, weddings and religious ceremonies. El Arroz con Pollo contains rice, chicken, sausage and vegetables. The mix between all the ingredients chopped and the cook's seasoning, makes a delicious food to share with family and friends.

Aquí tienes mi plato favorito, "Arroz con Pollo". Este es un plato típico de Colombia y es muy popular en nuestra región. Se sirve en celebraciones especiales como cumpleaños, bodas y ceremonias religiosas. El Arroz con Pollo contiene arroz, pollo, chorizo y vegetales. La mezcla entre todos los ingredientes picados y la sazón del cocinero, hace una deliciosa comida para compartir con familiares y amigos.



## Exercise:

Taking into account the vocabulary you added in the warm up, create a recipe of your favorite dish, here you have vocabulary of measuring.

Teniendo en cuenta el vocabulario que agregaste en el warm up, crea una receta de tu plato favorito, aquí tienes vocabulario de medir

Bowl	_____	Bol
Cup	_____	Taza
1/2 cup	_____	Media taza
1/3 cupun	_____	Tercio de taza
1/4 cupun	_____	Cuarto de taza
2/3cup	_____	Dos tercios de taza
Tablespoon (tbsp)	_____	Cucharada
Teaspoon (tsp)	_____	Cucharadita
Pinch	_____	Pizca



## Practice:

In groups, you will create a little fair. Each group will organize a stand in the classroom. You will choose a typical dish from the region and then you will talk about the ingredients, events where it is served, seasons when it is served etc.

En grupos, crearán una pequeña feria. Cada grupo organizará un stand en el aula. Elegirán un plato típico de la región y luego hablarán de los ingredientes, eventos donde se sirve, temporadas en las que se sirve, etc.

## Feedback:

- What is the most interesting dish you saw in the presentations?
- What do you eat on Sundays?



OMAR the  
DONKEY



# UNIT 5 The more extreme the weather, the more clothes we wear.

**GOAL:** Analyze reasons why the population of the region dresses with certain accessories and certain clothing.

Analizar motivos por los cuales la población de la región viste con ciertos accesorios y ciertas prendas de vestir.



Find the words in the word search

## Temperature

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

HOT  
HUMID  
WARM  
MUGGY  
COOL  
SWELTERING  
CHILLY  
TEMPERATE  
COLD  
FREEZING



### Clothing and Accessories

### Prendas y Accesorios

**Coat:** saco elegante  
**Gloves:** guantes  
**Hat:** sombrero  
**Jacket:** chaqueta  
**Jogger:** sudadera  
**Long sleeves:** buso manga larga  
**T-shirt:** camiseta  
**Cap:** gorra

**Poncho:** Poncho  
**Ruana:** Ruana  
**Socks:** medias  
**Watch:** reloj  
**Jeans:** jeans  
**Sweater:** saco  
**Belt:** correa  
**Boots:** botas

**Pants:** pantalones  
**Rubber boots:** botas de caucho  
**Scarf:** bufanda  
**Shoes:** zapatos  
**Shorts:** pantalones cortos  
**Slippers:** chanclas  
**Sunglasses:** gafas de sol  
**Wooly hat:** gorro de lana

## Association:

### What we wear

Our town is known as one of the coldest regions of Valle del Cauca, reaching an elevation of 3,664 meters above sea level, and thanks to its proximity to the paramo, it becomes a somewhat extreme environment for the people who live here.

Nuestro pueblo es conocido como una de las regiones más frías del Valle del Cauca, alcanzando una altura de 3.664 metros sobre el nivel del mar, y gracias a su cercanía con el páramo, se convierte en un ambiente un tanto extremo para las personas que aquí habitan.

Most of the time we wear shirts, jackets, pants and closed shoes such as boots and sneakers. sandals and thin clothing are worn inside the houses. Because it is an agricultural and livestock region, we also use waterproof clothing such as plastic jackets and rubber boots. We also wear recognized clothing in the cold rural areas of the country. the ruana which is a rectangle made of wool with a hole in the center for the head. On the other hand, the poncho, which has a similar style but is smaller and thinner and is worn as an accessory.

La mayor parte del tiempo usamos camisetas, chaquetas, pantalones y zapatos cerrados como botas y tenis. Las sandalias y ropa delgada se usan dentro de las casas. Por ser una región agrícola y ganadera, también usamos ropa impermeable como camperas plásticas y botas de caucho.

También usamos ropa reconocida en las zonas rurales frías del país. la ruana que es un rectángulo hecho de lana con un hueco en el centro para la cabeza. Por otro lado, el poncho, que tiene un estilo similar, pero es más pequeño y delgado y se usa como accesorio.

Thanks to the elevation that our region reaches, we must also be careful with the sun. the sun's rays can be more aggressive and the heat less bearable. Then, when it comes to traveling or doing activities outside, it is necessary to wear long sleeves, pants or jeans, a hat, a cap, and something very important is to use sunscreen. Let's remember that our skin is affected by our extreme ecosystem.

Gracias a la elevación que alcanza nuestra región, también debemos tener cuidado con el sol. los rayos del sol pueden ser más agresivos y el calor menos soportable. Entonces, a la hora de viajar o hacer actividades al aire libre, es necesario usar busos de manga larga, pantalones o jeans, sombrero, gorra, y algo muy importante es usar bloqueador solar. Recordemos que nuestra piel se ve afectada por nuestro ecosistema extremo.

**Exercise:**

**Cold day**

**Sunny day**

**Practice:**

**Armemos la pinta!**  
Create a list of the clothes and accessories that we need to go out on a Sunday.

Crea un listado de la ropa y accesorios que necesitaríamos para salir un día domingo

**Feedback:**

**Do you know any other clothing or accessory we did not mention in the session?**

¿Conoces alguna otra prenda o accesorio que no hayamos mencionado en la sesión?

**If so, draw it and show it to the class.**  
si es así, dibujala y muéstrala a la clase.

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## UNIT 6 Economy and Trade.



### GOAL:

**Describe the economic and productive activities of their families and their social environment.**


**Describir las actividades económicas y productivas de sus familias y su entorno social.**



**Place the verbs in the following box in the corresponding meaning.**

**Ubica los verbos del siguiente cuadro en el significado que corresponda.**

PLOW  
SOW  
SELL  
MILK  
CULTIVATE  
HARVEST  
DISTRIBUTE  
TRANSPORT  
PRODUCE  
BUY

- 
- ★ **To turn up the earth of (an area of land) with a plow.**  
Remover la tierra de (un área de tierra) con un arado. \_\_\_\_\_
  - ★ **To give something to someone else in return for money.**  
Dar algo a otra persona a cambio de dinero. \_\_\_\_\_
  - ★ **To put seeds in or on the ground so that plants will grow.**  
Poner semillas dentro o sobre el suelo para que crezcan las plantas. \_\_\_\_\_
  - ★ **To get something by paying money for it.**  
Obtener algo pagando dinero por ello. \_\_\_\_\_
  - ★ **To give something out to several people, or to spread or supply something.**  
Dar algo a varias personas, o difundir o suministrar algo. \_\_\_\_\_
  - ★ **To take goods or people from one place to another.**  
Llevar bienes o personas de un lugar a otro. \_\_\_\_\_
  - ★ **To pick and collect crops, or to collect plants, animals, or fish to eat.**  
Recoger y recolectar cultivos, o recolectar plantas, animales o peces para comer. \_\_\_\_\_
  - ★ **To make something or bring something into existence.**  
Hacer algo o traer algo a la existencia. \_\_\_\_\_
  - ★ **Prepare and use (land) for crops or gardening.**  
Preparar y utilizar (tierra) para cultivos o jardinería. \_\_\_\_\_
  - ★ **To get milk from an animal.**  
Obtener leche de un animal. \_\_\_\_\_



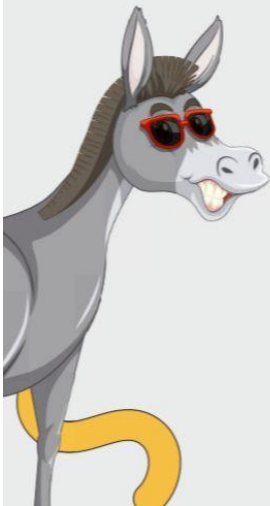
### Vocabulary:

#### Livestock and farming

**Cattle:** ganado  
**Livestock:** ganadería  
**Farming:** agricultura  
**Production:** producción  
**Dairy:** lácteos  
**Tubers:** tubérculos  
**Vegetables:** vegetales  
**Meats:** carnes  
**Sales:** ventas  
**Business:** negocios  
**Barn:** establo  
**Crops:** cultivos  
**Raw material:** materia prima  
**Wage:** jornal

#### Ganadería y agricultura

**Veterinary:** veterinario  
**Tractor:** tractor  
**Route:** ruta  
**Lump:** bulto  
**Pound:** libra  
**Kilogram:** kilogramo  
**Liter:** litro  
**Consumers:** consumidores  
**Producers:** productores  
**Harvester:** cosechero  
**Parcel:** parcela  
**Ox:** buey  
**Lunch:** almuerzo  
**Plow:** arado



## Association:

### Livestock and Farming Ganadería y agricultura



I enjoy so much to live in the countryside, we have a strong connection with the nature. So much so, that all our economic activities are related to the production of vegetables and raising animals. We can see different economic activities in the town. However, livestock and agriculture are the foundation of the businesses and those that trigger the connection with other towns and regions.

Disfruto mucho vivir en el campo, tenemos una fuerte conexión con la naturaleza. Tanto es así, que todas nuestras actividades económicas están relacionadas con la producción de hortalizas y la crianza de animales. Podemos ver diferentes actividades económicas en el pueblo. Sin embargo, la ganadería y la agricultura son la base de los negocios y las que desencadenan la conexión con otros pueblos y regiones.

Being a region with high elevation, the greatest production that we can find is the potato in two variables, the white potato and the yellow potato. We can also find onion, carrot and green bean crops. These tubers and vegetables are often produced in the same way.

Al ser una región con mucha elevación, la mayor producción que podemos encontrar es la papa en dos variables, la papa parda y la papa amarilla. También podemos encontrar cultivos de cebolla, zanahoria y arvejas. Estos tubérculos y hortalizas a menudo se producen de la misma manera.

It is necessary to have fields to plow, sow, cultivate and harvest. Our farms show beautiful landscapes, which are the mix between crops organized in rows and the mountains in color blue (due to the remoteness). After harvesting, people distribute the products in pounds, kilograms and lumps that are sold in other towns and cities.

Es necesario tener campos para arar, sembrar, cultivar y cosechar. Nuestras fincas muestran hermosos paisajes, que son la mezcla entre los cultivos organizados en hileras y las montañas de color azul (debido a la lejanía). Después de la cosecha, la gente distribuye los productos en libras, kilogramos y bultos que se venden en otros pueblos y ciudades.

On the other hand, there is the cattle raising for two purposes, milk and meat production. For these economic activities, it is necessary to have a comfortable and productive field for the animals. In the milk production, there is normally a person who milks the cows and then places the milk in a metal container measured by liters. Then, the milk is taken to factories to produce cheese, yogurt, sweets and other dairies.

Por otro lado, está la ganadería con dos fines, la producción de leche y carne. Para estas actividades económicas es necesario contar con un campo cómodo y productivo para los animales. En la producción de leche, normalmente hay una persona que



ordeña las vacas y luego coloca la leche en un recipiente metálico medido por litros.  
Luego, la leche se lleva a las fábricas para producir queso, yogur, dulces y otros lácteos.

In our family, my siblings and I help our dad to milk the cattle and clear the potato and onion crops.  
But we also help in the house like sweeping and cleaning the floor, and organizing our bedrooms.

En nuestra familia, mis hermanos y yo ayudamos a nuestro papá a ordeñar el ganado y limpiar los cultivos de papa y cebolla. Pero también ayudamos en la casa como barrer y limpiar el piso, y organizar nuestros dormitorios.



**Match the verb with the complement that makes coherent the sentence**  
**Une el verbo con el complemento que haga coherente la oración.**



Milk

Lift

Drive

Boil

Dance

To the church

The milk

The juice

The onion

Eat

Drink

Peel

Go

In the disco

The cow

The snack

The tractor

The potato lump



## Project:

### The Fair!

### La feria!

After seeing the six units of vocabulary about our context in Santa Lucía, let's create a fair where you are going to show the characteristics of our beautiful region!  
The class will be divided into 6 groups. /

Después de ver las seis unidades de vocabulario sobre nuestro contexto en Santa Lucía, ¡creemos una feria donde vas a mostrar las características de nuestra hermosa región!  
La clase se dividirá en 6 grupos:

- |                                       |  |
|---------------------------------------|--|
| ★ Santa Lucía's geography             | ★ Geografía de Santa Lucía                 |
| ★ Santa Lucía's building distribution | ★ Distribución del edificio de Santa Lucía |
| ★ Santa Lucía's customs               | ★ Costumbres de Santa Lucía                |
| ★ Santa Lucía's gastronomy            | ★ La gastronomía de Santa Lucía            |
| ★ Santa Lucía's fashion               | ★ La moda de Santa Lucía                   |
| ★ Santa Lucía's economy               | ★ La economía de Santa Lucía               |

Each group will have an oral presentation so that they can apply the vocabulary learned in the previous sessions.

Cada grupo tendrá una presentación oral para que puedan aplicar el vocabulario aprendido en las sesiones anteriores.

The presentations will include  
Las presentaciones incluirán:

A stand to receive the students  
from other classes.

Un stand para recibir  
a los alumnos de otras clases.

Decoration with objects and visuals  
related to the topic.

Decoración con objetos y visuales  
relacionados con el tema.

The best attitude to demonstrate how  
proud you are for being part of this  
beautiful town.

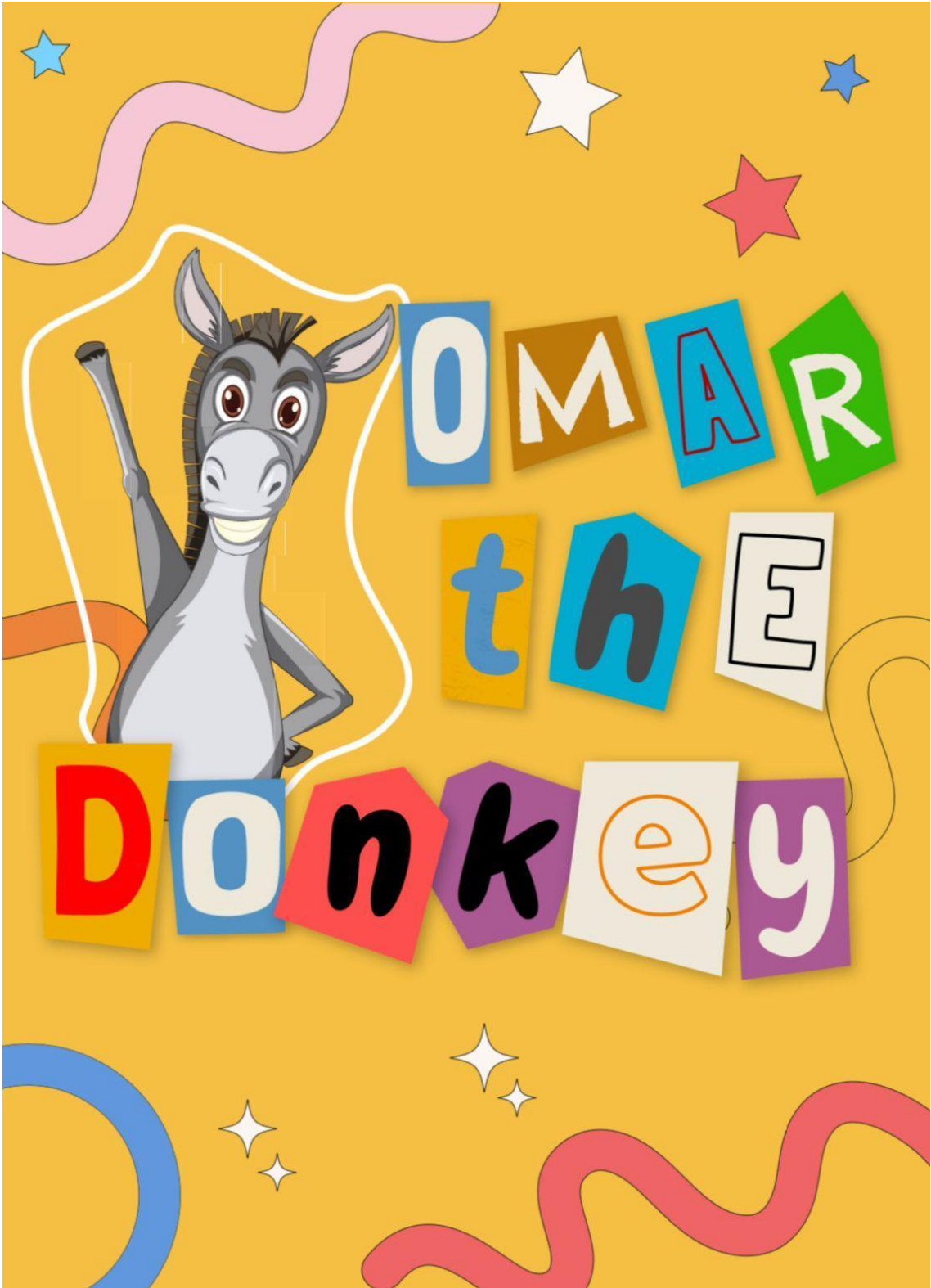
La mejor actitud para demostrar lo  
orgullosos que estás de ser parte de este  
hermoso pueblo.



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- ★ Suggested english curriculum





### 12.3. Implementations

Pre-test



First session



Second session



Third session



Fourth session



Fifth session



Sixth session



Post-test



## 12.4. Journal

### 12.4.1. First session

The first intervention began with the 5th grade students with a total of 11 students, the teacher proceeded to explain the guidelines to develop the workbook, explaining that

said instrument has six units which would be developed during their curricular classes, this In order to improve their level of English, the students were instructed that the workbook should not be scratched and they should develop it only in their English notebook, the students were very emotional when they had their work instrument, stating that their colors were quite striking and the drawings were very nice.

A student asked from which page unit number one starts. The teacher reported that the booklet is in English and translated into Spanish. Another student asked what she should do on page number five, where the teacher proceeded to explain that there she should only read and analyze the vocabulary in order to develop page number six. A very excited student said that she loved that other people think of Santa Lucia and that her name is on the card.

Most of the students proceeded to make page number six, stating that the workbook was very interesting because they did not have the need to look up unknown words in the dictionary. The same student commented that she was very clear about the activity.

One of the students asked if on page number six they should complete with the article a/an because they have been working with the English teacher, the teacher proceeded to explain what they should answer taking into account the explanation that the workbook has in the top.

All the students finished the activity very satisfied with unit number one, some of them wrote down the vocabulary from the workbook to keep it in their notebook and review it at home, on their own initiative.



### **12.4.2. Second session**

The second intervention began being the, the teacher made the explanation of unit number two, several of the students had understood the methodology of the workbook, and when they had any questions, another classmate answered. Inside the booklet everything is translated, they didn't even have to use the dictionary because everything is explained there.

It was explained to the students about the interview which they had to ask the same questions to the 5 classmates they wanted. A student asked if they could copy the answers in Spanish, the teacher told the students that within unit 2 and 1 there was vocabulary that they could use to answer the questions. Another student asked if she could interview the teacher, to which the teacher answered in the affirmative.

The activity of the interview with 5 colleagues generated a lot of emotion and they got into the role of interviewers, it was a very pleasant moment because they felt like television presenters and enjoyed it to the fullest.

The next part of unit two is to draw the town and indicate each of the establishments within it. The students found the activity a bit complex since the town seems very large and has many things to draw.

In this second session, the students were very motivated with the workbook because there, they found all the necessary vocabulary to finish unit number two and some wrote the vocabulary in the notebook to review it at home. Fifth grade students very excited finished unit number two, with vocabulary to review at home.

### **12.4.3. Third session**

Intervention number three began. The students were very willing to carry out the activity with the booklet, commenting before starting the activity that they spoke with their parents and reported that there was a booklet designed for the students of Santa Lucia.

A student reported that the word date = date is not within the vocabulary of personal information in the workbook, however he said that the teacher had explained to him in previous classes that this meant date, and he himself was in charge of informing the classmates the meaning of the same word.

As each intervention was carried out, the doubts of the fifth-grade students were less frequent and they always said that they loved the workout strategy because they found everything they needed there.

Another student asked the teacher if she could do the first activity of unit three (where they must make a card with personal information) on half a sheet of paper to decorate it. The teacher took five sheets, divided them in half and gave each of the students to carry out the activity.

The students showed great enthusiasm and joy when developing the activities, it was evidenced because they proposed various activities so that the answers of their workbook were well ordered and decorated.

### **12.4.4. Fourth session**

In this intervention called tasty food, the 5th grade students were very excited about the development of this unit since it was about food vocabulary, seen in the classroom plan in the second period with their teacher, but they emphasize that this vocabulary to learn in this unit is different because it specifies the typical dishes of the region and their

ingredients. One of the students commented that he was going to write them all down in his notebook and develop a recipe that he would share with her family back home.

Several students had unresolved doubts about food vocabulary, especially in the box where they had to select grains, vegetables and fruits. A student indicated that some words were not in the workbook as previously, so they were allowed to use the dictionary to complete the table. The students suggested making a recipe and bringing it to school, which the teacher proposed to make an exhibition of it taking into account the ingredients that are on page 15 and 16 for the next class.

#### **12.4.5. Fifth session**

Starting unit number five, the students were curious and willing to carry it out, they talked with their classmates within the institution about the implementation of the workbook and highlighted among themselves that they had learned a lot of vocabulary about the region.

A student asked if he could copy the vocabulary of the garments in his notebook since he would like to teach it to his family at home. Each expressed their way of dressing when it is too cold. The students made an exhibition of a doll drawn in the notebook with garments for the cold, they exhibited each of the garments with its proper color. For the following day, the students made a small exhibition of a girl or boy from the region using the clothes for the cold.

#### **12.4.6. Sixth session**

The last intervention of the “omar the donkey” workbook began. During that week we worked with nine students, because two of them (sisters) moved from the city. The students were very excited about the completion of the last unit, and at the same time very

sad since they wanted to continue working on it. In this unit, the students did not need much help since, they all already knew the methodology, they were judicious and attentive, doing each of the proposed activities and copying the vocabulary that they thought was appropriate for their daily lives.

With great nostalgia, the students said goodbye to the workbook, eager to continue learning and waiting for a second version. One student mentioned that the vocabulary learned was great, that he remembers many things and assimilates them into his daily life.

In addition, another student mentioned that she was very interested in each class, and that each one who came with the illusion of working with the workbook.