LET'S READ ABOUT OUR OWN COFFEE LAND

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ABSTRACT

This project shows the incidence of the use of Coffee Culture readings in the vocabulary level of students. This leads students to learn more about their own culture. It also lets students to be aware of their natural wealth and the biodiversity that surrounds them. The research question that guided this project was what the incidence of vocabulary acquisition from foreign language readings related to the students' own context is? The research project used classroom observations and individual students' work, together with a conscientious analysis of relevant research about reading as a tool for improving vocabulary. I could conclude that readings about students' real context enhance their interest in the class and make them feel self-confident, motivated and proud of their culture, leading us to results that demonstrate that it is possible to improve students' English lexicon through these kinds of readings.

1   INTRODUCTION

Carlos Eduardo Vasco Uribe school, is a public urban school in Pereira city, with a population of 1058 students who study in 3 venues, Esperanza Planes, Perla del Sur and the main venue located in San Marcos Neighborhood in Cuba district. This school offers the programs of Pre-school, Basic Primary, Basic Secondary on weekdays and Basic Education for Adults on Saturdays.

The families of our community belong to a low socioeconomic stratum, most of the parents are working in informal commerce, agricultural activities and a small portion of them work in the formal sector of services and production. In this institution, the migration phenomenon is presented, too. There are students from Venezuela. This is due to the political and economic conflict that this nation lives in. It is also an "inclusive" institution because there are more than 50 students with special education needs. And there are displaced students for the armed conflict in our country, these students are from Caquetá, Tolima, Huila, Valle, and Caldas departments.

Due to the social conditions of the community, the school has decided to focus its PEI (Institutional Educational Project) on a humanist philosophy with a developmental pedagogical model whose fundamental axis is learning by doing. In this way, students are active subjects therefore significant learning takes place. The learners selected for this project live in different neighborhoods and rural zones near the school. They were 30 students form 10th grade, none of them with any official report of special educational needs.

The selected class is formed by 30 students, 15 boys and 15 girls, aged from 13 to 16 years old. These students do not have good economic conditions after the past Covid-19 pandemic, but they have had the strength and the availability to face this strong change in their

lives, maintaining their joy, their willingness to learn and still seeing in education an opportunity for improvement. They agreed to carry out this project. They are interested in improving the amount of their lexicon in English, and they really liked the idea that it is reading about their own coffee culture.

Taking into account that the students of tenth grade from Carlos Eduardo Vasco Uribe School in Pereira city have a low level of vocabulary in English, and that in the current curricula and textbooks there is no cultural information about the Coffee Region, thus evidencing that English language is distant and disconnected from the students' real context. I decided to make this project waiting that the students improve their lexicon amount. Readings about the Coffee region which is the students' real context were used.

Taking advantage of the fact that the coffee region of Colombia is not only visited by national tourist but also international ones, and that in the future our students could have contact with English-speaking visitors, it is important that the students have a sufficient level of vocabulary to be able to have an understandable communication with them, and also relevant information about the region as its cultural richness.

As a teacher-researcher, I not only win to the extent that the students pay more attention to the class and acquire a culturally relevant vocabulary, but the whole process contributes to my work as a teacher to be situated in the real context of which both students and the entire community are developed. This would end up increasing motivation and strengthening the cultural identity of all those involved.

Finally, carried out this project strengthened my confidence as a public school teacher. I could demonstrate to my colleagues that it is possible to take advantage of the cultural riches that we possess not only in Risaralda but throughout Colombia. Adapting the existing information into readings we can take them to the English class, and let to our students know

the wealth of biodiversity and culture that each of the regions of our country has. Readings

about students' own contexts are an excellent tool to improve vocabulary levels in English

wherever and whenever necessary.

2   JUSTIFICATION

This work was developed for improving vocabulary through reading comprehension activities, working topics of general interest, related to Paisaje Cultural Cafetero (PCC) in Risaralda. Taking into account that vocabulary knowledge is key to comprehension and expression and realizing the lack of vocabulary in the selected group from tenth grade, the present work stimulated student interests in reading in order to improve their vocabulary.

As teacher-researcher, I hoped that the use of readings about the coffee culture could help the students identify their strengths as important actors of the Coffee Cultural Landscape (PPC) in Risaralda, and in the same way they could be conscious of the preservation of their environment and of course to promote with the rest of their community information about the Coffee Cultural Landscape (PPC) in an understandable way.

To support the teaching of words some of the strategies proposed by Cox (2017) were implemented. Those word learning strategies promoted in students the strategic use of vocabulary tools. Sought with these strategies to catch students' interest in the new vocabulary presented. As "reading is the main pathway for word acquisition" Cox (2017), this activity enabled students to see words in different contexts, therefore deepening their knowledge.

It required students to find new words as they encountered them in their daily reading, using strategies like word detectives, semantic maps which researchers have identified as a great way to increase students' grasp of vocabulary and can be used as a pre reading activity to active prior knowledge, or to introduce key words, or the jigsaw learning technique that is a quick and effective way for students to work with their peers while learning key vocabulary words.

To Implement a variety of approaches helped preventing student's boredom, so we could experiment with different strategies like the concept cube that is a great strategy to employ word parts and Word connect where we can use a Venn diagram that is a great way for students to compare similarities and differences within words and it also provides students with new exposures to words, which helps them solidify what they have learned. The use of a variety of strategies helped to determine which ones work the best for students.

This project showed us the incidence of the use of the Coffee Culture readings in the vocabulary level of the students. This could make students learn more about their own culture. Students could be aware of their natural wealth and the biodiversity that surrounds them. In the same way, students could be conscious of the importance of the preservation of their culture. Finally, students could be able to promote the information learned about PCC with the communities they belong to.

3   RESEARCH QUESTION

Risaralda has 14 municipalities; it is located in the center of the Paisaje Cultural Cafetero which is the focus of commercial and industrial development of western Colombia. The Municipalities which make part of the Paisaje Cultural Cafetero (PCC) are Apía, Balboa, Belén de Umbria, Dosquebradas Guática, La Celia, Marsella, Mistrató, Quinchía, Santa Rosa de Cabal, Santuario, and Pereira, the city where I work.

The hospitality of the people of which the students of our school and their families are part, can be felt from their Andean mountains full of forests, coffee and green banana plantations till the valley with its guadua and cane fields. This hospitality added to a good level of vocabulary in the English language, would provide both our students and future foreing visitors with more understandable communication. Risaralda is the only Department of Colombia internationally recognized as "model forest", a title awarded by the Ibero-American Network of Models Forests –RIABM, thanks to the excellent community management of the areas declared as reserves. Because of the numerous natural parks, and the institutional commitment for taking care of the environment, the biodiversity and all the natural wealth around it, Risaralda is called the Green Department.

All this information about PCC is a topic of general interest. Taking into account that PCC is part of our real context, I thought it could call the attention of my students. I knew that students in10th grade from Carlos Eduardo Vasco Uribe (C.E.V.U) public school do not have a high amount of vocabulary in their English lexicon. Thus, the research question that was posited is: What is the incidence in the acquisition of vocabulary from readings in foreign language (English) related to the students' own context?

4   OBJECTIVES

4.1   MAIN OBJECTIVE

To improve vocabulary through reading comprehension by activities working topics of general interest about Paisaje Cultural Cafetero (PCC) in Risaralda

4.2   SUBSIDIARY OBJECTIVES

-To identify the strengths students have in reading and vocabulary in the use of English language as important actors of PCC in Risaralda.

-To be conscious of the preservation of their own culture.

-To promote with the rest of the community information about Paisaje Cultural Cafetero.

5. LITERATURE REVIEW

This project showed us the incidence of the use of readings about the Coffee Culture in the vocabulary level of the students. This could make students learn more about their own culture. Students could be aware of their natural wealth and the biodiversity that surrounds them. In the same way students could be conscious of the importance of the preservation of their culture. Finally, students could be able to promote the information learned about Paisaje Cultural Cafetero with the communities they belong to.

Relying on concepts from Susanto (2017) in *The Teaching of Vocabulary: A Perspective,* where he posited that "The learning of vocabulary is an important part in foreign language learning, and learning vocabulary is considered as central in language teaching, and is of paramount importance to a language learner, considering that vocabulary is basic for learning a foreign language" (p.182); and taking into account the roles of the students and the teacher mentioned by Webb and Nation (2017) in his book *How Vocabulary is learned*, whose title has been selected to name the first aspect of the four that conformed this work. This project tried to see the incidence of teaching vocabulary through readings about students' real context. The other important aspect that supported this project was how teachers use readings as a tool to build vocabulary through readings and the retention of new words.

5.1 How Vocabulary is Learned

The difficulty of learning a word in a foreign language can come from a variety of sources, the linguistic system of the second language, the linguistic system of the first language, the similarities between the first and second language, the way in which the word is taught and

the learner's experience of the world (Webb and Nation, 2017). Those important sources have to be taken into account for teachers when they make the decision of focusing on teaching vocabulary.

According to Webb and Nation (2017) vocabulary occurs because certain conditions are established for facilitating learning, some of them are repetition, noticing, retrieval, varied encounters, varied use and elaboration. These conditions of learning are supported in two main factors:

1. The number of encounters of each word (repetition).
2. The quality of the attention of each encounter.

In this way, Webb and Nation (2017) remarked that those conditions established in the process of learning vocabulary may be appropriate for better results.

The role of the teacher according to Webb and Nation (2017) is to ensure that the students spend time learning the words that are most useful to them, and that they engage in a range of activities that will help them learn vocabulary both deliberately and incidentally. Teachers also need to have clear goals for vocabulary learning during the course and need to make their students aware of these goals. It is also important for teachers to use an approach that will help their learners develop comprehensive knowledge of the target words, and to measure vocabulary learning in the course.

Learners may be able to list and count the words that they have recently learned. The value that the learners place on vocabulary can be seen in their notes, with new words often being copied down as they are taught and encountered. Webb and Nation (2017) also stated that the quantifiable character of learning vocabulary could generate the progress of the improvement of lexical in a proportionately and precise way. This could also motivate students to learn even more about their real context, in this case, the coffee cultural landscape.

5.2 Readings as a tool for learning vocabulary

The importance of vocabulary in second language (L2) teaching has long been recognized as an essential element of the process. Ardati and Wallen (2020) stated that the close relationship between vocabulary acquisition and reading has also been recognized and studied. Ardati and Wallen's findings illustrate that reading facilitates vocabulary acquisition to a great extent, with few exceptions. In addition, they also stated that the attempt to determine whether vocabulary is best learned by explicit instruction or extensive reading (ER), further points to ER as a substantial source to acquire vocabulary.

According to Sheridan (2017) The more L2 vocabulary a learner knows, the more likely they will be able to understand the target language. However, understanding all of the 20,000-25,000 words a native English speaker recognizes is not an acceptable objective for most L2 pupils, especially with restricted time and resources. There are many strategies for learning and reviewing vocabulary like word detective, semantic maps, word wizard, concept cube and word connect proposed by Cox (2017), from extensive reading to rote memorization drills. Sheridan (2017) centered on a specific and adequate approach which focuses on improving the frequency of vocabulary learning through vocabulary cards and cooperative learning strategies in class. Vocabulary cards are exceptionally useful instruments when they are elaborated by the students and when they include crucial components of the target word.

Other strategies or vocabulary activities with reading texts proposed by Nation (2001) which could be used were:

* Matching definitions to words in the texts: This activity involves finding words in the text which match definitions given after the texts. Often the definitions are listed in the same order as

the words occur in the text. This activity has a denotation objective: Joining the meaning with the form. This activity is appropriate for working in an individual way, and can be adapted without effort to students who have a broad spectrum of competence levels.

* Collocational matching: Students receive two lists of words that they have joined in order to give as result a pack of collocations. The Objective of this activity is the use of collocations. When this activity is done as group work, students with different mother tongues make good use of it, because the students can use many parallels from their mother tongue in order to predict English collocations.

* Answering questions after reading the text: Students develop reading comprehension activities in order to improve the use of the selected vocabulary. The learning objective is to enhance the connection between the form and the meaning. Most of the time answers require that students use in a creative way the information from the given texts. The conditions of learning become also productive. When the answers are shared between the students there is a good use of the competence in different levels in the same classroom.

It is important to now that Feng and Webb (2020) established that many researchers have declared that reading is the most essential source in the acquisition of the L1 vocabulary (e.g., Jenkins, Stein, & Wysocki, 1984; Nagy, Anderson, & Herman, 1987; Nagy et al., 1985). Even though the profits in vocabulary indicated in reading studies in L1 are not so big, L1 students evidence a fast and meaningful vocabulary growth during their time at school because of the large amount of written input that they received there. (Elley,1989; Nagy et al., 1987). Students can obtain a lot of knowledge from written form while reading, also collocation and part of speech, and improve some knowledge of the word's meaning in the context.

Knowledge of encountered words may accumulate as they meet the words in various contexts. For that reason, in order to improve the potential for incidental vocabulary learning

through reading, students need a large amount of written input through extensive readings. This can be one solution for increasing the amount of written input. The language learning approach called *extensive reading*, involves students reading a large quantity of materials for pleasure.

According to Ramadani (2015), vocabulary is very important for us to master, because without it we cannot do anything in a language, especially English which reading is one of the skills that not only the students but also the teachers learn, by reading we can increase the amount of our vocabulary. Thus, the more we read in English, the faster we master the vocabulary. Some of the troubles found for learning vocabulary through reading in Ramadani's work (2017) were that almost all of the students had difficulties in pronouncing the words. They couldn't understand the meaning of some words, and they lack motivation to learn English.

Another aspect stated by Ramadani (2017) was that students found difficulties in choosing the appropriate meaning of the words. Also, they still confuse using the word based on the context. Students are also still confused when they find words or expressions that are idiomatic. The teacher does not use English as the language in teaching and learning too, the students have low motivation to read English text and lack of English exposure. Students have to work harder in reading in order to get more vocabulary. Finally, Ramadani (2017) also stated that knowing a word involves much more than knowing its dictionary definition. To have a dictionary is not enough because idioms need more knowledge to understand the meaning of a word.

5.3 To Build Vocabulary through Reading

Today, there are many problems in education. Katemba and Parilia (2020) consider that the problems occur not only in terms of the government's limited funds to provide adequate facilities for the school and students, but also from what might be considered important by most people, that is, students' interest in reading, especially reading when the text is written or printed in English. This problem actually will have a considerable impact on the continuity of education.

According to Katemba (2020) one way to build vocabulary is to get the students interested in reading. One good medium for students to read is the newspaper, either the printed or online newspapers on the internet or what we now call e-Paper or electronic newspapers. This is one of the reasons I chose readings about the coffee cultural landscape in order to improve the vocabulary in tenth grade students.

Katemba (2020) said that we can use the language written by experts in the newspapers to teach and improve language, specifically to improve students' vocabulary. Most of the time the newspapers are more updated than textbooks, so they can be an excellent beginning point for reading activities or lessons. Newspapers also reframe different kinds of languages (advertisements, reports, stories, problem page letters, reviews, horoscopes, weather forecasting, etc.). For those reasons, the newspaper can have more advantages compared to course books, because the newspaper will give more updated references.

Recommendations to improve vocabulary by encouraging wide reading, teaching words and word learning strategies, and promoting active learning and interest in words are not new. The purpose of Dalton and Grisham (2011) is to encourage teachers to apply research-based recommendations in new ways, using digital tools, media, and the Internet-that is, to deploy technology in service of vocabulary learning through 10 strategies of teaching vocabulary and helping students become independent word learners.

1. Students learn by watching the words and the relationship between them within the text.

2. Students take a trip through the digital vocabulary field.

3. Students do online vocabulary activities connecting fun and learning.

4. Students use media in order to express their vocabulary knowledge.

5. Students and teachers take advantage of online word reference tools.

6.   Teachers and learners support reading activities and word learning using just in time vocabulary reference support.

7.   Students can use language translators to give just in time help for ELLs.

8.   Reading digital texts, students could increase the quantity of readings.

9.   Students increase the quantity of readings by listening to digital texts with a text to speech tool and audio books.

10. Learners combine vocabulary learning and social service.

The latter 10 strategies use technology to support wide reading, direct instruction, active learning, and interest in words that we know are essential to vocabulary development. They can be adapted in an easy way to the students' learning process. These strategies can be put into practice in classrooms connected to the web. In a digital world, knowing how to use the tools and resources available online is part of becoming a strategic learner.

Laufer and Rozoyski-Roitblat (2015) stated that three "task type" conditions affect the learning of new words in a second language. These conditions are reading only, reading with a dictionary and reading and word focused exercises. Three "number of encounters'' conditions and their combinations, also affect this process. According to Laufer and Rozoyski-Roitblat (2015) it is important to understand that reading with word focused exercises achieved better results aside from the number of encounters with the target words and the type of word knowledge. It is paramount to take into account that the number of encounters had different effects in different task conditions as well as work with different activities for enhancing the numbers of encounters. As a teacher I hoped that my students would reinforce the vocabulary through each encounter.

Task was defined in Richards, et al (1985, p.289) and Laufer and Hulstijn (2001) as an activity or action performed as the outcome of understanding or processing a language. Skehan,(1998, in Laufer, 2015) considered this definition encloses artificial non communicative

tasks, such as unconnected sentences with given words or filling the gaps. The definition in the task-based approach is more general. Here the task received a more specific meaning, it is handled like an activity with some communication problem to solve. Laufer (2015) claimed that in most experimental analysis of vocabulary acquisition through reading, comparatively short texts (up to 7000 words) were used and the vocabulary obtained was studied instantly after reading. However, students selected words from reading, the results were really low: 1-7 words per text.

According to Asyiah (2017) there are some studies on perceptions toward vocabulary teaching and vocabulary learning that showed that vocabulary teaching and learning have not been taken into consideration by the practitioners in teaching English as a foreign language. Kebiel, 2012 cited in Asyiah 2017 investigated teachers and students' perceptions in vocabulary learning strategies. It was found from the study that most of the teachers and learners do not have appropriate knowledge about strategies of learning and vocabulary learning strategies. Teachers are not aware of the importance of vocabulary and vocabulary learning strategies.

The perception of vocabulary teaching and vocabulary learning and strategies in teaching and learning vocabulary play a crucial role for the improvement of vocabulary instruction and students' vocabulary mastery. Asyiah (2017) stated that very few extensive researches have tackled both vocabulary teaching and vocabulary learning in the Indonesian context, particularly on perceptions towards vocabulary teaching and vocabulary learning, as well as the strategies. Asyiah (2017) also found slightly similar to the teacher's perception, students also perceived that vocabulary teaching and vocabulary learning has an influential impact on their cognitive, affective and behavior skills.

In relation to the cognitive aspect, Asyiah (2017) said that students believed that vocabulary teaching will positively help them in the level of understanding, in this case in understanding English vocabularies easier and in understanding English texts easier. Students' perception dealing with behavior asserted that vocabulary teaching and vocabulary learning will

be very helpful for them in making English monologues, putting English words together to make a text or a dialogue, and it is also able to ease them in making English conversation. This indicates that students mostly believed that vocabulary teaching and vocabulary learning is important in helping them communicate using English.

With regard to affective aspects, students perceived that vocabulary teaching and vocabulary learning is mostly able to help them in solving their problems when finding unfamiliar words, increasing students' motivation in learning and using English and in triggering them to test their own vocabulary mastery. Besides, according to Asyiah (2017) students also believed that vocabulary teaching and vocabulary learning are important to make them enjoy learning and using English.

5.4 Retention of New Words

Vocabulary acquisition is a challenge for most English as a foreign language (EFL) learners. Teng (2019) argued that incidental vocabulary acquisition is defined as a 'byproduct' that occurs when learning activities do not include a specific focus on lexical acquisition. It is evident that the acquisition of incidental vocabulary is less effective than the acquisition of intentional vocabulary. This is based on the explicit teaching of decontextualized lexical words items (de la Fuente 2006; Laufer 2005; Nation 2013; Sonbul and Schmitt 2010, 2013; Teng 2015). Nevertheless, because of the limited time available in the classroom for explicit word teaching (Schmitt 2008), investigators have gone in agreement that the acquisition of incidental vocabulary is necessary and should be included into teaching and learning (Pellicer-Sánchez and Schmitt 2010; Teng 2014). Introducing incidental vocabulary about the coffee cultural landscape could improve the lexicon in English of tenth grade students from Carlos Eduardo Vasco Uribe School in Pereira – Risaralda.

Successful incidental vocabulary acquisition depends on the frequency with which words are encountered by the learners (Webb & Chang 2015). The situation in which learners

face words plays an important role in their word learning. The words that are engaged in an easy and fine context with pertinent clues to the word meanings are more likely to be learned. The surroundings of a word give an important understanding of appropriate information and should allow students to achieve extensive vocabulary knowledge.

Increasing the number of exposures for target words has a positive effect on incidental vocabulary acquisition (Heidari-Shahreza & Tavakoli, 2016). The results for the acquisition of meaning vary according to the context type (Teng, 2019). Fortunate incidental vocabulary acquisition builds upon the frequency with which each word is encountered by the student (Webb & Chang, 2015). Diverse studies (e.g Horst, Cobb & Meara 1998; Pigada and Schmitt 2006, Rott, 2007) have shown the effective outcomes of word exposure frequency on incidental word acquisition. According to Schmitt (2008), the consideration for this conclusive consequence is that repeated encounters with target words promote acquisition by submitting new words in minor increases.

As reported by Teng (2019), an increase in encounters in a more informative context leads to an important enhancement in word meaning acquisition. Although, when the words are set in a less informative context, the minor increments in exposure are less efficient for generating acquisition of word meaning. So, students got better results in the acquisition of word meaning when they were exposed to repetition in a more informative context than the less ones.

Repetition was crucial, although it was not easy to regulate the amount of encounters necessary for an outstanding incidental vocabulary acquisition. This happened because there were many variables interacting with repetition. The significant influence that the context type had in the amount of repetitions needed to achieve the knowledge of a word, especially meaning. To activate good enough incidental vocabulary acquisition, Teng's (2019) study suggested that students need to encounter new words at least ten times in each largely informative context.

Teng (2019) stated that even though students can acquire word knowledge in an incidental way, some available research about incidental vocabulary acquisition have shown that it is unclear the amount of encounters a student needs to acquire an unknown word (Waring & Takaki, 2003). Laufer (2009) and Schmitt (2010) also admitted that this way of acquisition of word knowledge can be partial. Through this project, students will have many encounters with unknown words. Students were expected to achieve a good level in retention of new words.

Finally, Laufer (2015) stated that learning new vocabulary in a foreign language environment is determined by two main factors: the number of encounters with the new words in the language input and what learners do with them, and the opportunities for vocabulary learning through extensive readings which a well-balanced course needs to include. To apply this project, students will be exposed to readings of general interest, and through them, they can appropriate and use words representative for this region, unknown before for them.

There are many research projects about teaching vocabulary through reading. I selected the ones that I considered necessary to support the development of this project. Many of them were carried out into socio economic contexts similar to my students'. The implementation of these studies guided the application of this project. It also allowed us to see the incidence in the vocabulary level of tenth grade students through readings about the coffee culture landscape.

The Coffee Cultural Landscape (Paisaje Cultural Cafetero) is the name given to a territory in the center of Colombia. This territory was declared World Heritage by UNESCO on June 25th, 2011. This is the most touristic region in the Center of Colombia. This region is visited by thousands of national and international tourists. This situation has prompted people in the region to begin to learn and write important information about the region in English in order to offer a better service to the English-speaking tourists. Thus, it was decided to bring to the classroom readings about our own coffee culture, in order to improve and increase the vocabulary of the students.

LET'S READ ABOUT OUR OWN COFFEE LAND

6. METHODOLOGY

The purpose of this project was to improve vocabulary through reading comprehension activities, working topics of general interest, which concern the Paisaje Cultural Cafetero (PCC) in Risaralda. Students learned more about their land and added more vocabulary to their lexicon and the teachers could be able to establish the incidence of the vocabulary acquisition from foreign language readings related to the students' own context.

The students' population to be impacted were aged between 14 and 16 years old. They were tenth graders who belong to a low socio-economic stratum and attend Carlos Eduardo Vasco Uribe public school located in the urban zone of Pereira City. Due to the low amount of lexical entries, they manage nowadays. It could be positive to expose students to topics of general interest such as those related to their real context.

The method used in the application of the present project was the Thinking Based Learning, whose objective is to teach students to contextualize, analyze, relate, argue, convert information into knowledge and develop thinking skills beyond memorization. Taking this into account, it is considered to be the most indicated method since it will allow the student not only to memorize vocabulary but also to analyze, relate and contextualize it in their environment, which could facilitate the achievement of the objective of this project.

This research project was based on a mix method, using basically the qualitative method but also the quantitative one in some estimations done. The procedure consisted in four moments: the diagnosis of the students' interest and knowledge about the topic, through a google form survey, the implementations of the didactics sequences, the comparisons of the results of the initial and final test and finally the findings and conclusions from the implementation of the didactic sequences.

For starting this process, a survey was designed in order to know if the students would be interested in learning about their own coffee culture. It was applied in Spanish so that students could better understand. At the beginning of the year, there were 32 students, but two of them were withdrawn from the school. Their families moved to other neighborhoods. The results of the survey were positive. It let me begin with the project. The survey was sent to the students throughout a google form (see appendix A).

In addition to personal information of the students like age and gender, the survey had questions of knowledge such as: Do you know what the coffee axis is? Do you know what the coffee triangle is? Do you know what the Coffee Cultural Landscape is? And Do you know that the Department of Risaralda is part of the Coffee Cultural Landscape? The survey also had expectation questions like Would you like to know more about the Coffee Cultural Landscape? Would you like to work on texts related to the Coffee Cultural Landscape in your English class? And Would you like to discover how words related to our Coffee Culture are said and written in English? The seven questions only have two options of answers (yes/no).

The following step was an initial test with ten sentences that students completed with vocabulary related to the coffee region. It showed a sample of the amount of the vocabulary related to the topic the students will work on. The results of the initial test were in some way positive because they did not know the vocabulary proposed in the test and this vocabulary would be worked on in the next classes (see Appendix B). The teacher waited that for the final test, the result could be really positive, showing that students did increase their lexicon by learning these and other words related to their real context. It was presented in a multiple choice format and physically like a worksheet.

A didactic sequence was designed for exposing students to the topic. It was called Coffee Cultural Landscape. The teacher centered objective was that students read and write short texts about the Coffee Cultural Landscape, identifying the main features of the Coffee

Cultural Landscape through new vocabulary about it and giving opinions about the importance of maintaining the environment of the region.

This didactic sequence had as a communicative center objective that students will make an infographic about Coffee Cultural Landscape, CCL, logo and will be aware of the natural richness of the coffee region (see appendix C). According to Webb & Nation (2017), we as teachers have to take into account the similarities between L1 and L2 and the way in which the word is taught and the learner's experience of the world, students were exposed to a video in Spanish taken from YouTube about the Colombian Coffee Cultural Landscape (see appendix D).

Another important activity was that some students drew in their notebooks the logo symbol of the Coffee Cultural Landscape and others in a piece of paper in order to familiarize with it and for recognizing each one of the elements which conform the logo as important elements of our region (see appendix E). Then, they read the first text about CCL and taking into account some strategies or vocabulary activities with reading texts proposed by Nation (2001) like answering questions after reading the text where students develop reading comprehension activities in order to improve the use of the selected vocabulary, learners were exposed to a reading comprehension worksheet (see appendix F).

As students were able to list and count the words that they have recently learned, they created a word bank with the new vocabulary for them. Then students completed a written exercise based on the previous vocabulary. It was a worksheet called focus on vocabulary (see appendix G). Students compared their answers with another pair and the teacher provided feedback when it was necessary.

In the practice, the teacher encouraged students to pass to the board for drawing the elements which made the logo of the Coffee Cultural Landscape (see appendix H). The teacher

motivated students to express in their own words the importance of these elements for the coffee region. In this activity students could reflect on their real context. They did it in an enthusiastic way. Most of the students just memorized the information given about the CCL elements. They were recorded in short videos (see appendix I)

Finally, as homework, half of the students made a digital infographic about the elements which formed the logo of the Colombian Coffee Cultural Landscape and the other half did a poster using their creativity (see appendixes J and K). Through the homework students developed their initiative and independent work. They also acquired good habits, self- discipline and a good sense of personal responsibility. The posters were shared with our school community posting them in some walls of our school. (see appendix L). Students were motivated by the teacher to share with their families at home the information worked during those classes.

The second phase was accompanied by another didactic sequence named Coffee Production Process (see appendix M). The teacher centered-objective was that students read and write texts about the coffee production process, identifying the steps of the process through new vocabulary about it. Students also will give opinions about the importance of this activity in the economic life of the region. The communicative student centered objective was that students will write a text about the coffee production process taking into account the steps of the process.

The teacher introduced the topic "Coffee Production Process" , writing it as a title on the board and asked the students to express their ideas about what they know about this. After that, students watched some short videos taken from YouTube about the coffee production process in different countries including ours (see appendix N). They identified the differences and similarities of those processes by comparing them with ours. Students took notes while watching the videos.

Following one of the two main factors that Laufer (2015) stated which determined learning new vocabulary in a foreign language environment, in this case the factor is the opportunity for vocabulary learning through extensive readings which a well-balanced course needs to include, the teacher gave students an extensive text about the topic (see appendix O). Learners drew in their notebooks each one of the steps of the coffee production process in order to learn or remember them. The information was taken from the website colfreshcoffee.com and adapted by the teacher. It was translated into English and some sentences were changed into present perfect.

According to Teng (2019), an increment in encounters in a more informative context leads to an important enhancement in word meaning acquisition. The teacher drove students to read the text and to underline in red the words easy to identify or understand for them and in yellow the new ones. The new words found, fed the word-bank they did in their notebooks.

Taking into account Webb and Nation (2017) perception about the role of the teacher, who has to ensure that the students spend time learning the words, the teacher delivers a reading comprehension worksheet (see appendix P). Students did the reading comprehension activity based on the previous reading. They improved the vocabulary by completing a written exercise based on the previous vocabulary.   Then, students compared their answers with another classmate. The teacher will check the answers and provide feedback.

The word bank helped students have an easier understanding of the text and linked this vocabulary to the reading comprehension activity. It also helped students do in a better way the practice which consisted in writing a short text about the steps of the Coffee Production Process and the information they can remember from the watched videos (see appendix Q).

Finally, as homework, the teacher motivated students to make in their houses with the help of their parents, a poster with the ten steps of the coffee production process, using their

creativity, and ask students to share with their families the information they received in class about it. The posters also were shared in our schools putting them in the walls of the corridor where the classroom is located (appendix R).

For the third and last phase, a didactic sequence called Movie Destination was designed (see appendix S). This sequence has as the teacher centered objective that the students read texts about the coffee region, identifying important facts which make it an adventure movie destination, finding new vocabulary in them and giving opinions about the importance of these activities for the economy of the region. The communicative student-centered objective is that students make a leaflet promoting the coffee region as an adventure movie destination.

The teacher introduced the topic writing on the board as a title the words movie destination. Then in an oral way, the teacher asked students what they thought about the Disney movie "Encanto". The teacher also asked students if they considered the movie a positive influence for the coffee region. Students watched a video taken from YouTube with the song "We don't talk about Bruno" by the American singer composer Linmanuel Miranda (see appendix T). In this video students identified some facts which characterize our own coffee culture and our landscapes.

Taking into account that one way to build vocabulary is to get students interested in reading and that most of the time the newspapers are more updated than textbooks and that they can be an excellent beginning point for reading activities (Katemba, 2020), the teacher gave students a text called *Coffee –growing region a movie destination* (see appendix U). It contains information about different aspects of the coffee region. This information was taken from the Magazine "Destino Café". The magazine has an English version of some of its articles in both physical and digital versions (https://www.destinocafe.com/?p=4943). The teacher made some adaptations taking into account the grammar structures planned for the school term.

Adopting the purpose of Dalton and Grisham (2012) that is to encourage teachers to apply research-based recommendations in new ways, using digital tools, media and the internet, the teacher completed the worksheet with information taken from the blog " The Best Birding experiences in Colombia Coffee Region (https://www.uncovercolombia.com/blog/birding-experiences-in-colombia-coffee-region/) from the website uncovercolombia.com. The teacher also adapted the information found in the blog. This information would also help students to collect information for doing the leaflet.

In the given text, students could identify different aspects which make our region an adventure movie destination, and they selected the information they considered could be used for promoting the region as an adventure movie destination. Students read the text and they underlined the new vocabulary they found in the reading for feeding the word-bank. It was created in their English notebook. The word-bank facilitated them a better understanding and looked up the meaning into Spanish of those new words (see appendix V). According to Laufer and Rozoyski-Roitblat (2015) it is important to understand that reading with word focused exercises achieved better results aside from the number of encounters with the target words and the type of word knowledge. The word bank helps them have an easier understanding of the text and link this vocabulary to the reading comprehension activity.

Then students did a reading comprehension activity based on the previous reading in order to improve the vocabulary (see appendix W). Students completed a written exercise based on the previous vocabulary. Students did the reading comprehension in pairs. This activity will let the students build and reinforce positive relationships creating learning and social skills. Students also compared their answers with another pair of students. Teacher checked the answers and provided feedback when it was necessary.

The teacher asked the students to make the initial design of the leaflet. Students had to take into account the features and places which make the coffee region a movie destination.

Students used all the information given in the texts worked in class for promoting the region as a movie destination. Students put into practice the new vocabulary found in the texts.

The teacher divided the board in eight sections, the number of sides the leaflet will contain and she showed students how to bend the paper for obtaining the 8 sides and the different styles they can use in the leaflets. After the teacher asked the students what information they would use for the leaflet, they encouraged students to participate in the board in order to put that information on the board. Students expressed in their own words why they selected it. In this activity, students shared what they knew or already learnt about their real context (Coffee region) and the teacher just encouraged students to participate actively in the class.

As homework, the teacher motivated students to make, in their houses with the help of their parents, a leaflet with the information they considered important for promoting our coffee region as an adventure movie destination. The teacher lets students use their creativity. The teacher asked students to share with their families the information they received in class about it. The purpose of the homework assignment was that students developed their initiative and independent work, acquiring good habits, self- discipline and a good sense of personal responsibility to learn and share the information worked in class with their families and together create a leaflet (see appendix X).

According to Webb and Chang (2015), the surroundings of a word give an important understanding of appropriate information and should allow students to achieve extensive vocabulary knowledge, and the incidental vocabulary acquisition builds upon the frequency which each word is encountered by the student, an extra activity was proposed by the teacher. The activity consisted in looking for the images of the names of some birds found in the reading and pasting them in the students' notebooks (see appendix Y). Those birds make part of the fauna of the region. The region is popular for the bird watching activity too.

Finally, the teacher applied the final vocabulary test (See appendix Z), in order to analyze the results and find the incidence of vocabulary acquisition from foreign language readings related to the Coffee Cultural Landscape.
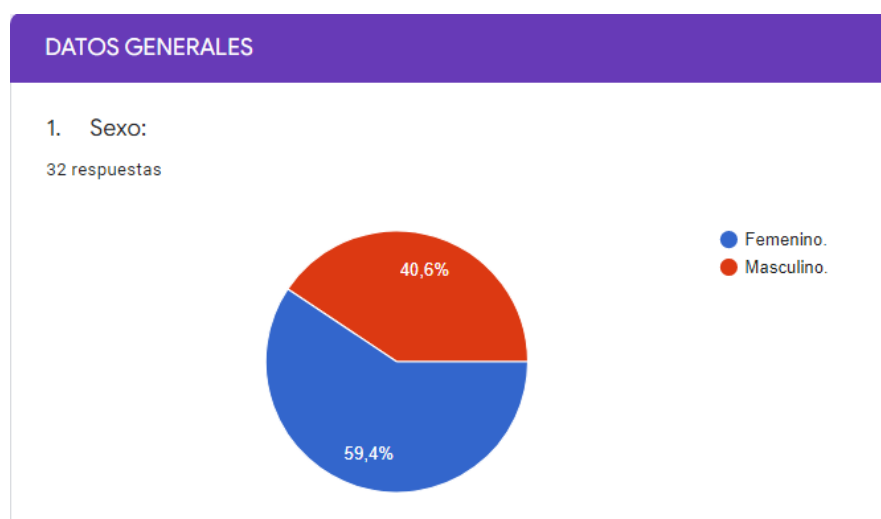
LET'S READ ABOUT OUR OWN COFFEE LAND

7. TIME TABLE

2020		
OCTOBER	Decide the theme and write the Objectives	
NOVEMBER	Redesign the Schedule.	
2021		
MAY	Introduction Justification	
SEPTEMBER	Methodology	
OCTOBER	Theoretical Framework	
NOVEMBER	Design a survey in order to know students' interest in the topic .	To apply the survey and To collect data results.
DECEMBER	To analyze data statistically	
2022		
FEBRUARY	To apply the initial test about vocabulary	To expose the students to the first Reading about the topic. Writing activity using new words. And to create a word bank with the new words found in the reading
MARCH	To expose the students to the second Reading about the topic and feed the word bank	To implement the middle vocabulary test.
MAY	To expose the students to the third reading and feed the word bank. Writing activity for reinforcement of new vocabulary.	To implement the final vocabulary test. Collecting data and Analyzing data. Writing or the Analysis Conclusions
JULY	Proof reading and Possible corrections have been completed	Presentation of the final report.

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8. DATA ANALYSIS

In order to know if tenth grade students from Carlos Eduardo Vasco Uribe school were interested in learning about their own coffee culture, a survey was applied through google form and in Spanish for a better students' understanding. In the data collection 32 students participated. 59.4 % were female and 40.6 % were male. The students are aged between 14 and 20 years old. Fifteen of them (43.7 %) were 14 years old, nine of them (28.1 %) were 15 years old, six of them (18.7 %) were 16 years old, two of them (6.3 %) were 17 years old and only one of them (3.1 %) was 20 years old. (see figures 1 and 2).

Figure 1.
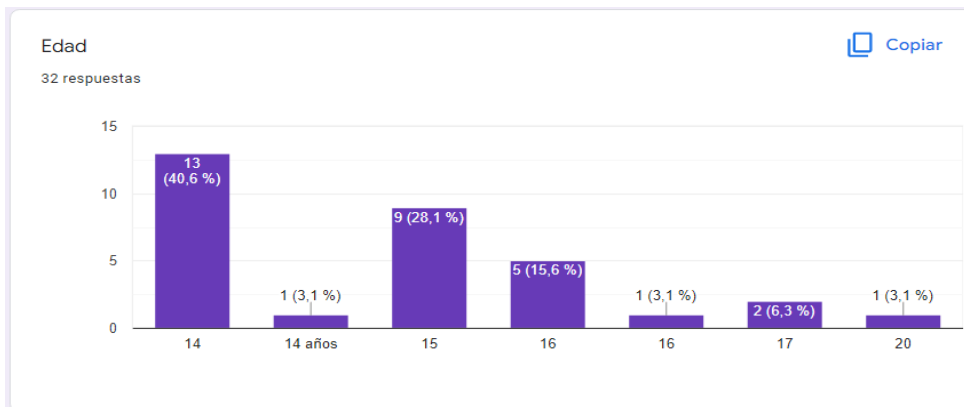
Percentage of the Students' Gender

In this figure we can see that most of the participants are female (59.4%) and the 40.6% are male.

Figure 2

Percentages of the Students Ages.

This figure shows that most of the participants are fourteen years old.

The survey consisted of seven questions. The first question was Do you know what the Coffee axis is? It was answered in a 100% yes. (see figure 3).

Figure 3

Percentage of Answer to Question Number One

This figure shows that all the students know what is the coffee axis.

In the second question, Do you know what the Coffee Triangle is? 59.4 % answered yes, but surprisingly almost half of the students (40.6 %) did not know about it. (see figure 4).

Figure 4

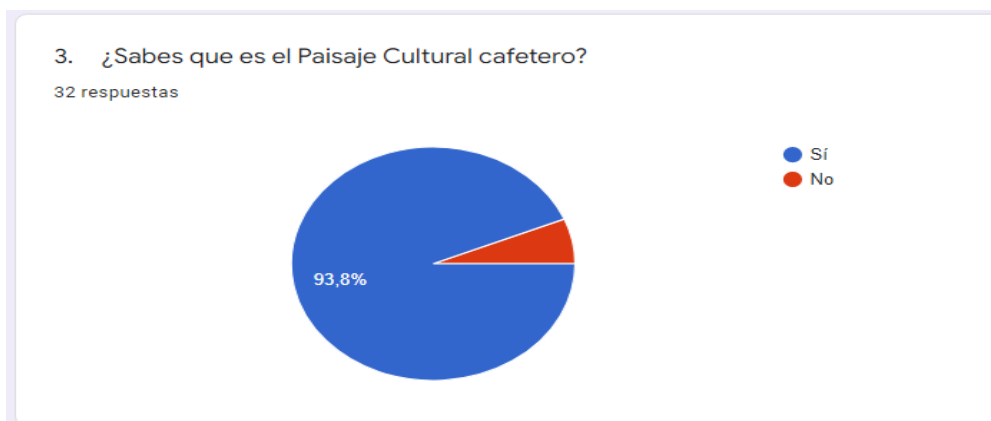*Percentages of Answer to Question Number Two.*

This figure shows that most of the students know what is the coffee triangle.

The third question was, Do you know what the Coffee Cultural Landscape is? 93.8 % of the students answered yes, and only a minimum of 6.2 % gave a negative answer. (see figure 5).

Figure 5

Percentages of Answer to Question Number Three

.

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In this figure we can find that most of the participants know what is the Coffee Cultural Landscape.

The four question, which places the Coffee Cultural Landscape as part of our department, asked students if they know that Risaralda Department is part of the Coffee Cultural Landscape? Most of the students (96.9 %) answered positively. (see figure 6).

Figure 6

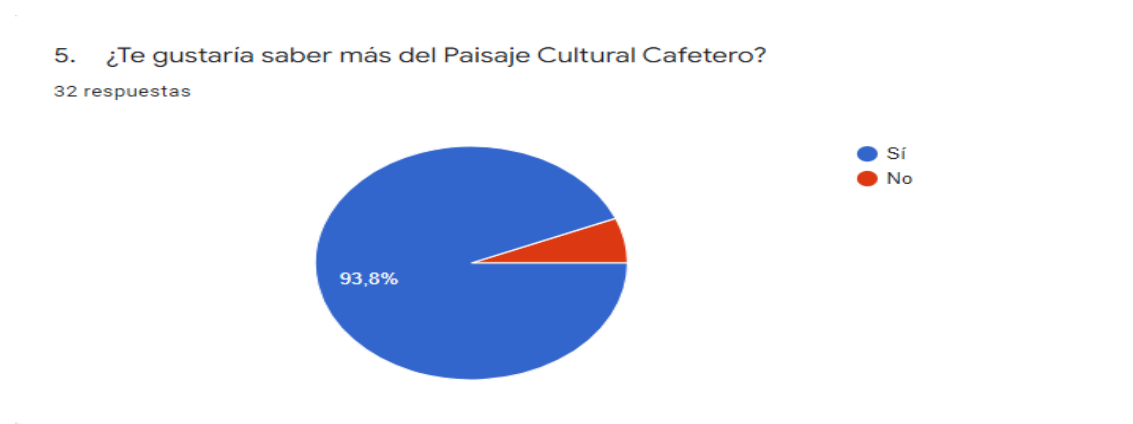*Percentage of Answer to Question Number Four.*

This figure shows that most of the participants know that Risaralda Department makes part of the Coffee Cultural Landscape.

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The Fifth question asked the students if they would like to know more about the Coffee Cultural Landscape, and the majority of them (93.8 %) gave a yes as answer. (see figure 7).

Figure 7

Percentage of Answer to Question Number Five.

5. ¿Te gustaría saber más del Paisaje Cultural Cafetero?
32 respuestas

93,8%

● Sí
● No

This figure shows that most of the participants would like to know more about the Coffee Cultural Landscape.

The sixth question was related to the English class, students were asked if they would like to work in this class on texts related to the Cultural Coffee Landscape and 96.9 % of them answered yes. (see figure 8).
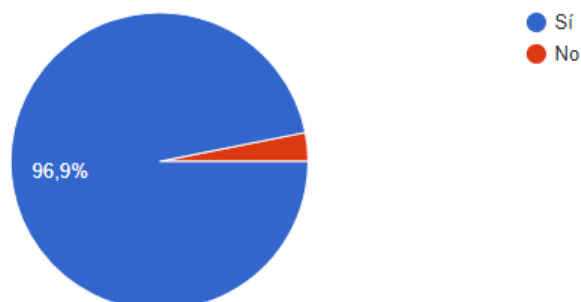
Figure 8

Percentage of Answers to Question Number Six.

6. ¿Te gustaría que en la clase de inglés se trabajen textos respecto al Paisaje Cultural Cafetero?

32 respuestas

This figure shows that most of the students would like to work in class with texts related to the Coffee Cultural Lansdacape.

Finally, the last question was related to the vocabulary belonging to our own Coffee Culture. If they, as students, would like to know how to write and pronounce in English some words related to the Coffee Cultural Landscape, and all the students (100 %) answered yes. (see figure 9).

Figure 9

Percentage of the Answer to Question Number Seven.

7. Te gustaría descubrir cómo se dicen y se escriben en inglés palabras relacionadas con nuestra cultura cafetera?

32 respuestas
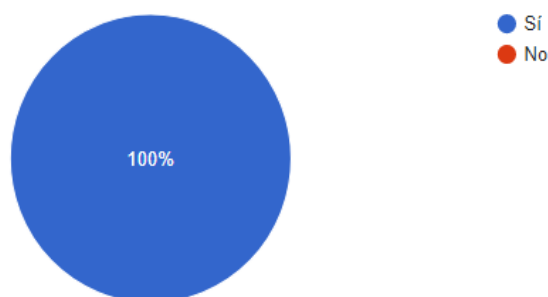
This figure shows that all the students would like to discover how are said and written in English some words relating to our coffee culture.

Taking into account the answers given by the 30 students, I could assume that even if they had some previous knowledge about our own coffee culture, it was possible to improve their vocabulary through texts about this topic and their respective reading comprehension activities. Word banks made by students will be also important for their productions about the coffee cultural region. Through these activities and productions, I could see the incidence of the reading in the vocabulary improvement.

Before starting the application of this project, a pretest was delivered by the teacher to the students. It had ten utterances related to the Coffee Cultural Landscape. Students had to fill in the gap selecting the correct word. It had four options for answering it in the correct way. The thirty students took the pre- test. One of the students got six correct answers, one student had five correct answers, five students obtained four correct answers, ten students had 3 correct answers, nine students got two correct answers, two students got just one correct answer and two of the students did not have any correct answer. The average number of correct answers was 27 %. (see figure 10).

Figure 10

The Average Number of Correct Answers from Initial Test.

This figure shows that in the initial test the average number of correct answers was just 27 %.

The next chart illustrates the number of statements each student correctly completed in the initial test. In this way, we can identify which statement was the most correctly completed. The numbers from 1 to 10 correspond to the utterances completed by the students. All thirty boxes belong to the students. The Xs only represent the correct answers marked by the students.

According to the table, the best completed utterance by the largest number of students, 23 from 30 was number 8. Statement number 9 was completed correctly by 22 students. Both statements 4 and 6 were each completed correctly by 10 students. Utterances 1 and 10 were each correctly completed by four students. Statements 3 and 7 were each completed correctly by three students, and utterances 2 and 5 were each completed correctly by one student. (see table1).

Table 1

Sentences Correctly Completed in the Initial Test.

Students	Sent. 1	Sent. 2	Sent. 3	Sent. 4	Sent. 5	Sent. 6	Sent. 7	Sent. 8	Sent. 9	S. 10
1				X				X	X	
2				X		X		X		X
3										
4	X			X				X	X	
5				X		X	X	X	X	X
6				X		X			X	
7				X		X		X		X
8			X	X					X	
9	X						X	X		

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|										
10					X			X	X	X
11						X		X	X	
12								X		
13		X		X		X	X	X		
14			X			X			X	
15								X	X	
16			X	X				X	X	
17	X								X	
18								X	X	
19									X	
20								X	X	
21	X			X				X		
22								X	X	
23								X	X	
24								X	X	
25								X	X	
26						X		X	X	
27						X		X	X	
28						X		X	X	
29										
30								X	X	
Total	4	1	3	10	1	10	3	23	22	4

At the end of the project implementation, a post-test was applied to students in order to identify the incidence of the readings about our own coffee land in the improvement of the vocabulary. Students face a test again with 10 utterances related to our coffee region. Students had to fill in the gap selecting the correct word. It had four options for answering it in the correct way. The thirty students took the post- test.

The post-test had small changes like the order of the utterances and two of them were replaced by very similar ones. From the 30 students, two obtained 10 over 10 correct answers. Seven students got nine correct answers. Six students correctly completed eight statements. Eight students obtained seven correct answers. Four students got six statements correctly completed. Two students had 5 correct answers and just one student got four correct answers. number of The average correct answers was 74.3 % as you can see in the next graphic. (see figure 11).

Figure 11

*The Average Number of Correct Answers in Final est.*

Postest contra Número de estudiante
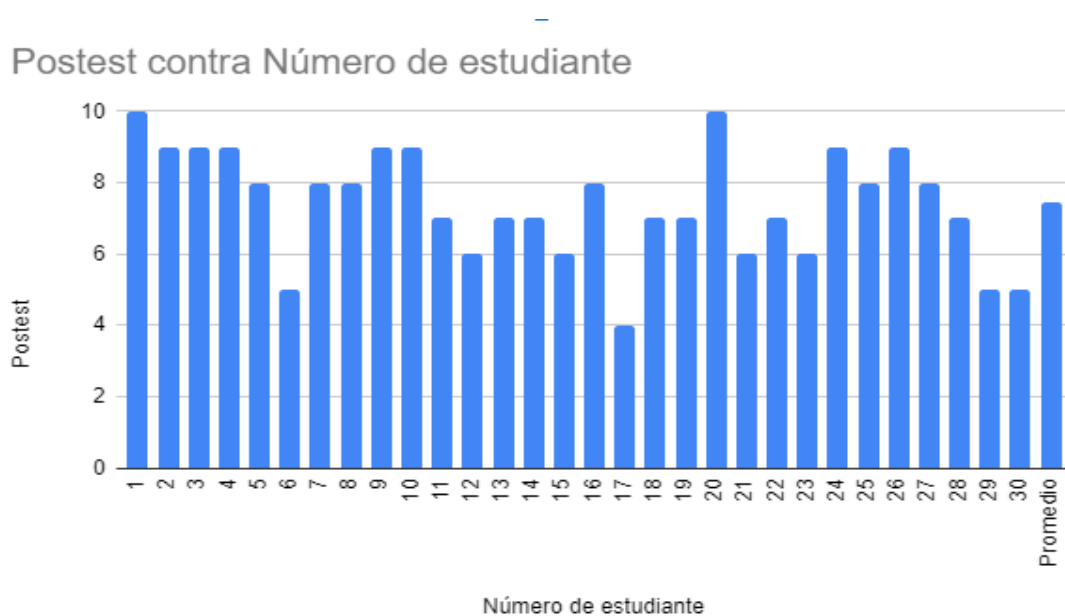
This figure shows that in the final test the average of correct answers was 74.3 %

In the next graphic we can see the contrast between the pre-test, the bars colored in blue and the post-test, the bars colored in red. There is a considerable variation between them. (see figure 12).

Figure 12

Contrast Between Pre-Test and Final Test.

Número de estudiante
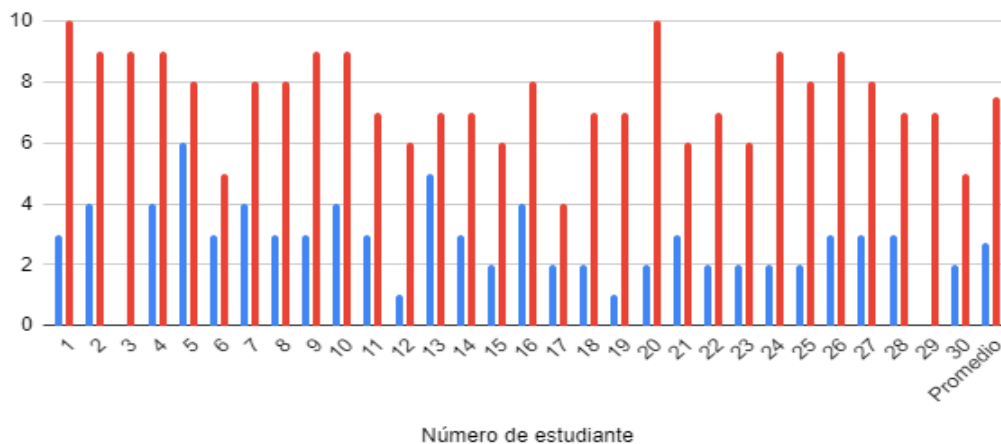
This figure shows a considerable variation between the initial (blue bars) and the final test (red bars).

The chart below shows the number of statements each student correctly completed. In this way, we can identify which statement was the most correctly completed. The numbers from 1 to 10 correspond to the utterances completed by the students. All thirty boxes belong to the students. The asterisks only represent the correct answers marked by the students.

According to this chart, the best completed utterances by all the students were numbers one and two. Statement number 9 was correctly completed by 29 students. Statement six was correctly completed by 28 students. 25 students correctly completed utterance number 3. Twenty students correctly completed statement number four. Utterance number ten was correctly completed by 19 students. Sixteen students correctly completed statement number

five. Twelve students correctly completed statement number 8 and finally, eight students correctly completed the utterance number seven. (see table 2).

Table 2

Sentences Correctly Completed in the Final Test.

Student	Stc1	Stc2	Stc3	Stc4	Stc5	Stc6	Stc7	Stc8	Stc9	Stc10
1	x	x	x	x	x	x	x	x	x	x
2	x	x	x	x	x	x		x	x	x
3	x	x	x	x	x	x		x	x	x
4	x	x	x	x	x	x	x	x	x	
5	x	x	x	x		x		x	x	x
6	x	x	x			x			x	
7	x	x	x	x		x	x		x	x
8	x	x	x		x	x	x	x	x	
9	x	x	x	x	x	x		x	x	x
10	x	x	x	x	x	x		x	x	x
11	x	x	x			x	x	x		x
12	x	x	x			x			x	x
13	x	x	x	x		x			x	x
14	x	x	x	x		x	x		x	
15	x	x	x			x			x	x
16	x	x	x		x	x		x	x	x
17	x	x							x	x
18	x	x	x		x	x		x	x	
19	x	x	x	x	x				x	x
20	x	x	x	x	x	x	x	x	x	x
21	x	x		x		x		x	x	
22	x	x	x		x	x			x	x
23	x	x	x		x	x				x
24	x	x	x	x	x	x		x	x	x

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25	x	x	x	x	x	x			x	x
26	x	x		x	x	x	x	x	x	x
27	x	x	x	x		x		x	x	x
28	x	x	x	x		x	x		x	
29	x	x		x		x			x	
30	x	x		x		x			x	
Total	30	30	25	20	16	28	8	12	29	19

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9. FINDINGS

This project was very close to Feng and Webb (2020) statement that the knowledge of encountered words may compile as the students meet the words in various contexts. Students from this project met words related with the coffee region in different texts placed in different contexts but correlated with their real context. Feng and Webb (2020) also declared that in order to improve the potential for incidental vocabulary learning through reading, students need a large amount of written input through extensive readings like students from this project received during the implementation of the project.

The readings were delivered in photocopies. Each reading comprised two letter-sized sheets of paper filled with information and some graphics related to the coffee region. Even though they seemed a lot information, the students did not complain for that in any moment. The students worked actively with the material given. They underlined the unknown words for constructing their word banks and identified on it the grammar structured proposed for the worked period since the beginning of the year when I planned the program of the subject.

This research project agreed with Ramadani (2015) who expressed that reading is one of the English skills that not only students but the teachers need to learn because by reading we can increase the amount of our vocabulary. He Also expressed that the more we read in English, the faster we master the vocabulary. This was notorious in the tenth grade students as we progressed in the reading of texts about the coffee culture. To identify words found in the previous texts, facilitated the understanding of the new text.

Many similarities were found between Asyiah's (2017) findings on how students believed that vocabulary teaching would help them positively in the level of understanding English vocabularies and texts; and what the tenth grade students from Carlos Eduardo Vasco Uribe school thought about it. They actively participated in the proposed activities to implement the

project. Most of them not only thought but felt that they could understand what the readings said about their own culture.

Most of the time the students wanted to participate reading the texts even if they committed mistakes in the pronunciation, surprisingly they also tried to translate at the same time while read. The students also demonstrated interest in the topics proposed in the didactic sequences specially that related to the Coffee Production Process. I think that may be, it was easier for them because some of them live in small farmers near the school or some of their parents work in the agricultural sector, where the process is developed.

Also, according to Asyiah (2017), students believed that vocabulary teaching and vocabulary learning are important to make students feel happy in learning and using English, during the development of this project, the selected students were happy elaborating digital or physical infographics, posters which contributed to their vocabulary learning. Some of them make a comparison expressing that learning vocabulary in context is better than memorizing a word list.

The infographics and the posters activities were successful. They allowed the students to show their creativity and the use of materials according to their economic condition. Some students took the graphics from old magazines, other students printed them from internet and other students drew them freehand. Even they transcribed the texts in their posters, they also felt proud of their works when they were shared with our school community, putting them on the walls of the corridors of our school.

As the number of exposures for target words was increasing, the positive effect on incidental vocabulary acquisition was enhancing as Heidari-Shahreza &Tavakoli (2016) said. Students felt excited when they recognized that they could identify words from the texts worked on in class as they increased in length. It also facilitated a better reading comprehension and

translation into their mother tongue. This motivated the students to share with their families what they were learning in the class.

In the comparison between the initial and the final test I was able to observe that there was a positive incidence in the level of the students' vocabulary. The initial test showed an average of 27% correct answers. The final test showed an average of 74.3% correct answers. This gave me the satisfaction that the implementation of readings about one's own culture is something that I could continue implementing in my classes in order to improve my students' lexicon level.

It was also important for me to understand, as Teng (2019) expressed, that the results for the acquisition of meaning vary according to the context type. I consider that it was a success to work with readings about the Coffee Region, which is the one that represents the cultural context of my students. Through these readings some of them discovered important facts that they do not know about their own context. They were amazed to know that Otun Quimbaya Fauna and Flora Sanctuary is one of the one thousand green points on the Earth planet, and that they are part of it.

All the readings worked in classes had information related to the Coffee Cultural Landscape. As Teng (2019) reported, the increments in encounters in a more informative context, allowed students to receive and process the information informally and this led to an important improvement in word meaning acquisition. The results of this project showed that it was possible and that the students increased their lexicon level by almost 50 % (see figure 12 on page 46). Most of the texts were informative and updated.

It was very nice to see the students passing to the board voluntarily, for drawing, completing sentences, matching or ordering sequences, even allowing me to record them on video while they told me what the elements of the logo symbol of the coffee Culture Landscape

were and what their meaning was. That showed me that they changed their shyness for courage and that they felt very capable and confident during their participation in class.

Finally, it was found, as Asyiah (2017) said, that the perception of vocabulary teaching and vocabulary learning and strategies in teaching and learning vocabulary play a crucial role for the improvement of vocabulary instruction and students' vocabulary mastery. It was very satisfying for me to design this strategy. It helped my students to improve their vocabulary. It also allowed me to give myself the opportunity to get out of the traditional class scheme. Through this project I gave my students a different learning environment.

10. CONCLUSIONS

This project was conducted to see the incidence readings about the Coffee Cultural Landscape would have in the improvement of the vocabulary learning in the tenth grade students from Carlos Eduardo Vasco Uribe School. The tenth grade students of this school have a low level of vocabulary in the English Language. The topic was selected taking into account this school is located in Pereira City. Pereira is the Capital city of the Department of Risaralda which belongs to the Coffee Cultural Landscape with another 7 municipalities and 411 Villages from the Departments of Caldas, Quindío, Risaralda and Valle del Cauca.

The Colombian Coffee Cultural Landscape was inscribed on the UNESCO World Heritage List on June 25, 2011 because it has the following attributes that allow it to express exceptional and universal values. These attributes are:

1. Mountain Coffee.

2. Predominance of the Coffee.

3. Hillside cultivation.

4. Coffee growing age.

5. Natural Heritage.

6. Water availability.

7. Coffee institutions and related networks.

8. Architectural Heritage.

9. Archeological Heritage.

10. Concentrated settlement and fragmented ownership structure.

11. Influence of modernization.

12. Urban Heritage.

13. Historical tradition in Coffee Production.

14. Coffee smallholding as a system of land ownership.

15. Multiple Crops.

16. Technologies and sustainable forms of production in the coffee production chain.

Due to the low vocabulary level of tenth grade Carlos Eduardo Vasco Uribe school students and supported in different authors who have made important research projects about the improvement of vocabulary using readings as a tool, and who guided me during this process, I decided to take advantage of everything the region had available for me as a teacher and to my students as learners who needed to improve their English lexicon. I designed three didactic sequences for the English class with informative texts. They had interesting information about the Coffee Cultural Landscape.

All the texts had their respective reading comprehension activity. They were completed with other activities like posters, infographics, short texts and a leaflet for promoting interesting places of the region. It also promotes adventurous activities like Bird watching, mountain biking and paragliding among others. These activities were designed taking into account not only the quantity but the quality of the word encounters even though both of them are very important. Most of the activities were made by themselves and some of them were shared with the school community.

Before starting the implementation of the project the students answered a survey. It helped the teacher to know if the students were willing to improve their level of vocabulary knowing the natural and cultural riches of our region. The positive answer of the students allowed the teacher to start the project. First, students presented an initial test which consisted of filling in the gap. It had four options for a correct answer. It was related to vocabulary about the Coffee Cultural Landscape.

The results of the initial test were not satisfactory. The average number of correct answers was 27%.   It allowed them to compare how much students improve in their vocabulary level. During the implementation of the project there were pairs of work too, and the

students received feedback each time it was necessary. The grammar structure worked during this period was the ones planned at the beginning of the school year. Most of the texts worked as worksheets and were adapted by the teacher.

At the end of the implementation, students took a final test. It was very similar to the initial one. It had 10 sentences for completing vocabulary work in class. It suffered small changes like the order of the sentences and just two new sentences. The new ones were also related to the topic, the Coffee Cultural Landscape. This test compiled all the topics worked through the readings. Those topics were the Coffee Production Process, the Logo of the Coffee Cultural Landscape and the emotion of knowing that our region is a "Movie Destination" as it was revealed in the Disney movie "Encanto".

The results of the Final test were satisfactory. They represented all the effort made by both the students and the teacher. It was demonstrated that it is possible to bring our own context to the classroom and to learn a lot about it. The average number of correct answers was 74.3%. Contrasting the two percentages we could see that readings about our own culture were an excellent tool for improving the English lexicon of my students.

Retaking Laufer (2015) words, it is important to remember that a well- balanced course needs to include extensive readings as a factor of opportunity to learn new vocabulary in a foreign language environment. Those readings can be created or adapted by the teacher, taking into account the natural or cultural riches of a region. It would be better if the chosen region represented the students. It is important for me to see that the readings about the Coffee Cultural Landscape had a positive incidence in the improvement of the English lexicon of my tenth grade students.

As teacher- researcher it was very important for me to support myself in the productions related to the teaching and learning of the vocabulary of the selected authors. They guided my

path before, during and after this project. In their productions I found very valuable information that helped me design the didactic sequences with its respective activities implemented in this project. Those authors also contributed to my academic growth, improving and updating my knowledge. Another important gain in my academic life was that I also learned more about the Coffee Cultural Landscape.

As an English teacher, with this project I was able to enrich my practice in the classroom through activities different from those traditionally used. Those activities provided my classroom with a highly participatory, active teaching-learning environment. I could allow myself to think that the topic appealed to my student that they were even more responsible with their assignments, since they turned them in completely and on time. Thanks to this project my teaching practice improved.

This research project also opens the door to further investigations in the area of English mainly on improving vocabulary level through readings about our own culture. It is important to take into account that this kind of topics of general interest can catch students attention and interest easier. It is also important to work with up dated information and of course to make use of the technology in the classroom.

Finally, this project had constraints such as the number of subjects who were the focus of the intervention, some limitations like poor internet connection in the school, some students' indisposition and the time availability which sometimes can be interrupted by other school activities. Therefore, the results cannot be generalized.

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12. APPENDICES

LET'S READ ABOUT OUR OWN COFFEE LAND

Appendix A. Photos of the Google Form Student Survey

Sección 1 de 3

ENCUESTA PARA ESTUDIANTES.

Estimado estudiante, la presente encuesta tiene como objetivo reunir información acerca del conocimiento e interés que tienen los estudiantes de grado noveno de la I.E Carlos Eduardo Vasco Uribe de la ciudad de Pereira acerca del Paisaje Cultural cafetero. Su respuesta es personal y confidencial, con el fin de que las estas sean lo más sinceras posibles.

Después de la sección 1   Ir a la siguiente sección

Sección 2 de 3

DATOS GENERALES
Descripción (opcional)

1. Sexo: *
 ○ Femenino.
 ○ Masculino.

Edad *
Texto de respuesta corta

Después de la sección 2   Ir a la siguiente sección

6. ¿Te gustaría que en la clase de inglés se trabajen textos respecto al Paisaje Cultural Cafetero? *
 ○ Sí
 ○ No

7. Te gustaría descubrir cómo se dicen y se escriben en inglés palabras relacionadas con nuestra cultura cafetera? *
 ○ Sí
 ○ No

Sección 3 de 3

PREGUNTAS.
Seleccione solo una opción de respuesta de las preguntas realizadas a continuación.

1. ¿Sabes qué es el eje cafetero? *
 ○ Sí
 ○ No

2. ¿Sabes que es el Triángulo del café? *
 ○ Sí
 ○ No

3. ¿Sabes que es el Paisaje Cultural cafetero? *
 ○ Sí
 ○ No

4. ¿Sabes que el departamento de Risaralda hace parte de Paisaje Cultural Cafetero? *
 ○ Sí
 ○ No

5. ¿Te gustaría saber más del Paisaje Cultural Cafetero? *
 ○ Sí
 ○ No

Appendix B. Initial Test

LET'S READ ABOUT OUR OWN COFFEE LAND

Name: _____ Date: _____

Complete the next sentences, choose the correct option.

1. Butterfly and _____ are the symbol of the wealth of fauna in the coffee region.
   A. Dog.   B. Hummingbird.   C. Bird.   D. Parrot.

2. The frog of the coffee _____ symbolizes the purity of the environment of the coffee region.
   A. Mountains.   B. Landscape.   C. plantations.   D. Valley.

3. Coffee _____ recollect the coffee grain by hand.
   A. Teachers.   B. Growers.   C. Farmers.   D. Pilots.

4. The cherry coffee is peeled with a _____.
   A. Scissors.   B. Pencil.   C. Drum Peeler.   D. Knife.

5. In the coffee region the houses are famous for their _____
   A. Gardens.   B. Kitchens.   C. Facade.   D. Windows.

6. _____ is a part of the coffee production process.
   A. Party.   B. Study.   C. Coloration.   D. Fermentation.

7. In the Coffee region the _____ season happens twice a year.
   A. Starving.   B. Raining.   C. Dancing.   D. Eating.

8. Otun Quimbaya is a natural _____ near Pereira city.
   A. School.   B. House.   C. Reserve.   D. University.

9. Coffee Cultural _____ of Colombia is conformed by the departments of Caldas, Quindío, Risaralda and Valle.
   A. Landscape.   B. Nation.   C. People.   D. Cars.

10. Coffee Region is popular for _____ activity.
    A. Birdwatching.   B. Hunting.   C. Writing.   D. Reading.

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Appendix C. Didactic Sequence 1.

Name of unit of learning:	Coffee Cultural landscape.
Target audience:	Public school tenth grade students aged between 14 and 17 years old.
Communicative student-centered objective(s):	Students will make an infographic about the Coffee Cultural Landscape logo and will be aware about the natural richness of the coffee region.
Teacher-centered objective:	Students read and write short texts about Coffee Cultural Landscape, identifying the main features of the Coffee Cultural Landscape through new vocabulary about it and giving opinions about the importance of maintaining the environment of the region.

Class 1   Coffee cultural landscape logo symbol

Description of activities:	Your pedagogical justification for the activities
2) INTRODUCTION: Students will share their ideas in an oral way about what they know about the Coffee cultural landscape, after the teacher has written it as a title on the board and has asked them their opinions. Then the students will watch a video taken from YouTube in order to put the students in context and see if their ideas about the Coffee Cultural Landscape are according to the video. https://www.youtube.com/watch?v=1lbq_qtksKo&list=RDCMUCyQRKuuRemwAnpt-cfZIVqQ&start_radio=1&rv=1lbq_qtksKo&t=0	Teacher includes this introduction activity in order to the students select and express their ideas about what they think Coffee Cultural Landscape stands for The material chosen contains information about Coffee cultural landscape so the students will identify if their ideas are according to the video.

2) PRESENTATION: Now the teacher shows her students the logo symbol of the coffee cultural landscape and asks her students to draw and color it in their notebooks for familiarizing them with the topic and for identifying each one of the elements which conform the logo as important elements of our region.		Students will draw in their notebooks the logo symbol of the Coffee cultural landscape in order to familiarize with it and for recognizing each one of the elements which conform the logo as important elements of our region.
After drawing the logo symbol of the Coffee cultural landscape, the teacher delivers to her students a reading about the topic and the teacher draw the students' attention to underline the new vocabulary for them, in order to feed the word bank the will create in the English notebook, for a better understanding and to look up the meaning into Spanish of those new words. 		Students will read the text in pairs and will do the reading comprehension together, in this activity by pairs the students will build and reinforce positive relationships creating learning and social skills. In The text given students can infer how is actually conform the Coffee cultural landscape and why it was designated as a world heritage by UNESCO and why the elements of the logo were chosen for designed it, and they can identify if their families know

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Then students will do a reading comprehension activity based on the previous reading and in order to improve the vocabulary.

READING COMPREHENSION

Answer the following questions taking into Account the information from the Reading before:

1. Where is located the Coffee cultural landscape of Colombia?
2. What were the reasons for inscribing the Coffee Cultural landscape on the UNESCO as a world heritage?
3. What does the logo symbol which identifies the Coffee cultural landscape show?
4. What does this logo reflect too?
5. How many elements conform the logo?
6. What does the hand represent?
7. What do the coffee grains represent?
8. What does the balcony symbolize?
9. What does the frog of the coffee plantations represent?
10. What do you consider is the most representative element of the logo and why?

Then, students will complete a written exercise based on the previous vocabulary.

at least the importance of one of the elements of the logo symbol of the Coffee culture landscape.

The word bank helps them to have an easier understanding of the text and link this vocabulary to the reading comprehension activity.

Grammar is presented in an inductive way through the text where the present and past tense will appear many times. But if students ask about the suffixes es /s or ed. The teacher will remember to the students the structures for present and past tense if it is necessary.

The students will validate their answers when the teacher check them

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FOCUS ON VOCABULARY

*Complete the sentences with the words in the box

Foothills / Farms / Growing Coffee / coffee plantations / Balcony / hummingbird
Mountains / Guadua / Crop / Natural reserves.

1. The Coffee Cultural Landscape of Colombia (PCC) is located in the central and western _____ of the Andes mountain range.

2. Coffee Cultural Landscape comprises nearly 24,000 _____.

3. In this region 80 thousand people dedicate their life to _____

4. Coffee symbolizes a _____ that is the axis of the development of the region and its identity.

5. The _____ represents the crops that accompany coffee, it also symbolizes the water wealth of the Coffee Cultural Landscape.

6. the _____ express the natural beauty of the landscape and its importance as an example of human settlement in the unique environment of the region.

7. The flora reflects the diversity of ecosystems and _____, unique wealth of the entire landscape.

8. The_____ is the symbol of the characteristic architecture of the entire coffee zone.

9. The frog of the _____ symbolizes the purity of the environment and the archaeological culture of the entire region.

10. The _____ and the butterfly are the symbol of the wealth of fauna in the Coffee Cultural Landscape region.

Then, they compare their answers with another pair of students. Teacher will check the answers and provide a feedback if necessary

PRACTICE
The teacher asked the students to pass to the board for drawing the elements which conform the logo of the Coffee cultural landscape and will motivate them to express in their own words the importance of these elements for our region.

As homework, the teacher motivates students to make in their houses with the help of their parents, an infographic, it can be digital or like a poster with the logo symbol of Coffee Cultural landscape, using their creativity, and ask students to share with their families the information they receive in class about it.

The teacher will divide the board in eight sections, the number of elements which conform the logo of the coffee cultural landscape in order to encourage the students to pass to the board for drawing his elements and in their words, explain what these elements represent for our region.

In this activity students can reflect their real

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	context and the teacher will encourage students to participate actively in the class. The purpose of the homework is that students develop their initiative and independent work, acquiring good habits, self- discipline and a good sense of personal responsibility for learning and to share the information worked in class with their families and together create an infographic which can be digital or like a poster. These infographics will be shared the next class for volunteer students

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Appendix D. Photo of Students Watching the video which put them in context.

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Appendix E. Photos of Students drawing Coffee Cultural Landscape Logo

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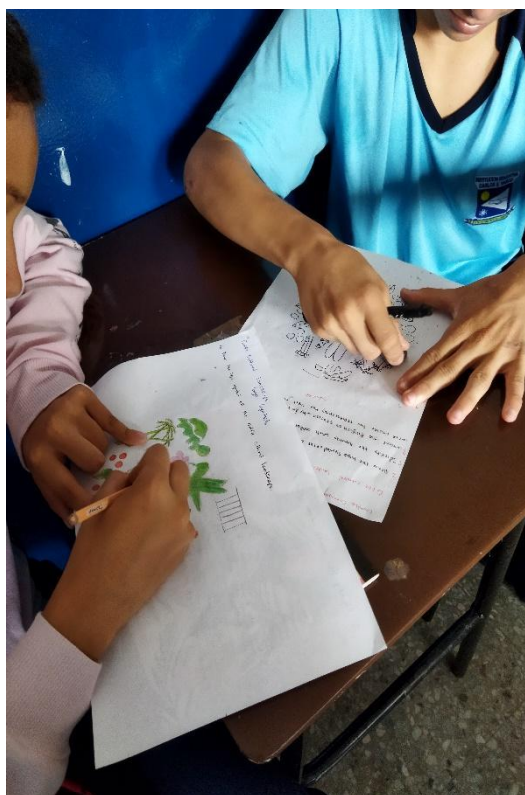
Appendix F. Reading Comprehension Activity Sheet.

READING COMPREHENSION

Answer the following questions taking into Account the information from the Reading before:

1. Where is located the Coffee cultural landscape of Colombia?
2. What were the reasons for inscribing the Coffee Cultural landscape on the UNESCO as a world heritage?
3. What does the logo symbol which identifies the Coffee cultural landscape show?
4. What does this logo reflect too?
5. How many elements conform the logo?
6. What does the hand represent?
7. What do the coffee grains represent?
8. What does the balcony symbolize?
9. What does the frog of the coffee plantations represent?

10. What do you consider is the most representative element of the logo and why?

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Appendix G. Focus on Vocabulary Activity Sheet.


FOCUS ON VOCABULARY

*Complete the sentences with the words in the box

> Foothills / Farms / Growing Coffee / coffee plantations / Balcony / hummingbird
> Mountains / Guadua / Crop / Natural reserves.

1. The Coffee Cultural Landscape of Colombia (PCC) is located in the central and western _____ of the Andes mountain range.

2. Coffee Cultural Landscape comprises nearly 24,000 _____.

3. In this region 80 thousand people dedicate their life to _____

4. Coffee symbolizes a _____ that is the axis of the development of the region and its identity.

5. The _____ represents the crops that accompany coffee, it also symbolizes the water wealth of the Coffee Cultural Landscape.

6. the _____ express the natural beauty of the landscape and its importance as an example of human settlement in the unique environment of the region.

7. The flora reflects the diversity of ecosystems and _____, unique wealth of the entire landscape.

8. The_____ is the symbol of the characteristic architecture of the entire coffee zone.

9. The frog of the _____ symbolizes the purity of the environment and the archaeological culture of the entire region.

10. The _____ and the butterfly are the symbol of the wealth of fauna in the Coffee Cultural Landscape region.
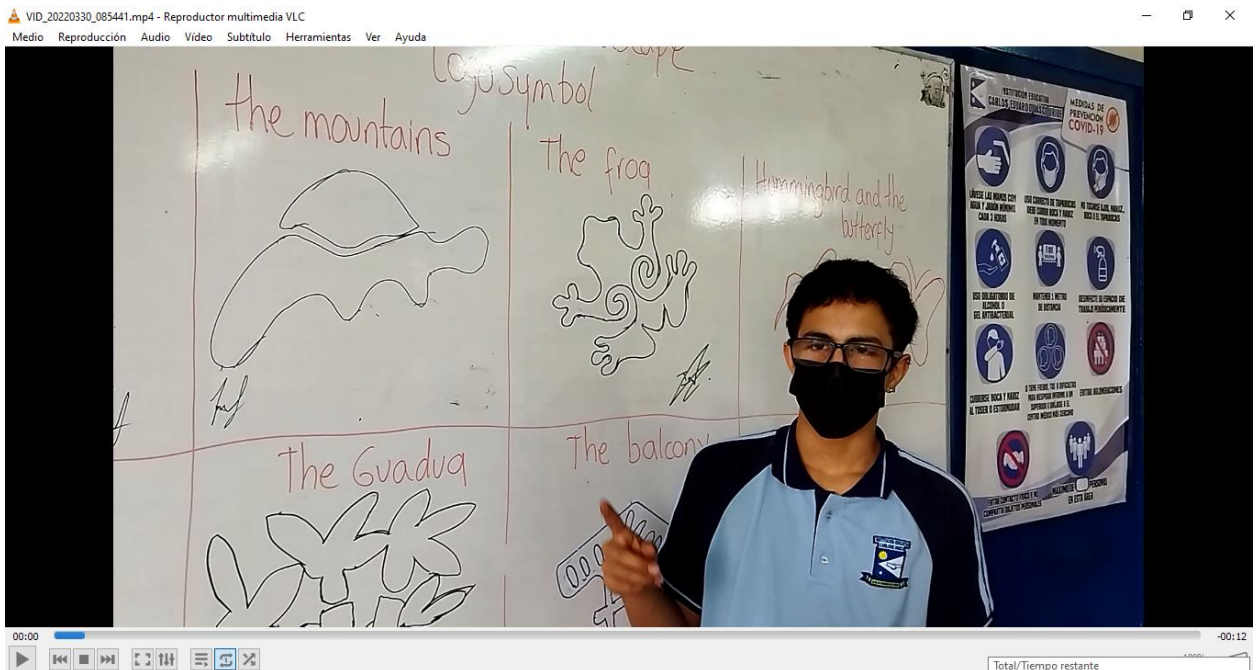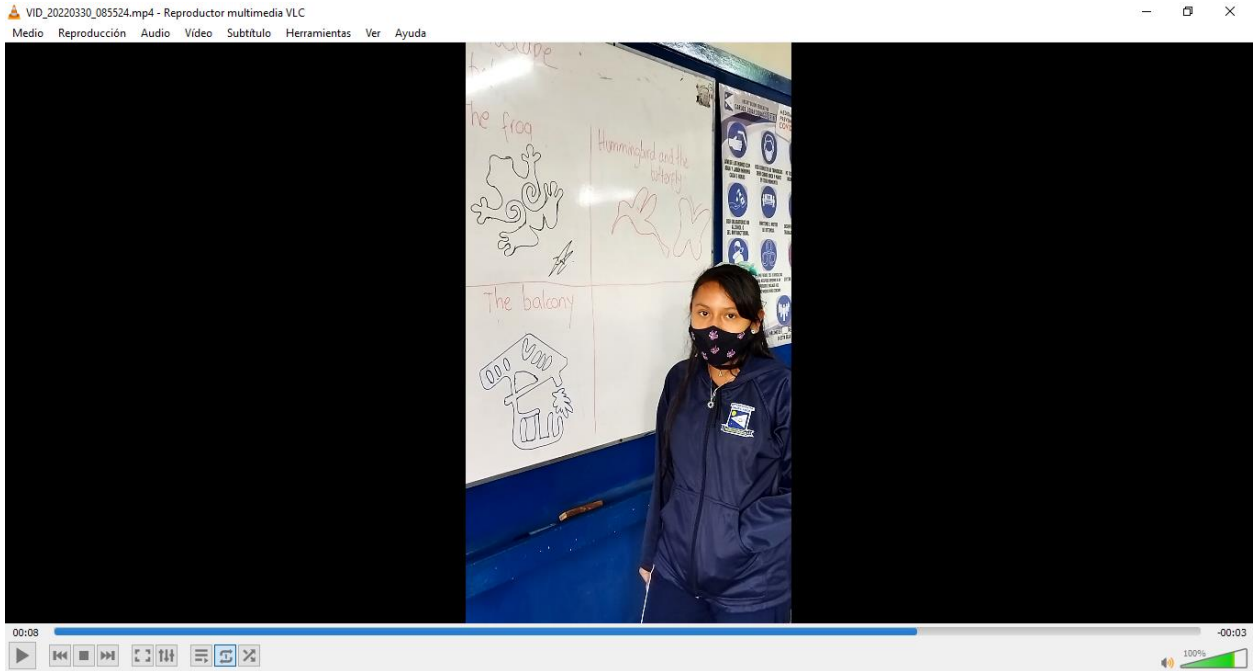
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Appendix H. Photos of Students drawing the Coffee Cultural Landscape Elements on the board.
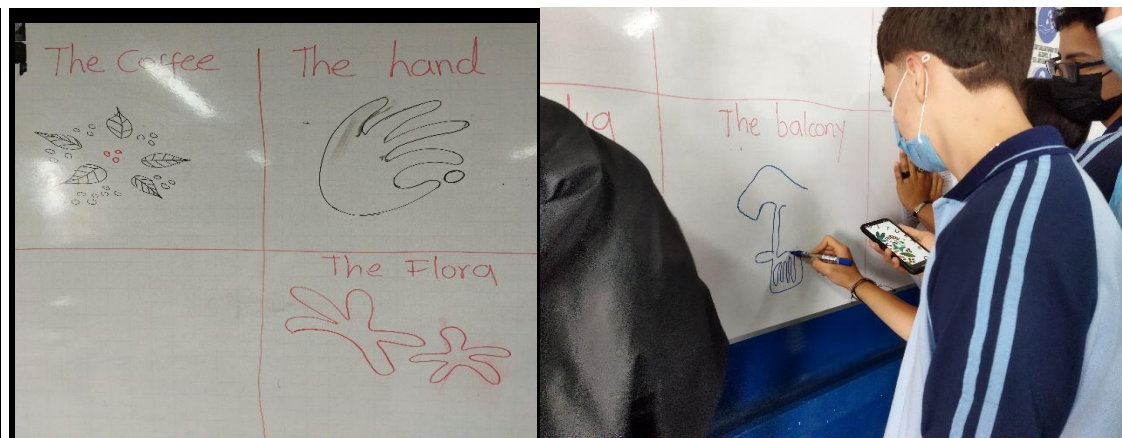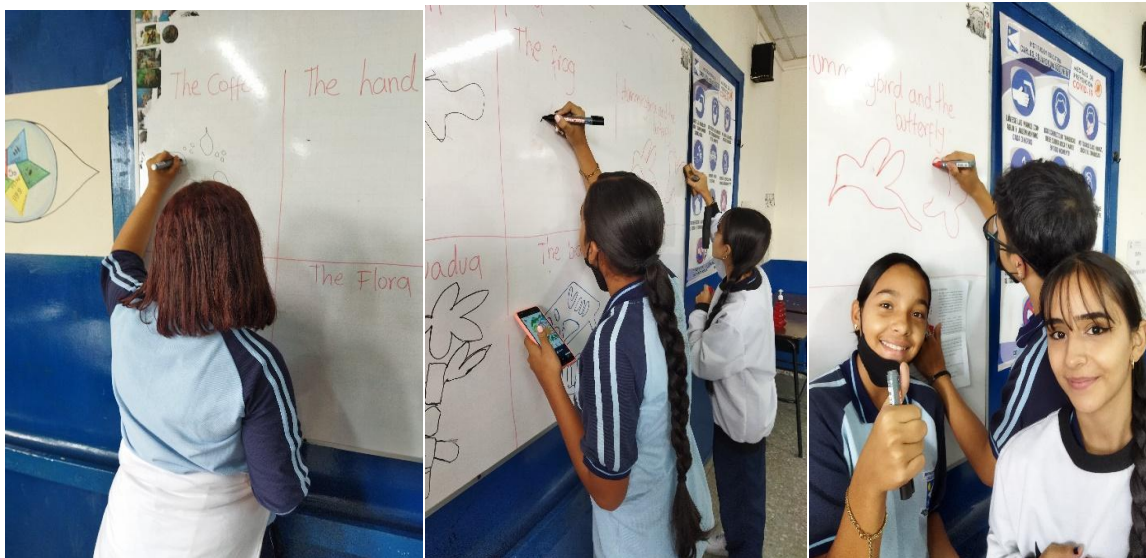
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Appendix I. Video of Students expressing the meaning of the Elements of the Coffee Cultural Landscape. https://youtu.be/G8jPDOgf3W0

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Appendix J. Photos of the Digital Infographics About Coffee Cultural Landscape Logo Made by Students.

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Appendix K. Photos of the Posters about the Elements of Coffee Cultural Landscape Logo made by the Students.
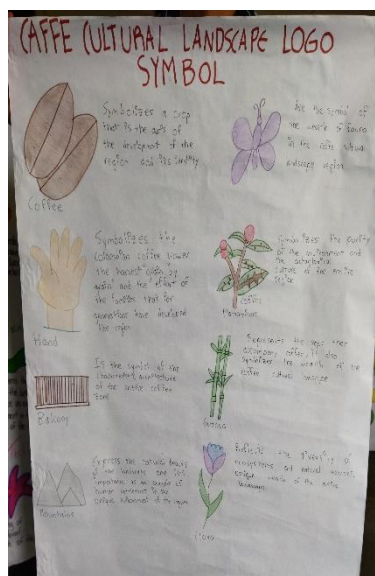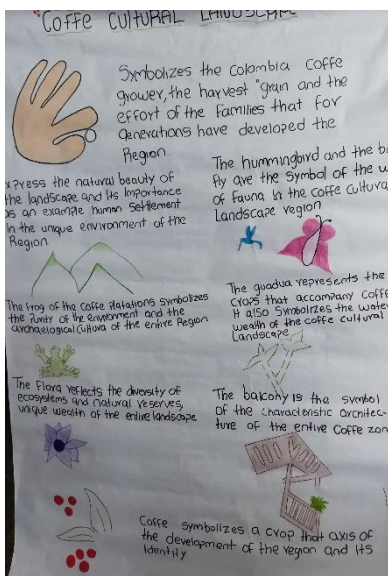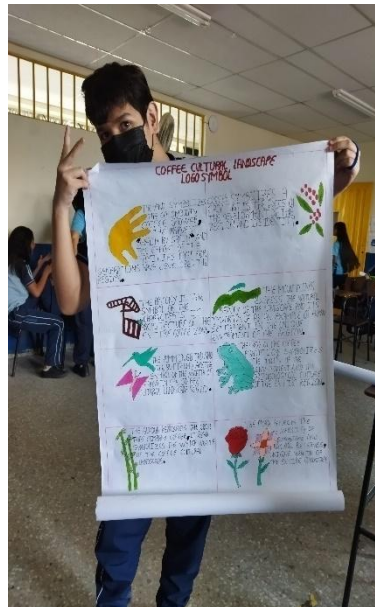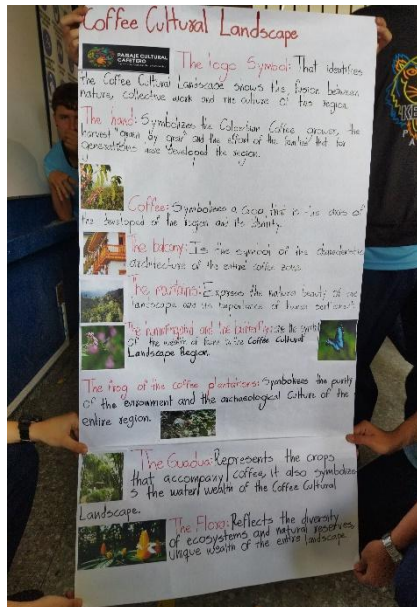
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Appendix L. Photos of a student putting the posters on some of the school walls.
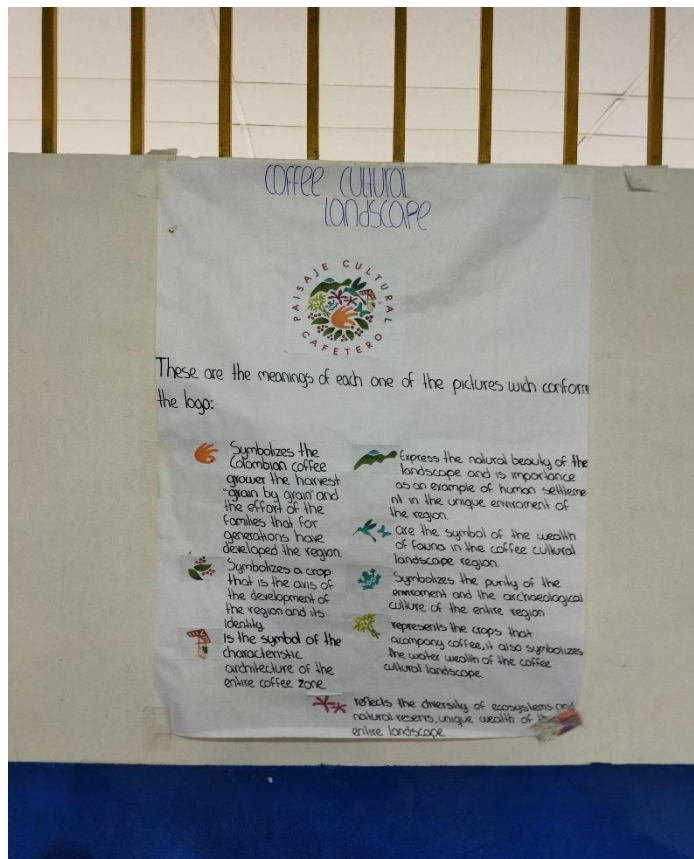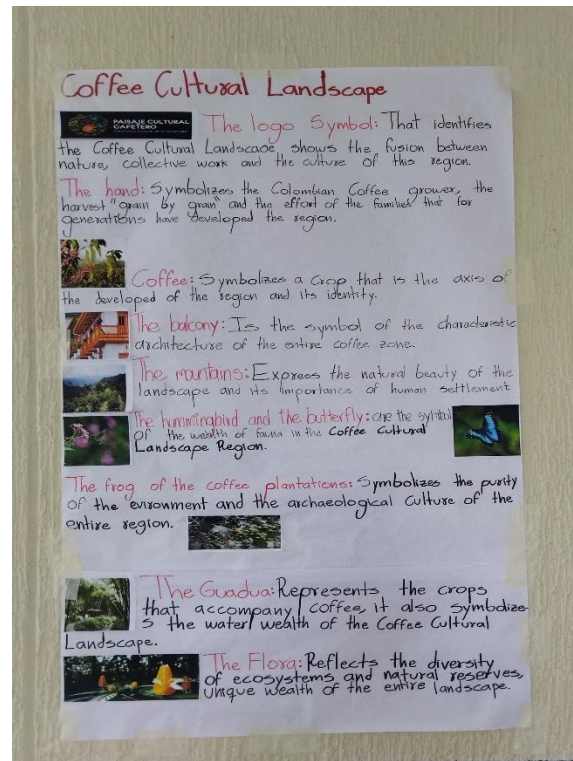
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Appendix M. Didactic Sequence 2.

Name of unit of learning:	Coffee Production process
Target audience:	Public school tenth grade students aged between 14 and 17 years old.
Communicative student-centred objective(s):	Students will write a text about coffee production process taking into account the steps of the process.
Teacher-centred objective:	Students read and write texts about Coffee production process, identifying the steps of the process through new vocabulary about it and giving opinions about the importance of this activity in the economic life of the region.

Class 1.	Coffee Production Process

Description of activities:	Your pedagogical justification for the activities
3) INTRODUCTION: Students will share their ideas in an oral way about what they know about the Coffee Production Coffee, after the teacher has written it as a title on the board and has asked them their opinions. Then the students will watch some short videos taken from YouTube in order to show the students the same process in different countries and finally students will identify the differences and similarities of the process comparing it with ours https://www.youtube.com/watch?v=FdfwlMuXZQc https://www.youtube.com/watch?v=jCWN2F-GhAE https://www.youtube.com/watch?v=PliCXig4ZkQ https://www.youtube.com/watch?v=WXmV7eHjHlk https://www.youtube.com/watch?v=zzgjjQidbuc https://www.youtube.com/watch?v=UfYIvuR0Yn0. Finally, as homework, students will ask their parents if they know the steps of the Coffee Production Process and will bring their answers for the next class.	Teacher includes this introduction activity in order for the students to select and express their ideas about what they know about the coffee production. The material chosen contains information about Coffee production coffee in different countries including ours. so the students will identify similarities and differences between our coffee production process and the others watched in the videos.
2) PRESENTATION: Now the teacher gives her students a photocopy with information about the steps of the coffee production process (This information is taken from https://colfreshcoffee.com/proceso-del-cafe. and adapted by the teacher, translating it in English and changing some sentences into present perfect). The teacher asks her students to draw and color the steps in their notebooks for familiarizing them with the topic and for identifying each one of the steps which conform the coffee production process	Students will read a given text about the topic and they will draw in their notebooks each one of the steps of the coffee production process in order to familiarize or remind them.

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After reading the text about the Coffee Production Process, the teacher draws the students' attention to underline the new vocabulary for them, in order to feed the word- bank they will create in the English notebook, for a better understanding and to look up the meaning into Spanish of those new words.

COFFEE PRODUCTION PROCESS

Let's learn how a 100% Colombian coffee has been achieved.

1. Coffee Seedbed

In Colombia, two processes have been carried out to select the best coffee seeds for cultivation. The first has required to choose the best coffee plants, from healthy trees and with the highest production. It has undergone a traditional benefit process and is dried in the shade. The second way is to acquire certified coffee seeds directly from the departmental committees of coffee growers. When the coffee seed has been obtained, it is sown in previously disinfected sand germinators and after approximately 37 days the sprouting of the chapola (rounded green leaf) begins.

2. Coffee Warehouse

Approximately 55 days after the seed has been sown, the Colombian coffee seed is transferred to the nursery. This process has been carried out by transplanting the small coffee chapolas into bags with fertilized soil. Care must be taken with the root, since when planting the coffee plant, it can be bent and the plant will not work. After 6 to 8 months of have been planted the chapola in the nursery, the coffee plants with their leaves form two pairs of crosses, indicating that they are ready to be transplanted to the final site.

3. Planting Coffee on the ground

When the place for planting coffee has already defined and the land has been prepared, the distance between each coffee plant must be taken into account. For this, certain variables must be taken into account, for example, the variety of coffee that is going to be planted, since there are tall trees or others that are short and leafy, since between 3,300 and 4,500 plants per hectare are managed. After planting coffee, and under proper nutrition management, the plants take approximately 18 months to give their first coffee beans. Its maximum production capacity is around 3 years after being planted.

4. Coffee Picking

In this stage, only the coffee beans that reach the state of complete maturity, recognized by the red and yellow color, in the case of the Colombia variety, are harvested manually. We must remember that green or pintons coffee beans can never be harvested because it has affected the quality of the coffee, generating an astringent taste when drinking a cup of coffee. In Colombia there is coffee harvesting all year round, however, the different harvest times have depended on the region of the country where the crop is located. In the case of Antioquia, Boyacá, Eje Cafetero and Magdalena, the harvest season has occurred between the months of October to January, the rest of the country, it has happened between April and June.

5. Coffee Pulping

In Colombia we find that the vast majority of coffee growers have used the traditional benefit of the drum pulper. To have the best quality, it must have frequent maintenance in order to guarantee an adequate pulping process. Pulper machine in poor conditions has ruined the coffee bean, and it has affected the work and care of the process.

6. Coffee Fermentation

The fermentation must be done in tanks where the pulped coffee has been introduced with clean water to break down the mucilage (honey that covers the parchment with a gelatinous texture), which has been dissolved in the water. The fermentation process is of great importance, since in this process the quality of the coffee in the cup is defined, in addition it is possible to highlight special flavors in the coffee.

7. Coffee Washing

When the coffee fruit has obtained the appropriate point of fermentation, it must be washed immediately, which is done in the running channel. To ensure that the coffee bean was well washed, it has used as a practice to take a handful of grains and rub them together, if the grains feel rough, the washing is correct.

8. Coffee Drying

The drying of the coffee must be done in a uniform way, which has been achieved by watering the coffee on a flat surface and in thin layers about 3 cm thick, without forgetting to stir completely four times a day. To proceed to threshing, the coffee needs to have been dried in the sun for approximately 30 hours.

9. Coffee Threshing

The threshing process allows the parchment (yellow film of dry parchment coffee) to be removed through physical processes by friction, leaving the green bean coffee in its export presentation to be roasted later.

10. Coffee Roasting

The coffee roasting process must be slow and have a maximum weight loss of 16.5%. It is at this point that the organoleptic characteristics of the coffee can be better perceived in its different flavors and aromas, highlighting all the attributes that characterize Colombian coffee as the softest in the world.

Then students will do a reading comprehension activity based on the previous reading and in order to improve the vocabulary, the students will complete a written exercise based on the previous vocabulary, then students will compare their answers with another pair of students. Teacher will check the answers and provide feedback if necessary.

Students will read the text and they will underline the new vocabulary they found in the reading for feeding the word-bank.

Students do the reading comprehension by pairs, this activity will let the students build and reinforce positive relationships creating learning and social skills.

In The text given students can identify how the Coffee Production Process goes from the seed to the cup of coffee, and they will compare the information they got from their families about the topic.

The word bank helps them to have an easier understanding of the text and link this vocabulary to the reading comprehension activity.

Grammar is presented in an inductive way through the text where the present perfect will appear many times, but if students ask about it, the teacher will remind them the structures for present perfect if it is necessary.

The students will validate their answers when the teacher checks them.

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COFFEE PRODUCTION PROCESS

READING COMPREHENSION

A. Taking into Account the information from the reading, answers the next questions:

1. How many steps does the Coffee production coffee have?
2. Mention the name of each one of the process steps.
3. What is the parchment coffee?
4. What is the mucilage?
5. What is the maximum weight the grain can lose in the roasting and why?
6. How many time does the grain need in the sun during the Drying process?

B. According to the reading, complete the next sentences.

1. _____ allows to remove the parchment by friction.

2. Colombian _____ have used the traditional benefit of_____ _____.

3. After the coffee _____ has been obtained, it is_____ in previously disinfected _____ _____.

4. The plants take approximately ____ _____ to give their first _____ _____.

5. The_____ season has occurred between the _____ of October to January in Magdalena, _____, _____ and _____ _____.

6. The _____ must be done in_____ where the _____coffee has been introduced with clean water to break down the _____.

C.

Color the following coffee production process.

PRACTICE

The teacher asks the students to write a short text taking into account the steps of the Coffee Production Process and the information they can remember from the videos watched.

The teacher will divide the board in ten sections, the number of steps which conform the Coffee Production process, and she will write the names of the steps untidy in order to encourage the students to pass to the board to order them, and to express in their own words or sharing with the group the information they got in their families about what each step consists.

In this activity students can reflect their real context and the teacher will encourage students to participate actively in the class.

The purpose of the homework is that students develop their initiative and independent work, acquiring good

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As homework, the teacher motivates students to make in their houses with the help of their parents, a poster with the ten steps of the coffee production process, using their creativity, and ask students to share with their families the information they received in class about it.

habits, self-discipline and a good sense of personal responsibility for learning and to share the information worked in class with their families and together create a poster. These posters will be shared the next class for volunteer students

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Appendix N. Addresses of the Videos taken from You Tube in order for Students to find similarities and Differences between the Coffee Production Process in our and other countries.

https://www.youtube.com/watch?v=FdfwlMuXZQc

https://www.youtube.com/watch?v=jCWN2F-GhAE

https://www.youtube.com/watch?v=PIiCXig4ZkQ

https://www.youtube.com/watch?v=WXmV7eHjHIk

https://www.youtube.com/watch?v=zzgjjQidbuc

https://www.youtube.com/watch?v=UfYIvuR0Yn0.

How Coffee Is Grown in Tanzania (Mondul Coffee Estates near Kilimanjaro)

Colombia sabe de café – Del árbol a la taza

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Appendix O. Photo of the Reading about the Coffee Production Process

COFFEE PRODUCTION PROCESS

Let's learn how a 100% Colombian coffee has been achieved.

1. Coffee Seedbed
In Colombia, two processes have been carried out to select the best coffee seeds for cultivation. The first has required to choose the best coffee plants, from healthy trees and with the highest production. It has undergone a traditional benefit process and is dried in the shade. The second way is to acquire certified coffee seeds directly from the departmental committees of coffee growers. When the coffee seed has been obtained, it is sown in previously disinfected sand germinators and after approximately 37 days the sprouting of the chapola (rounded green leaf) begins.

2. Coffee Warehouse
Approximately 55 days after the seed has been sown, the Colombian coffee seed is transferred to the nursery. This process has been carried out by transplanting the small coffee chapolas into bags with fertilized soil. Care must be taken with the root, since when planting the coffee plant, it can be bent and the plant will not work. After 6 to 8 months of have been planted the chapola in the nursery, the coffee plants with their leaves form two pairs of crosses, indicating that they are ready to be transplanted to the final site.

3. Planting Coffee on the ground
When the place for planting coffee has already defined and the land has been prepared, the distance between each coffee plant must be taken into account. For this, certain variables must be taken into account, for example, the variety of coffee that is going to be planted, since there are tall trees or others that are short and leafy, since between 3,300 and 4,500 plants per hectare are managed. After planting coffee, and under proper nutrition management, the plants take approximately 18 months to give their first coffee beans. Its maximum production capacity is around 3 years after being planted.

4. Coffee Picking
In this stage, only the coffee beans that reach the state of complete maturity, recognized by the red and yellow color, in the case of the Colombia variety, are harvested manually. We must remember that green or pintons coffee beans can never be harvested because it has affected the quality of the coffee, generating an astringent taste when drinking a cup of coffee. In Colombia there is coffee harvesting all year round, however, the different harvest times have depended on the region of the country where the crop is located. In the case of Antioquia, Boyacá, Eje Cafetero, and Magdalena, the harvest season has occurred between the months of October to January, the rest of the country, it has happened between April and June.

5. Coffee Pulping
In Colombia we find that the vast majority of coffee growers have used the traditional benefit of the drum pulper. To have the best quality, it must have frequent maintenance in order to guarantee an adequate pulping process. Pulper machine in poor conditions has ruined the coffee bean, and it has affected the work and care of the process.

6. Coffee Fermentation
The fermentation must be done in tanks where the pulped coffee has been introduced with clean water to break down the mucilage (honey that covers the parchment with a gelatinous texture), which has been dissolved in the water. The fermentation process is of great importance, since in this process the quality of the coffee in the cup is defined, in addition it is possible to highlight special flavors in the coffee.

7. Coffee Washing
When the coffee fruit has obtained the appropriate point of fermentation, it must be washed immediately, which is done in the running channel. To ensure that the coffee bean was well washed, it has used as a practice to take a handful of grains and rub them together, if the grains feel rough, the washing is correct.

8. Coffee Drying
The drying of the coffee must be done in a uniform way, which has been achieved by watering the coffee on a flat surface and in thin layers about 3 cm thick, without forgetting to stir completely four times a day. To proceed to threshing, the coffee needs to have been dried in the sun for approximately 30 hours.

9. Coffee Threshing
The threshing process allows the parchment (yellow film of dry parchment coffee) to be removed through physical processes by friction, leaving the green bean coffee in its export presentation to be roasted later.

10. Coffee Roasting
The coffee roasting process must be slow and have a maximum weight loss of 16.5%. It is at this point that the organoleptic characteristics of the coffee can be better perceived in its different flavors and aromas, highlighting all the attributes that characterize Colombian coffee as the softest in the world.

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Appendix P. Photos of the Reading Comprehension Activity Sheet about the Coffee Production Process.

COFFEE PRODUCTION PROCESS

READING COMPREHENSION

A. Taking into Account the information from the reading, answers the next questions:

1. How many steps does the Coffee production coffee have?
2. Mention the name of each one of the process steps.
3. What is the parchment coffee?
4. What is the mucilage?
5. What is the maximum weight the grain can lose in the roasting and why?
6. How many time does the grain need in the sun during the Drying process?

B. According to the reading, complete the next sentences.

1. _____ allows to remove the parchment by friction.

2. Colombian _____ have used the traditional benefit of _____ _____.

3. After the coffee _____ has been obtained, it is_____ in previously disinfected _____ _____.

4. The plants take approximately ___ _____ to give their first _____ _____.

5. The_____ season has occurred between the _____ of October to January in Magdalena, _____, _____ and _____ _____.

6. The _____ must be done in_____ where the _____coffee has been introduced with clean water to break down the _____.

C. Color the following coffee production process.

LET'S READ ABOUT OUR OWN COFFEE LAND

Appendix Q. Photos of some texts written by the students about the Coffee Production Process.

Text 1

Steps of the coffee production process: 1. Coffee Seedbed: They choose the best coffee seeds, chosen specifically from healthy trees or, already certified directly from the departmental committees of coffee growers. After choosing them, they are planted in sand seminator, which are already desinfected, and after approximately 37 days, the chapola begins to sprout, which is the rounded green leaf.

2. Coffee Warehouse: After approximately 65 days of sowing the seed is transferred to the nursery, this to carry out by transplanting the small Chapolas into bags with fertilizer soil, but care must be lighter with the roots, since the coffee plant can bend and the plant will no longer it, will work after approximately 6 and 8 months after the chapola has been planted in the nursery. Two pairs of crosses from on its leaves. It is an indication that they are ready to be planted in the definitive site.

3. Planting coffee on the ground: After preparing the land, choosing the final place, the distance that one plant should have from the other is taken into account. The type of tree that is being planted is also taken into account, since there are many varieties which can vary between 3300 and 4500 per hectare. Well, it will manage the factors so that the tree grows healthy, it will take approximately 18 months to give its first coffee beans to the soil, the maximum production capacity is 3 years after planting.

Text 2 — Angie Lorena Quebrada 10-B

Coffee Production Process

The coffee production processes are divided into 10 steps, however the number of steps and procedures vary depending on the country. For example the 10 steps below are the steps for the coffee production in Colombia.

The first step is to select the best coffee plants to extract the seeds from them and take them to the coffee nursery, there they are grown in bags of sand and after the chapola has rounded green leaves they are taken to the coffee warehouse. The second step occurs when they transfer the chapola to fertile land until it grows a little more, the step 3 is when the land where it will be planted is already defined correctly, and they proceed to plant the plants there, the 4 step is to collect the coffee once it has borne fruit after approximately 18 months they collect only the red and yellow coffee beans, in total there are two coffee har-

Text 3 — 10 B — Coffee Production Process — Leidy Arango

the entire coffee production process that takes place in Colombia to be able to consume it in our homes is, above all, the selection of the best coffee seeds for cultivation. After obtaining the coffee seed, it is sown in previously disinfected seed germinators and after approximately 37 days the capola sprouts, after 65 days of full the seed is transferred to the seedbed, when the place where the coffee is going to be planted has been defined and the land has been prepared the variety of coffee to be planted must be taken into account.

After a certain time, the coffee bean

Text 4 — Coffee Production Process

The process is selected into 10 parts.
The first requires choosing the best plants to grow coffee healthy trees and higher production.
The second consists of approximately 65 days the seeds are transferred to a nursery, transplanting the coffee chapolas to bags with fertilized soil.
The third process is planting when the place for planting coffee is already defined and the distance between each other that must be taken into account.
In fourth place is the harvest in which the large coffee beans that reach the state of complete maturity are harvested manually.
The fifth process is the pulping of the coffee, which consists of putting the beans in a drum machine that removes the shell.
In sixth place we have fermentation, which is the descomposition of the mucilage of the grain dissolved in water.
The seventh point is the washing of the coffee. After

Ana Sofia Alzate

Text 5 — Chago Morales Lorena 10-B — Coffe production process

Para tener un cafe 100% colombiano lo que hace primero es escoger las mejores semillas que se seca a la sombra o también recoger semillas directamente de los comites departamentales, cafeteros, lo segundo que se debe hacer es trasladar el cafe al vivero y se ponen en sacos con tierra fertil después de 6 a 8 meses se forman las plantas de cafe indicando estar listas para plantarlas, lo tercero que se hace es sembrar las plantas con su distancia y un manejo bueno de la nutrición las plantas tardaran 18 meses en dar sus primeros granos, después se recolectan los granos maduros manualmente estas se recogen en la época buena dependiendo del lugar, después de recogerlas se despulpan en una despulpadora de tambor para después pasarlas a fermentar en este proceso se quita el mucilago en agua, después se lavan los granos para asegurarse que estan bien lavados esos se deben sentir asperos, lo siguiente es secar los granos en una superficie plana en el sol 30 horas para proceder a trillarlos y tostarlos para ya proceder a consumirlos.

Las diferencias de este proceso a otros es principalmente el metodo de secado y fermentacion y el metodo de nutrición ya que y todo el clima no es igual.

La industrialización en el proceso del cafe es malo ya que esto quita mucho trabajo a personas que lo necesitan y quedarian una decaida en las ganancias ya que las maquinas podrian dañar las plantas de cafe y hasta el grano.

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Appendix R. Photos of the students' posters and sharing the information with the School community.
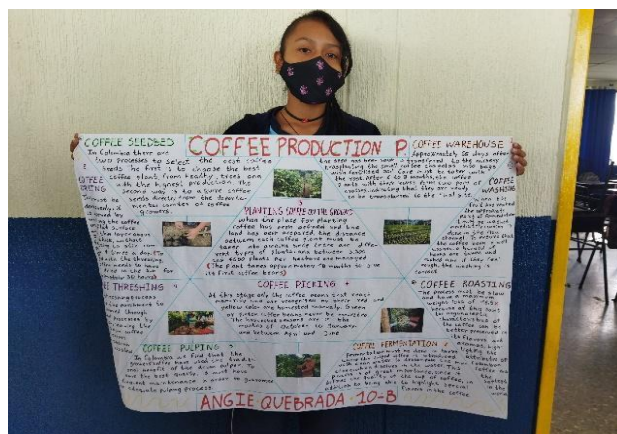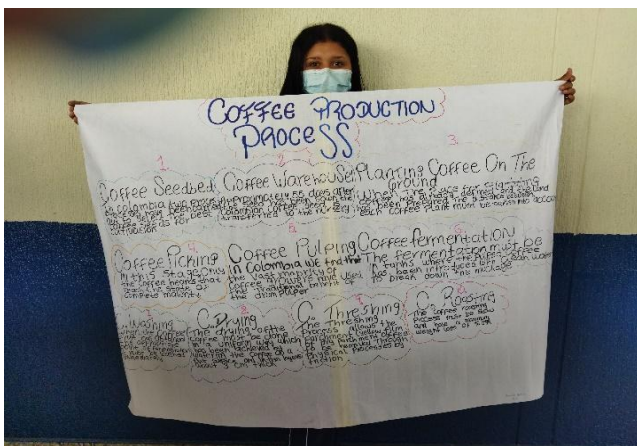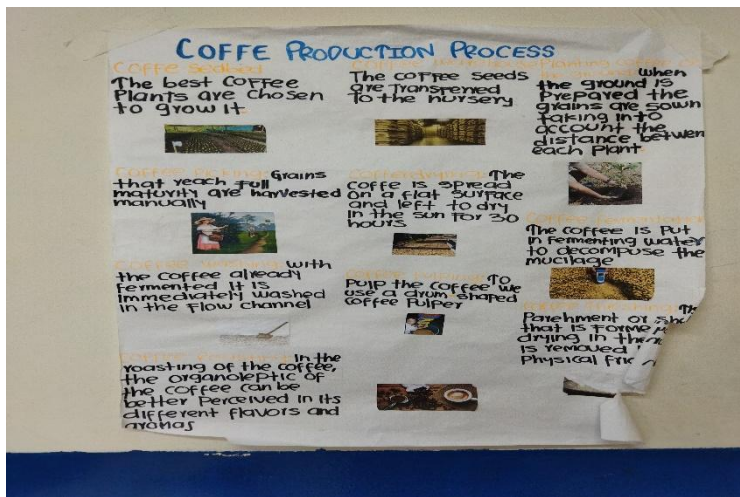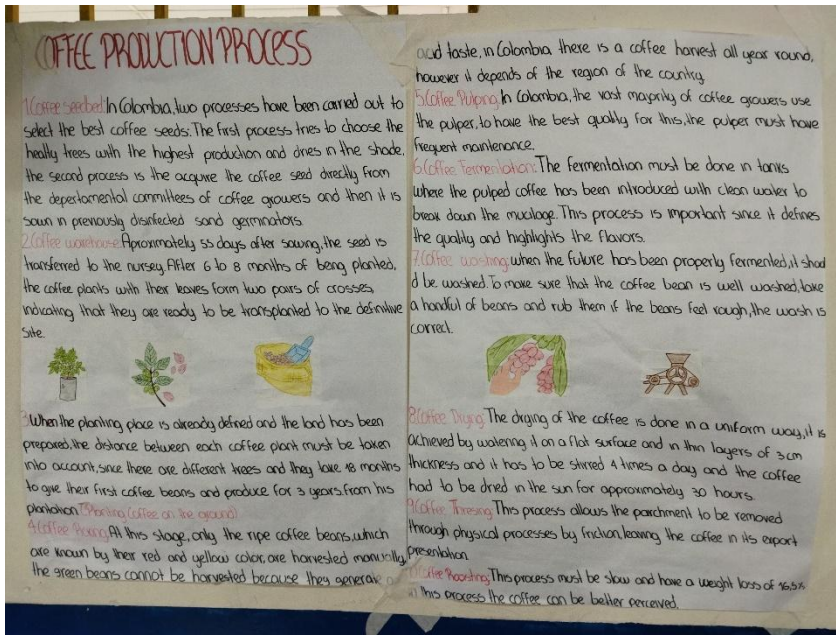
LET'S READ ABOUT OUR OWN COFFEE LAND

Appendix S. Didactic Sequence 3.

Name of unit of learning:	MOVIE DESTINATION
Target audience:	Public school tenth grade students aged between 14 and 17 years old.
Communicative student-centred objective(s):	Students will make a leaflet promoting the coffee region as an adventure movie destination.
Teacher-centred objective:	Students read texts about the coffee region, identifying important facts which make it an adventure movie destination, finding new vocabulary in them and giving opinions about the importance of this activities for the economy of the region.
Coffee- growing region a movie destination	
Duration: 3 classes	
Description of activities:	**Your pedagogical justification for the activities**
4) INTRODUCTION: Students will share their ideas in an oral way about what they think about the Disney movie "Encanto" after the teacher has written on the board as a title the phrase MOVIE DESTINATION. Then the students will watch a video taken from YouTube with the song "We don't talk about Bruno" where they will identify some facts which characterize our own coffee culture and our landscapes. https://www.youtube.com/watch?v=bvWRMAU6V-c	Teacher includes this introduction activity in order for the students to enjoy the video and express their ideas about what they think about the movie and the positive influence of it for our region. The material chosen contains a video of a song belonging to the Disney movie "Encanto" where the students can identify some features of our coffee region.

LET'S READ ABOUT OUR OWN COFFEE LAND

2) PRESENTATION

Now the teacher gives her students a photocopy with information about the different aspects of coffee region referenced in the Magazine "Destino Café" (which contains English versions of some of its articles in both physical and digital version https://www.destinocafe.com/?p=4943) with some adaptations done by the teacher taking into account the grammar structures planned for the period, and completed with information taken from

https://www.uncovercolombia.com/blog/birding-experiences-in-colombia-coffee-region/ and also adapted by the teacher.

Students will read a given text about the topic and they will write in their notebooks the aspects they consider to make our region a movie an adventure movie destination, in order to start collecting ideas for their leaflet.

After reading the text called Coffee –growing region, a movie destination, the teacher draws the students' attention to underline the new vocabulary for them, in order to feed the word- bank they will create in the English notebook, for a better understanding and to look up the meaning into Spanish of those new words.

Students will read the text and they will underline the new vocabulary they found in the reading for feeding the word-bank.

Students do the reading comprehension by pairs, this activity will let the students build and reinforce positive relationships creating learning and social skills.

In The text given students can identify different aspects which make our region an adventure movie destination, and they will select the information they consider could be used for promoting the region as an adventure movie destination.

The word bank helps them to have an easier understanding of the text and link this vocabulary to the reading comprehension activity.

Grammar is presented in an inductive way through the text where the present perfect will appear many times,

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COFFEE - GROWING REGION, A MOVIE DESTINATION!!!

"Encanto" a Disney movie has put Colombia in the international tourism viewer, it has left incredible revenues for the tourist potential of some areas of the country like the Caribbean coast, and the Colombian coffee- growing region, that shines with own light in many of the animated scenes. It shows magical places like valle del Cocora, the facade of the houses of our charming towns, and some of the gastronomic delights that attract the taste of locals and strangers.

Without any doubt, the Coffee cultural landscape is a movie destination, thanks to the variety of options that in the term of adventures, fun and relaxation offers to those who visit it. You are the protagonist, and the script to film the best shots that will be engraved in your mind and heart, thanks to the emotions that you will experience, you can put it together very easily in the middle of a truly cinematic locations such as the natural jewels of landscapes extended throughout this territory; the colorful streets of our charming towns, the theme parks and the waste of adventures that offer our valleys and mountains decorated and upholstered with the most beautiful shades of green, that with the glare of the sun give rise to the most beautiful and electrifying scenery. Do not hesitate! This is a movie destination, the principal character is you, just obey the mandate of the film director: Lights, camera action!

(By Fabio Castaño Molina, co- director of Destino Café Magazine).

The immense variety of birds that with their trills and colors exalts and glamorize the Colombian Andean Region, plays a crucial leading role in this movie destination, the Colombian Coffee cultural landscape is a privileged area for bird species. Colombia has been ranked first in the world for practices such as birdwatching, thanks to the environmental richness that allows to appreciate at least 1960 species of birds.

The Otun Quimbaya natural reserve lies just a couple of hours from the departmental capital of Risaralda, the city of Pereira. With nice facilities, and a good network of hiking trails. Birding in Otun Quimbaya is always a pleasurable experience. What's even better is the sheer number of bird species: endemic Cauca Guans abound here, as do the otherwise tough-to-spot Red-ruffed Fruit crow. The real Holy Grail bird is the Hooded Antpitta; it might take a day of skulking in the undergrowth to spot one, but it's a truly once-in-a-lifetime tick.

The rare and highly endangered Yellow-eared Parrot can only be seen in a handful of spots in the whole of Colombia and, as this species is endemic, the whole of the world! Most of these areas are around the Coffee Region, as the species prefers to nest in Wax Palms (Colombia's national tree), which are also endemic to the area. The best spot for seeing these rare parrots is in the mountains above the lovely little coffee town of Pijao (worth a visit even for non-birders). (Taken from Destino Café Magazine and https://www.uncovercolombia.com/blog/birding-experiences-in-colombia-coffee-region/).

The three magical trails offered by the Otún Quimbaya de Pereira Flora and Fauna Sanctuary

Cataloged at the time by the International Tourism Organization -ILO as one of the "One Hundred Green Destinations of the Planet" The Otún Quimbaya Flora and Fauna Sanctuary -SFFOQ of Pereira is without a doubt one of the natural jewels of Colombia.

The Path of the Bejucos, the River and the Wetlands have been an important destination for those who want to live a real connection and absolute relaxation and adventure with nature. Dare to immerse yourself in the 1.5 km length of the Sendero de los Bejucos and perceive a series of incredible sensations. Let yourself be surprised by the myths and legends that are woven around the artificial lake that you find a few meters from the start of the tour. It is located at 1,800 meters high. The flutist wren and its beautiful sound has constituted another of the jewels in terms of birds sighted in this site.

The Sendero del Río Route, with an approximate duration of 2 hours and its adequate infrastructure, gives you the opportunity to travel along the banks of the Otún River and observe bird species such as the Torrentes duck, the Habea Copetona or Habea Cristada. Here you can observe the power of the howler monkey and the magic of the coffee wax palm too.

The third route corresponds to the wetland trail with a total length of 3.5 km and low difficulty. It lasts 3 hours and includes a tour of a strategic ecosystem for water conservation such as wetlands. The Quetzal, Las Pollas de Agua, the Torito de Monte or Toropisco (Pyroderus scutatus) and the Bigotudo Tororoi (Grallaria alleni) have been some of the representative birds on this route.

SFFOQ is a world territory of birds, if one takes into account that in its jurisdiction nearly 300 species have been counted, of which 8 are endemic, among which the Caucana Guan has standed out, for being the distinguished bird of this place; in the same way, there are 6 species almost endemic and 26 migratory.
(taken from https://www.destinocafe.com/?p=4943).

Then students will do a reading comprehension activity based on the previous reading and in order to improve the vocabulary, the students will complete a written exercise based on the previous vocabulary, then students will compare their answers with another pair of students. Teacher will check the answers and provide feedback if necessary.

but if students ask about it, the teacher will remind them the structures for present perfect if it is necessary.

The students will validate their answers when the teacher checks them.

COFFEE – GROWING REGION, A MOVIE DESTINATION!!!

READING COMPREHENSION

A. Answer in your notebook the following questions:
1. Why does Fabio Castaño consider the Coffee cultural landscape is a movie destination?
2. What is birdwatching?
3. Why Coffee cultural landscape is a privileged area for bird species?
4. Where is located The Otun Quimbaya natural reserve?
5. Mention the bird species you can find in Otún Quimbaya natural reserve.
6. How many trials does offer Otún Quimbaya Flora and Fauna Sanctuary?
7. Mention the bird species you can find in each one of the routes.
8. Which elements of the coffee region do you remember from the video "We don't talk about Bruno".

B. Focus on vocabulary.
Write sentences into present perfect using the next words:

Path / Wetlands / Birdwatching / scenery/ Facade / Delights /Cinematic Locations/ Hiking trails / Yellow-eared Parrot / howler monkey / wax palm / banks river/

C. Color the next picture and identify elements from the coffee region. write their names in your notebook.

PRACTICE
The teacher ask the students to make the initial design of the leaflet taking into account the features and places which make coffee region a movie destination for promoting it.

The teacher will divide the board in eight sections, the number of sides the leaflet will contain and she will show them how to bend the paper for obtaining the 8 sides and the different styles they can use in the leaflets. Afterwards, the teacher will ask the students what information they will use for the leaflet, encouraging the students to pass it to the board in order to put that information on the board, and to express in their own words why they selected it.

In this activity students can share what they knew or already learnt about

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As homework, the teacher motivates students to make in their houses with the help of their parents, a leaflet with the information they consider important for promoting our coffee region as an adventure movie destination, using their creativity, and ask students to share with their families the information they received in class about it.

their real context (Coffee region) and the teacher will encourage students to participate actively in the class.

The purpose of the homework is that students develop their initiative and independent work, acquiring good habits, self- discipline and a good sense of personal responsibility for learning and to share the information worked in class with their families and together create a leaflet. These leaflets will be shared the next class for volunteer students

LET'S READ ABOUT OUR OWN COFFEE LAND

Appendix T. Photo and video of the students Watching the video taken from YouTube We Don't talk about Bruno from the Disney Movie "Encanto".

https://youtu.be/dtGbt5E9ybI

LET'S READ ABOUT OUR OWN COFFEE LAND

Appendix U. Reading Activity Sheet about Coffee Region A Movie Destination.

COFFEE - GROWING REGION, A MOVIE DESTINATION!!!

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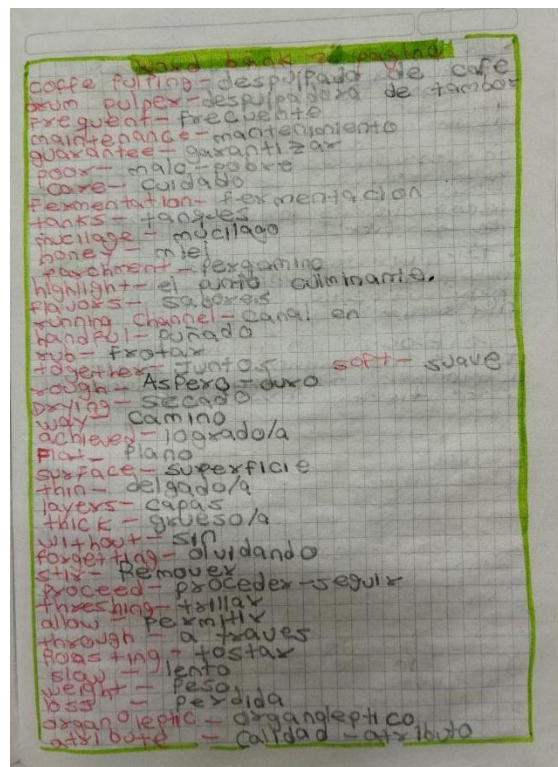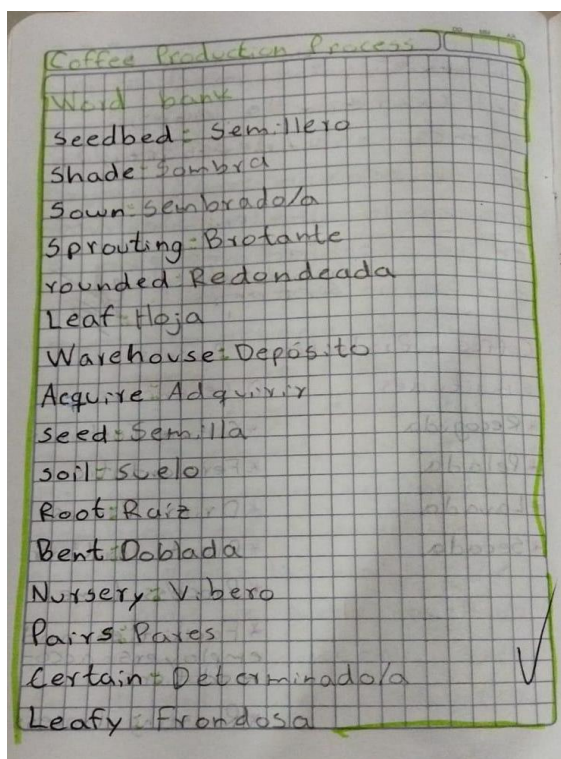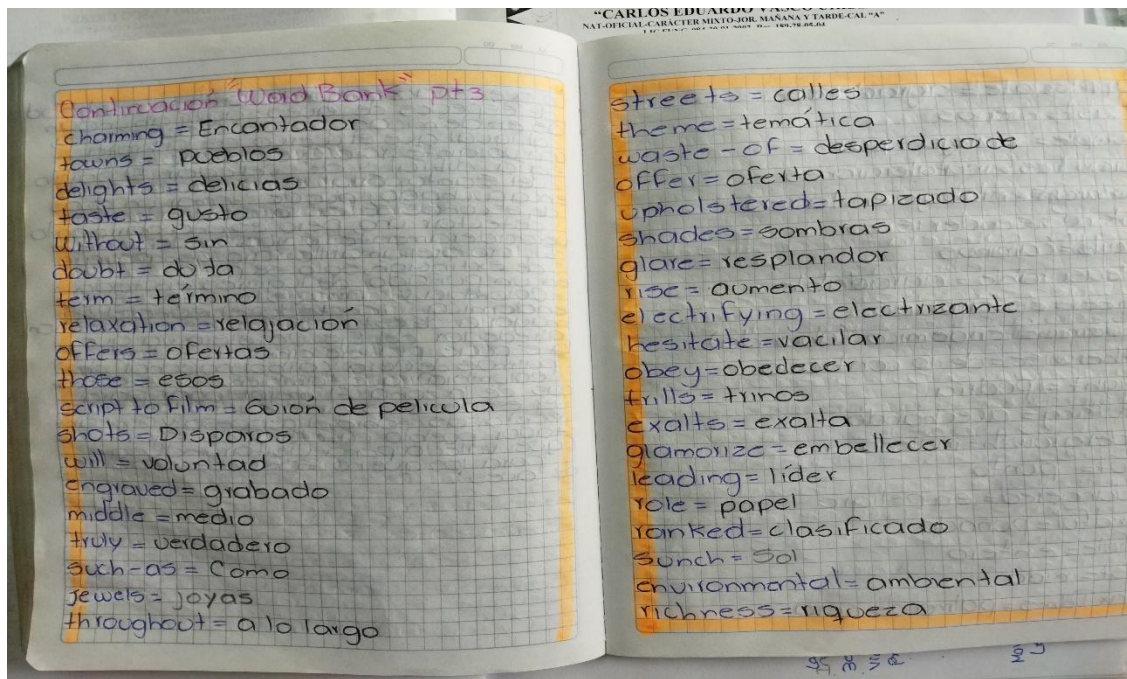
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(taken from https://www.destinocafe.com/?p=4943).

Appendix V. Photos of the Word Banks made by the students in their notebooks.

Continuación "Word Bank" pt 3
charming = Encantador
towns = pueblos
delights = delicias
taste = gusto
without = sin
doubt = duda
term = término
relaxation = relajación
offers = ofertas
those = esos
script to film = Guión de película
shots = Disparos
will = voluntad
engraved = grabado
middle = medio
truly = verdadero
such-as = Como
jewels = joyas
throughout = a lo largo

streets = calles
theme = temática
waste - of = desperdicio de
offer = oferta
upholstered = tapizado
shades = sombras
glare = resplandor
rise = aumento
electrifying = electrizante
hesitate = vacilar
obey = obedecer
frills = tiros
exalts = exalta
glamorize = embellecer
leading = líder
role = papel
ranked = clasificado
sunch = Sol
environmental = ambiental
richness = riqueza

Coffee Production Process
Word bank
Seedbed: Semillero
Shade: Sombra
Sown: Sembrada/o
Sprouting: Brotante
rounded: Redondeada
Leaf: Hoja
Warehouse: Depósito
Acquire: Adquirir
seed: Semilla
soil: suelo
Root: Raíz
Bent: Doblada
Nursery: Vibero
Pairs: Pares
Certain: Determinada/o
Leafy: Frondosa

Word bank
coffe pulping - despojado de café
drum pulper - despulpadora de tambor
frequent - frecuente
maintenance - mantenimiento
guarantee - garantizar
poor - malo - pobre
care - cuidado
fermentation - fermentación
tanks - tanques
mucilage - mucilago
honey - miel
parchment - pergamino
highlight - el punto culminante
flavors - sabores
running channel - canal en
handful - puñado
rub - frotar
together - juntos   soft - suave
rough - Áspero - duro
drying - secado
way - camino
achieve - logrado/a
Flat - plano
surface - superficie
thin - delgado/a
layers - capas
thick - grueso/a
without - sin
forgetting - olvidando
stir - Remover
proceed - proceder - seguir
threshing - trillar
allow - permitir
through - a traves
Roasting - tostar
slow - lento
weight - peso
loss - perdida
organoleptic - organoleptico
attribute - calidad - atributo

LET'S READ ABOUT OUR OWN COFFEE LAND

Appendix W. Reading Comprehension Activity Sheet.

COFFEE – GROWING REGION, A MOVIE DESTINATION!!!

READING COMPREHENSION

A. Answer in your notebook the following questions:

1. Why does Fabio Castaño consider the Coffee cultural landscape is a movie destination?
2. What is birdwatching?
3. Why Coffee cultural landscape is a privileged area for bird species?
4. Where is located The Otun Quimbaya natural reserve?
5. Mention the bird species you can find in Otun Quimbaya natural reserve.
6. How many trials does offer Otún Quimbaya Flora and Fauna Sanctuary?
7. Mention the bird species you can find in each one of the routes.
8. Which elements of the coffee region do you remember from the video "We don't talk about Bruno".

B. Focus on vocabulary.

Write sentences into present perfect using the next words:

Path / Wetlands / Birdwatching / scenery / Facade / Delights /Cinematic Locations/ Hiking trails / Yellow-eared Parrot / howler monkey / wax palm / banks river/

C. Color the next picture and identify elements from the coffee region. write their names in your notebook.

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Appendix X. Photos of some Leaflets made by the Students.
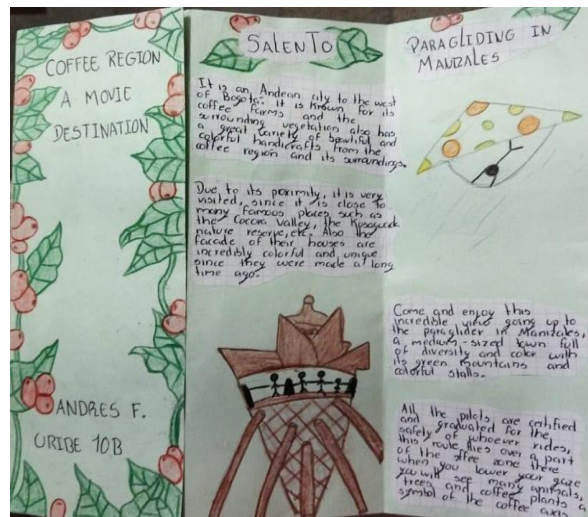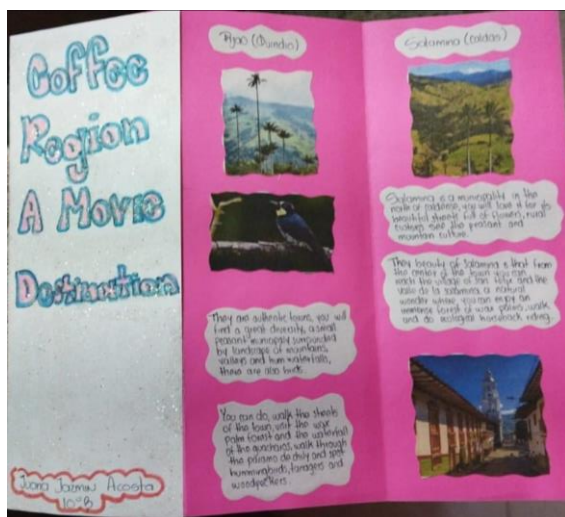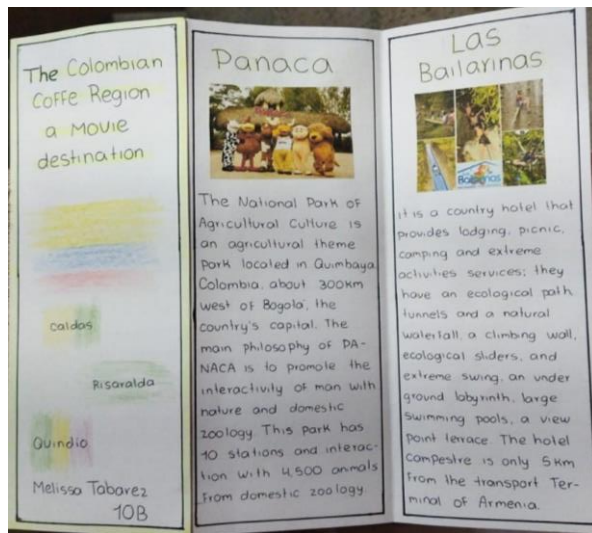
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Appendix Y. Photos of the Birds found in the Reading and paste by the students in their notebooks.

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Appendix Z. Final Test.

LET'S READ ABOUT OUR OWN COFFEE LAND

Name: _____ Date: _____

Complete the next sentences, choose the correct option.

1. Coffee Cultural _____ of Colombia is formed by the departments of Caldas, Quindío, Risaralda and Valle.
   B. Landscape. B. Nation. C. People. D. Cars.

2. Coffee _____ collect the coffee grain by hand.
   B. Teachers. B. Growers. C. Farmers. D. Pilots.

3. Butterfly and _____ are the symbol of the wealth of fauna in the coffee region.
   B. Dog. B. Hummingbird. C. Bird. D. Parrot

4. The frog of the coffee _____ symbolizes the purity of the environment of the coffee region.
   B. Mountains. B. Landscape. C. plantations. D. Valley.

5. In the coffee region the houses are famous for their _____
   B. Gardens. B. Kitchens. C. Facade. D. Windows.

6. _____ is a part of the coffee production process.
   B. Party. B. Study. C. Threshing. D. Coloration.

7. In the Coffee region the _____ season happens twice a year.
   B. Starving. B. Raining. C. Dancing. D. Eating.

8. Coffee Region is popular for _____ activity.
   B. Bird watching. B. Hunting. C. Writing. D. Reading.

9. Otun Quimbaya is a natural _____ near Pereira city.
   B. School. House. C. Reserve. D. University.

10. The Otun Quimbaya Fauna and Flora Sanctuary offers three magical _____.
    A. Houses. B. Trials. C. Wax Palms. D. Books.