

**COMMUNITY-BASED PEDAGOGY: AN ALTERNATIVE WAY TO
INTEGRATE BASIC STANDARDS OF COMPETENCE IN ENGLISH
INTO CLASSES**

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Signature of the jury

Dedictory

To teachers who fight to build education to the size of our dreams.

Appreciation

To my parents, Nelly and Isaías, thanks to their hard work and effort, I have arrived to where I am, thanks for your unconditional support, your dedication and love. To my brothers, Laura and Federico who have accompanied me in the middle of this process. To my friend Lina for her company and advice. To my partners of FUN Comisiones MODEP, for teaching me the way to a possible world and the need to know and transform it. To my partner and boyfriend Alirio, who with patience and love has given me peace of mind in difficult times. To Professor John Jairo Viáfara González for his work, dedication and guidance in this research, who taught me about discipline and integrity in teaching. To my colleagues and professors of the Faculty of Education Sciences who maintain the hope of an education the size of our dreams.

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Implementing the Basic Standards of Competence in English (BSCE) established by the Ministry of Education in a meaningful way requires that pre-service teachers generate alternative forms to integrate them to their teaching. This study discusses the implementation of this policy by a student teacher in the teaching practicum by means of Community-Based Pedagogy (CBP). Based on that, the main question which has guided this research is to what extent the implementation of BSCE by means of CBP guides a pre-service teacher's EFL instruction during the final pedagogical practicum at a secondary public school. Then, this research is relevant in Colombia because of the need of exposing pedagogical strategies and alternative ways of teaching the second languages at schools; in the same way, the lack of research about pre-service teachers' experience during the final pedagogical practicum in connection with the implementation of national policies in context. This research was guided by a qualitative approach and data analysis was gathered by means of semi structured interview, journals, video recording, lesson plans, students' artifacts. The findings of this study brought to light the transformation of the final pedagogical practicum experience by a pre-service teacher, the connection that could be possible between students' community and BSCE, the facilitation of student-centeredness, the appropriateness and innovation inside the English classroom and the challenges faced in the practicum by the pre-service teacher.

Keywords: Basic Standards English Competence, Community-Based Pedagogy, teaching practicum.

Introduction

This research emerged from the need to solve the problem concerning the implementation of Basic Standards of Competence in English (BSCE) by pre-service teachers in the final practicum at a public university. This problematic was based on the arguments and real experiences of students who were taking part or had taken the final practicum; these problems were related to real conditions in institutions where student teachers engaged in their final practicum, lack of pedagogical tools in these schools, and pre-service teachers' students' life conditions, among others. Based on that, it was necessary to find a strategy with the potential to foster the integration of BSCE into English classes. In that way Community Based Pedagogy (CBP) was a teaching method that was employed to take into account students' context regarding economic, cultural and social resources. Based on that, the purpose of this project was to examine the extent to which the implementation of BSCE by means of a pedagogical approach such as CBP guided a pre-service teacher's EFL instruction during the final pedagogical practicum at a public school.

This study is relevant because of the lack of research about Colombian student teachers' experiences during their practicum regarding their implementation of language educational policies, and the need for proposing pedagogical strategies and alternative ways of teaching English as a foreign language at schools. A pedagogical strategy, as the

use of CBP, could help pre-service teachers in their process of connecting educational policy, namely, BSCE, with the students' lives and knowledge outside the institutions.

This study followed a qualitative approach in which a pre-service teacher analyzed what occurred in her practice when the CBP method was employed in connection with the BSCE. This qualitative study used information collected by the research and author of this study as she conducted her teaching practice. The pre-service teacher recorded her tenth grade English classes at the secondary public school Antonio José Sandoval located in urban area of Tunja while she implemented CBP. The students interviewed, the lesson plans collected and an observation journal kept. This data helped answer the research question guiding this study.

CBP was used during the classes by means of different workshops in which students explored their neighborhoods resources. These activities were connected with the contents established for the teaching of English in connection with BSCE in this public institution.

Finally, this document continued by informing the readers about the problem statement, justification, literature review, research design, data analysis, conclusions and pedagogical implications in relation to the study conducted.

Problem statement

Nowadays, education is undergoing major changes and reforms in order to obey what foreign institutions command. In our case, in Colombia, the government is guided by IMF (International Monetary Fund), World Bank and especially OECD's, (Organization for Economic Co-operation and Development.) orientations. The result is the emergence of many policies implemented in our country as BSCE. These standards, adopted in 2006, are decontextualized; they do not take into account the real context of Colombian institutions disregarding social, political and economic conditions. In this respect, other national investigations have demonstrated that there are difficulties when in-service teachers try to implement them in their teaching practices (Guerrero, 2008; Ramos & Gaviria, 2012; Rincón & Olarte, 2016).

The BSCE were designed by the Ministry of Education (MEN) and the British Council based on the Common European Framework of Reference. This is a policy elaborated to guide what students should “know” and some tips about “know how to do it”, in order to adapt the education system to the current and future requirements of the country and that Colombian students prepare to meet the demands of the globalized world¹ (MEN, Centro Virtual de Noticias, 2006). The roots of this plan come from OECD's commands; the guidelines that this organization dictates for the country have to be applied, so Colombia can aspire

¹ Translation from Spanish by the author of this paper.

to be part of the richest countries in the world. The BSCE are founded in economic interests and they are oriented to construct an education for business around the world. This policy is not based on human construction for transforming society and the real conditions of students; in this way, the guidelines are not taking into account students' contexts to propose contents. In a few words, the BSCE were not designed specifically for the Colombian context; they were originally formulated to guide European countries' foreign language learning. As Ayala & Álvarez (2005, p.8) point out: "due to the lack of contextualized criteria that take into account our specific socio-cultural characteristics and needs; attention has now turned to the adoption or adaptation of standards for foreign language education such as the Common European Framework".

Cárdenas & Hernández's (2011) investigation with in-service teachers argues that the use of BSCE is not an easy task because of real contextual school economic, political and cultural conditions. Also, an investigation related to Bilingual Colombia elaborated by Guerrero (2008) discusses how the BSCE are seen as a package of guidelines that teachers and students should follow no matter their cultural, social and political conditions. In the same way, this analysis shows how power relations are involved leading Colombian education to serve foreign company's interests.

In the case of pre-service teachers' practices, there is no research in relation to their experience during their practicum and how they attempt to integrate the BSCE to their teaching. In order to conduct an initial diagnosis,

specifically about pre-service teachers in the UPTC. Some surveys were administered to collect and analyze some information about the relation between the BSCE and student teachers' final teaching practicum. Based on answers provided by thirteen pre-service teachers who were doing or had gone through their final teaching practicum, it was possible to notice that the use of BSCE inside their classrooms was very complicated and decontextualized; most of the participants were in agreement with the lack of coherence and alignment between the BSCE, students' profiles and institutions' real context:

I believe that the national bilingualism plan is a proposal that is far from the true social and economic context of Colombia. Because although the proposal is good, it is very far from being able to be carried out in its entirety due to the lack of human resources, infrastructure and implements that support the optimal and effective implementation of said plan. (Student 1)²

Those were the words that one of the participants said. In spite of their theoretical knowledge about the BSCE for teaching English, it seems there were hardships when student teachers became involved in using this policy in classrooms which usually have their own conditions and particularities, as a pre-service teacher pointed out:

A little bit difficult, because the number of students often hindered the implementation of activities successfully. There are many factors that can

interfere with the fulfillment of all the BSCE, for instance, the lack of audiovisual aids, rooms and so on². (Student 2)

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Participants claimed that the theoretical knowledge about how to implement the BSCE was not enough when they faced real practices. Moreover, in some cases, these pre- service teachers considered that standards are not useful and appropriate for each child's level. As a participant argued:

Although their objectives undoubtedly seek to promote the learning of English in Colombia, its contents lack contextualization and adaptation to the needs and interests that each educational center and student can have. From similarly, its objectives are based on subjective assumptions about the level of English a student can get (student 2)³

Shortly, the implementation of BSCE in real situations with real life conditions was a challenge for pre-service teachers. For student teachers, prospective English teachers, it was hard to connect BSCE with reality and help students to be more conscious about their life conditions through the relation between English language learning and interaction with their community. Based

² All fragments corresponding to participants' voices were translated by the author of this paper who has kept faithful to the original meanings.

³ Translation from Spanish by the author of this paper.

on the problem previously discussed, the next section includes the research questions and objectives.

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Research question

The problem established above and the need to explore options to solve it have guided the author of this study to formulate the following research questions as the pillar of this study:

To what extent does the implementation of BSCE by means of CBP guide a pre-service teacher's EFL instruction during the final pedagogical practicum at a secondary public school?

Objectives

General Objective

To examine how the implementation of BSCE by means of CBP guide a pre-service teacher's EFL instruction during the final pedagogical practicum at a public school.

Specific objectives

To analyze how the implementation of BSCE by means of CBP characterizes a pre-service teacher's EFL instruction.

To describe what the implementation of BSCE by means of CBP reveal about a pre-service teacher's final pedagogical practicum experience.

Justification

This study was relevant because of the need to propose options to help pre-service teachers face difficulties at the time to implement BSCE in classrooms. As it was discussed in the problem statement section, school communities' sociocultural milieu is not usually considered when this policy is used in institutions. Taking into account the problem proposed and in order to provide options to solve it, this study pretended to take as a starting point CBP as a pedagogical approach to offer resources for English learning to take place in a contextualized way. Then, "it is an asset-based approach that does not ignore the realities of curriculum standards that teachers must address, but emphasizes local knowledge and resources as starting points for teaching and learning" (Sharkey, 2012, p. 11).

There was a need for investigating about the process of BSCE use and how pre-service teachers during their practicum try to cope with the use of this policy in their real school conditions. There was a small range of investigations about in-service teachers' attempts to work with BSCE, namely, Guerrero, (2008); Ramos & Gaviria, (2012); Rincón & Olarte, (2016); however, there were not studies found in local journals focused on pre-service teachers' experience in the process of integration of BSCE in their practicum. This study contributed to expand existing research in relation to this issue and to diversify the accounts of teachers' experiences as they work with BSCE in other stages of education. It was highly relevant to involve pre-service teachers in this type of investigation so that they

were more prepared to face their practicum and future teaching work. In this vein, this research seemed to be a contribution for the teaching of English as a foreign language in the Colombian context.

In addition, as this policy (BSCE) was already imposed by the government, our task in this case as pre-service teachers was to find ways to understand how to contextualize it. This could help, not only to achieve that students learn what the BSCE seek, but also and most importantly to provide opportunities for them to learn the foreign language by means of knowing their own community and their problems. CPB could allow teachers (in this case pre-service teachers) to immerse students in the process of exploring their community and became more conscious about their problematic and possible solutions. As Medina, Ramírez, & Clavijo, (2015, p. 51) pointed out, CBP could foster “The students’ recognition of community assets as a way to become users of such resources (human, cultural, ecological, historical and linguistic)” In the same way, this method was a viable alternative because some studies had shown that CBP could help in the integration of BSCE in teaching practices. (Bolaños, Florez, Gómez, & Tello, 2018) (Lastra, Durán & Acosta, 2018)

Another issue to be discussed here was how teacher education programs as "Licencituras" in Colombia could be informed by studies like this about the limitations pre-service teachers face when trying to make connections between standards and their pedagogical work and also they could be informed about the impact of specific pedagogical approaches in helping pre-service teachers. The following section provided a review of the literature concerning the core

constructs in this study.

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Based on that justification for this study, it was important to present the concepts which guided this research.

Literature review

The purpose of this proposal was to explore to what extent the implementation of BSCE by means of CBP guided a pre-service teacher's EFL instruction during the final pedagogical practicum at a public school. In order to define basic concepts and contextualize the research topic within the actual literature in the field, in this section along with a review of relevant theory, it was important to include research studies related to pre-service teacher education, BSCE, the teaching practicum and CBP.

Theoretical Framework

Teaching practicum.

The teaching practicum is one of the most important opportunities that pre-service teachers have in order to build their teaching skills. In that way, they increase their understanding of what they have learnt in theory and they can build their own theories while in the practice; they are involved and immersed

in real learning and teaching situations. There might be several challenges at the time student teachers face their practicum because of lack of knowledge, of experience, and because of policies they are expected to implement, among others; the fact is that oftentimes real school conditions become a challenge for student teachers to achieve what the government expects.

The teaching practicum experiences occur in schools, universities, among other institutions. In those establishments prospective teachers are learning how to teach in real situations, with real conditions, contexts and real classrooms. According to Cruickshank & Armaline (1986), there are some characteristic related to the teaching practicum which are related to the situation at the Modern Languages Program at UPTC.

The first one is the context in which the practice is carried out: school, community agencies, universities, institutes, among others. In this case, pre-service teachers at the Modern Languages program at UPTC are involved in the practicum at public and sometimes in private schools located in rural or urban areas. In the case of Modern Languages Program the students have the experience of teaching in real contexts in subjects such as English Didactics I and II, Spanish Didactics, Teaching Practice I and of course the final Practicum. The purpose of teaching is to form professionals who have the ability to use knowledge about foreign language education in the practicum, so that they can identify ways of acting in front of a situation during this process, and the most important, pre-service teachers can acquire and carry out critical reflexivity about their own experience.

During this process, it is important to highlight the role of guidance by

university advisors and cooperating teachers and how in the final pedagogical practicum pre-service teachers work with them. Barko and Mayfield (1995) conducted a research study about the roles of cooperating teachers and university supervisors in learning to teach. It is focused on examining the relationships between public schools cooperating teachers and university supervisors and the students teachers. In the same way, the explored the influence of this relationship on the learning to teach.

The researchers observed and examine different conferences between cooperating teachers, university supervisors and students' teachers. The cooperating teachers have an active role because they have new things to offer to the students' teachers, they have "the responsibility to observe students teachers and provide feedback on their teaching" (Barko and Mayfield, 1995, p. 507). These conversations were focused on making suggestions about pedagogical practice, it included classroom management, factors which affected the lessons, ways of organizing the classroom, activities etc.

In the same way, students teachers considered that there were different aspects which influenced on their teaching process, first one, the practice allowed them to be more confident in themselves and different ways of teaching. They added that the university and cooperating teachers played an important role in their process because of their guidance and their new ideas, and collaborative work constructed during the students teachers process allowed them to explore new ways of teaching.

In the same way, Schulz (2014) conducted a study called: "The practicum:

more than practice”. This investigation showed the practice as an opportunity for talking and reflecting about new ideas of teaching and of course constructing collaborative relationships with the teachers. There was a closer relationship between student teacher and faculty advisors. Teachers’ candidates wrote some journals in order to record the teaching experiences their beliefs about teaching, and the reflections about the ways of conducting a class. Then, they shared them with their university advisors. The student teachers had a conference in which they presented a portfolio, with students’ teachers’ experiences. When the advisors and students teachers shared ideas and perceptions in order to understand situations, “then the traditional hierarchic supervisory pattern is broken” (Schulz, 2014, p. 154). In this study, the difference between supervisor and advisor was evidenced. In this case the faculty advisors were a guide during the learning process of theoretical aspects. Faculty advisor worked hand-to-hand with the faculty members to construct guidelines and appropriate contents.

Teaching practicum guidance for pre-service teachers in the Modern Languages program at UPTC was carried out by the university advisors and school cooperating teachers. During the practicum process, the university teachers had different meetings in which they talked and reflected about the practicum with pre-service teachers. The university advisors were a guide during the practicum, they observed some classes and they provided feedback about instruction, organization of classroom, activities etc., and of course the pedagogy the pre-service teacher was employing. Feedback about the lesson plans which were applied in the English classes was provided every week.

In the same way, the cooperating teachers played an important role because of their support during the classes conducted by the student teacher; they provided feedback and made recommendations about development of the class; similarly they provided corrections and comments about the lesson plans. Both, university advisor and cooperating teacher supplied new ideas, and based on their experiences they helped the pre- service teacher to explore, improve and apply new ways of teaching.

Paradigms for pre-service teacher education.

Pre-service teacher education includes the processes through which student teachers start building their identities; in the case of this study, this specifically refers to their profile as English teachers. This education involves the interaction of theory and practice in order to prepare future teachers to confront the real contexts where students are educated and transform those contexts according to students' needs. As Cruickshank & Armaline (1986, p. 36) state, when discussing teacher education: "More recently the intention has been to educate professionals; teachers who had access to and combined theory (something beyond conventional wisdom) with practice."

In the same way, teacher education is defined as a period in which pre-service teachers create their own beliefs and assumptions about the nature and purposes of schooling, teachers, teaching and education (Zeichner, 2019, p. 3) . Consequently, during this process, they shape their teaching and learning ideology. They start forming conceptions about the kind of teacher they will be and about their teaching philosophy which is expected to help them confront challenges not only concerning

teaching contents, but also in relation to forming human beings to transform society.

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During pre-service teachers' education, they improve and prepare teaching actions; "The ethical, political and professional responsibility of the educator imposes on him the duty to prepare himself, to train himself, to graduate before beginning his teaching activity" (Freire, 2002, p. 46). In other words, the pre-service teacher should undertake a process of transformation from reading, observation, analysis and critical synthesis about their daily teaching actions and practices, which implies studying; this is to say, in Marxist method "to know how to transform" the dialectical struggle in the midst of construction of the identity of the teacher, which produces results of progress in that construction of the teacher. Teacher should have an ethic-politic commitment and political-pedagogical conviction for being willing to transform day by day their own methods, actions etc.

Through history there have been three paradigms for teacher education: behavioristic, personalistic, inquiry –oriented and traditional craft (Zeichner, 2010). The first one is focused on the formation of teachers as recipients of knowledge; this is defined as a technical tradition of teacher education and has been the most influential in teachers' education process. Teachers do not have the opportunity to be part of the construction of a program for their own education, because as it was mentioned before, teachers are dictated what to do and the idea of education and collective ideas' building is not taking into account. The second one (personalistic paradigm), is a process in which the content of teacher education programs should be based on teachers' self-perceived needs. The third one, inquiry oriented teacher education, is focused on guiding teachers to develop the skill of doing and analyzing

the contexts and situations where they work. In this way, the teacher is preparing him/herself for developing inquiry in their process of teacher education; the teacher is aware of what he or she is doing for students, school and society. (Zeichner, 2010, p. 3).

Some of these paradigms are nowadays used in the school of Modern Languages at UPTC. For instance, the inquiry-oriented one can be perceived because pre-service teachers are involved in investigation. Future teachers are expected to identify language learning problems in their practicum process, analyze teaching learning contexts and participants and determine problems they face and reflect upon what they can do in order to improve their practices. This reflects that the School of Modern Languages holds an objective in relation to “the integral training of teaching researchers in the areas of Spanish and English language, so that they can work in the basic education, media and complementary training programs of the Colombian educational system, with criteria of academic excellence, ethics, social belonging and professional identity” (School of languages 2018). Similarly, the School’s vision is focused on “professional development of its teachers, in the humanistic, in the pedagogical, in the disciplinary and investigative, in agreement with the evolution of the knowledge, the technology and the communication” (School of languages, 2018). In some cases, some professors also use principles from the "traditional craft" paradigm. This is evidenced through student teachers' comments about their university professors who sometimes request them to use one strategy or another to solve problems; most of the times this is seen in relation to issues involving discipline problems.

Standards in English teaching.

BSCE are defined as “what the students should do and able to do” (MEN, 2006, p. 10) in each grade level.

In education, the concept of standards includes both the description of what is to be learned and taught (the curriculum) and the results of assessments.

Educational assessments measure the extent to which learners have acquired knowledge, skills and understanding in a particular field, together with their ability to apply what they have learned. (Cambridge International Examination, 2017, p.1).

The standards are described as statements which “define what students should know and be able to do” (Nunan,2007, p. 424) The author argues that the problem takes place when the standards are implemented because there is an imbalance between them and the real conditions of the context.

The standards according to Nunan, D (1988) “are an important dimension to CBLT [Competency Based Language Teaching], and share the same characteristic of the concept as defined by the objective movement”(p. 427). This movement refers to the influence in behavioral approaches to education and language learning, and the CBLT was focused on what students should be able to do when the course ended. Thus, it is focused on a product perspective for education. Similarly, teaching and learning are based on standards and how these are focused on educating students in a unidirectional way:

Standards is the measurement of children's learning of school subjects that is called academic learning [;] Standards of curriculum are fundamentally about the psychology of the child: the ability to think (informed decision-making, problem solving), skill in communication (defending an argument, working effectively in groups), production of quality work (acquiring and using information), and connections with community (recognizing and acting on responsibilities as a citizen) (Popkewitz, 2004, p. 243-256).

In the Colombian context, the definition of BSCE is not different from what was discussed above, accordingly, The National Ministry of Education (MEN, 2006):

Defines and socializes BSCE for all levels of education, so that the purposes of the educational system are unified in a coherent way. [There is a group of] Basic Standards of Competences in language, mathematics, natural sciences, social sciences and citizens. This group of standards are added to the BSCE which contribute to Colombian students' preparation for meeting the demands of the globalized world.

From a critical point of view Guerrero (2008) Elaborated a research in which she reported about an analysis of the document of BSCE, in which she interpreted what means to be bilingual in Colombia. She argued that The British Council and The Ministry of Education proposed the elaboration of BSCE. This research demonstrated that The MEN and The British Council used this type of policies in order to create a discourse in which language is used as symbolic power, in this way being bilingual is only speaking in English. This report, was an exploration of power relations, and the researcher wanted to show a hidden discourse from institutions such as World Bank, OECD, and international monetary fund by means of Critical Discourse Analysis. That, could be a critical definition about what the BSCE mean in Colombia.

Other investigation elaborated by Cárdenas & Hernández (2012), An opportunity to teach and learn standards: Colombian teachers' perspectives. This was carried out in order to explore sixty-two in-service teachers' perspectives in relation to their opportunity to teach and learn standards in Colombia; this research involved information about conditions of institutions, aspects that provided opportunities to learn and human materials and resources. In that way, the teachers argued that was a difficult task because of the conditions around them. Some of these conditions were, on one hand, the low level of English in Colombia and the English proficiency among students and English teachers; on the other hand, they discussed the material conditions and economic, social,

human aspects which had a great impact on learning processes. An important factor reported by the teachers in this process was the cultural and economic limitations in the social environment. The authors argued that government policies ignored the connection between language learning and real school conditions.

Based on the above, BSCE in Colombia are guidelines which determine specific contents for each school level. The BSCE are what the students should know and do in specific English levels. But, between the lines, this policy is not based on the real conditions of educational institutions; the BSCE are not, in most cases, achievable in the real context of Colombian students. This is evidenced through some Colombian scholars' studies (Guerrero, 2008; Ramos & Gaviria, 2012; Rincón & Olarte, 2016); and in pre-service teachers' experiences in their practicum, for instance, as is the case in the testimonies included in the problem statement discussed above.

Community-based pedagogy.

CBP could be defined as a teaching approach in which the learning of a language is based on community knowledge. The communities offer a range of resources, knowledge, costumes, etc. through which learners could be more conscious about their real life conditions having a critical point of view about their relationships inside the community. The learners gain their own voices to express their knowledge about their environment, discover their community and acquire new knowledge that allow them express about their reality. In words of Sharkey

(2012) “CBP are curriculum and practices that reflect knowledge and appreciation of the communities in which schools are located and students and their families inhabit.” (p. 11) 28

Based on the above, CBP could be a pedagogical approach that facilitates the integration of the BSCE and community knowledge for teaching the foreign language; it means that the teacher can make a relation between the relevance and value of community and teaching and learning processes. CBP allows teachers and students to be immersed in the community in order to identify issues, symbols, situations which on one hand can guide the construction of new knowledge and on the other hand can help raise awareness about the material conditions of their own community; this is a politic action. This approach is connected to what Paulo Freire (1970, p. 70) pointed out:

The education that is imposed on those who truly commit themselves to liberation cannot be based on an understanding of human as "empty beings whom the world" fills "with content; it cannot be based on a specialized, mechanically divided consciousness, but on human as "conscious bodies" and on consciousness as intentional awareness of the world.

Consequently, education has to take into account student and teachers' context knowledge, in order for them to be conscious about community issues and propose solutions. Then by means of those actions BSCE could be involved and contextualized taking into account sociocultural aspects which are pivotal in students' community.

Rincón & Clavijo (2016, p. 68) defined this approach as:

CBP are outside school practices, life experiences, and assets that learners and teachers (who want to have a deeper understanding of the local places in which their students interact) bring into the classroom in order to enlighten class dynamics and curriculum constructs.

Then, the authors were referring to the learning process which takes place outside the English Foreign Language classroom; the students interact and interact with the community symbols, values, people and common ways of life of their own community for learning a second language.

Communities play an important role in the education system. Freire's theory proposes the need of communities to find the knowledge in their environment, in order to engage transformation; this means that human beings create new ways of relationships, new ways of understanding life and the world Gómez (2016).

In this sense, Freire puts forward a method in which communities through education have a theoretical experience connected with the immediate daily experience of daily life. As Gómez (2016) states, Freire's method was applied:

And after successful practices in Recife, its establishment was achieved at the national level in the Culture Circles, where solutions were discussed and organized from and for the people. In them, illiterates became literate, and Educators Cultural Animators, diluting the border

between student and teacher.

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Then the method proposes that the people learn to use their words, from their own community, knowledge, experiences: for transforming their real life conditions.

CBP seems to contribute to literacy development as Rincón & Clavijo (2016) pointed out “This project provides ideas of how community pedagogies and technology work together to empower students to think critically and adopt new literacy practices that come with a sense of belonging” (p. 69). Then, the process of literacy could not go without taking into account the roots and knowledge of the pre-service teachers (in this case) which is related to their own community. It is important to add that the process of literacy as a social action through language contributes to the emancipation and construction of the learners as human beings. In this way, critical literacy as a process of learning how to read goes beyond passing one’s eyes over words; it is a complex process of learning to read the world. In this case pre-service teachers should be more conscious about power relations and are aware about the role as human beings in the society. Then, “critical literacy critics and teachers focus on the cultural and ideological assumptions that underwrite texts, they investigate the politics of representation, and they interrogate the inequitable, cultural positioning.” (Morgan, 1997, p. 2). Based on that, CBP is connected with literacy development because through the process of teaching and learning based on the community, the pre-service teachers and students are immersed in their own context in order to explore and interrogate cultural, social and political ways of acting from their community, which

contributes to the building of identity and awareness about their own environment. 31

Based on the above, BSCE could work with CBP because on one hand this pedagogical approach is based on the relevance of community knowledge for teaching and learning and Critical literacy is based on education from a critical point of view; people can be more conscious about what is around them, critic it and the most important point: transform it.

Taking into account all of the above, there is a series of investigations that support this proposal. The first research study is about the relevance of the students' lives outside of institutions and how they should be connected with studies at school that can provide meaningful insights. This project elaborated by Birr (2004) called; "Every day's funds of knowledge and school discourses" was developed in order to examine students' home cultures versus what it is demanded by the school. The researcher shows how community knowledge is brought to the EFL classroom. The social everyday discourse provides elements that teachers use inside the classroom in order to make a connection between what students know about their community and the contents that the institutions demand students learn. In this case, the disciplinary discourse should go beyond teaching and learning general skills such as reading, writing, listening etc. The learning process should encourage students to discuss and recognize discourses in their everyday lives.

Another study which related to this proposal was entitled: Fostering EFL learners' literacies through local inquiry in a multimodal experience, elaborated by Rincón & Olarte (2016). This research involved ten tenth grade public school students in Bogotá. The project sought to explore student's social reality through

the examination of community; this promoted students' language development and literacy. It means that the students created local knowledge, and then the participants were more conscious about their conditions and reality. In that way, the community has a great value because of the resources that it provides for the learning process, the life experiences, symbols, people, ways of doing things, situations etc. For that reason, the curriculum has to take into account what the community offers for the learning process. The researchers show how teachers and students could acquire critical pedagogy based on a curriculum which takes into account community issues, knowledge and a range of tools to allow students become more conscious about their reality.

In the same way, there were some recent research studies related to the implementation of CBP in pre-service teachers' practices which were important to mention here. Lastra, Durán, & Acosta (2018) developed an investigation at Universidad del Tolima which is a public university. The research was carried out with fifty-six pre-service teachers from different courses. It was related to how the pre-service teachers are more aware about the need of construct relationships between communities and resources and their own pedagogy. Through CBP pre-service teachers could find the necessary resources to connect themselves with the syllabus and contents. This, demonstrated how they promoted the exploration of students' community and knowledge about their local context. "This methodology offers the opportunity to encourage future language teachers to connect theory and practice and to focus on self-directedness and self-awareness" (Lastra, Durán, & Acosta, 2018. p. 211). The data analysis determined three categories in which the

CBP was understood and implemented and revealed how the pre-service teachers raised awareness and opened their eyes about their teaching role. In the same way, it showed the connections between CBP and curriculum.

Similarly, CBP was implemented in an EFL rural classroom; this recent research was elaborated by Bolaños, Florez, Gómez, Ramirez, & Tello (2018). They explored a school's rural community in which they proposed a project-based curriculum based on the community resources while students learn English. The learners developed a set of tasks by means of these raise their awareness about their identity and reflected about their neighborhood and their EFL learning and their own reality.

Research design

This chapter described the research approach and type, and the research techniques and instruments that were used in order to carry out this investigation. Likewise, the characterization of the context in which the investigation took place was included.

Research Approach and Type

This research study was carried out through a qualitative approach. As Sampieri, Collado, & Lucio (2006) point out:

A qualitative approach is selected when seeking to understand the perspective of the participants (individuals or small groups of people to be investigated) about the phenomena and situations which are around them, deepening in their experiences, perspectives, opinions and meanings; that

is, the way that the participants perceive their reality subjectively. ⁴(p. 45)

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Based on that, this research was focused on analyzing phenomena, in this case what occurred when a pre-service teacher implemented CBP to integrate BSCE within learners' context. Furthermore, the researcher sought to interpret how an individual's actions, regarding the specific phenomena in their educational community, inform her teaching practice. Then, when the pre-service teacher applied the method mentioned before she was focused on interpreting the students' reaction about her implementation of BSCE by means of this method, through the use of the instruments proposed for this study. This process included points of view and research techniques which were not quantitative. The instruments were interviews, video recording and journals which were not focused on quantitative aspects, but which described qualitative aspects about pre-service teacher's instruction and students' perceptions about it. The data collected gathers elements concerning perceptions and points of view around the ways how the pre-service teacher guided the classes based on CBP. Qualitative research was based more on an inductive process (explore and describe, and then generate theoretical perspectives). In addition, this type of research went from the particular to the general. Due to this, the researcher was focused on identifying different aspects in the interviews, video recording and journals in order to make connections between these particular aspects which were present in each of the sessions, and then, the

⁴ Translation from Spanish by the author of this paper.

general aspects which were related to the method and the connections between community and the basic standards. 35

The specific research method this study considered was action research. It was focused on a pedagogical problem identified in practice, then a plan was put into practice as a pedagogical strategy to try to solve the problem and the researcher analyzed what occurred with the implementation of BSCE by means of CBP in relation to a pre-service teacher's work to improve her practice. This method is explained by Ferrance (2000) as "moving through five phases: Identification of problem area, collection and organization of data, interpretation of data, action based on data reflection" (p.9)

The previous steps are a cycle in which there is a dialectic process that allows progress and transformation. This spiral is divided in planning, implementation and evaluation. In that way, during the implementation of this research in a public school, the site where this study took place, there was a planning process because the sessions were prepared based on the CBP; the research was implemented with the tenth grade class selected for the study and finally it was monitored and improved. Several instruments allowed to monitor the implementation of the method inside English class before, during and after the process. Then, the process was analyzed to understand how it was working and to be adjusted through the process.

The study involved the Modern Languages Program that functions in the School of Languages, Faculty of Education, at a Public University (UPTC). In this program, student teachers are being educated to become future English teachers. In the case of Modern Languages Program, student teachers should go through several courses such as English Didactics I and II, and Teaching Practice I, in order to undertake the final practicum. During these courses, student-teachers have the opportunity to learn not only the theories but also to go to real situations and contexts to develop their teaching skills. Previous courses do not take much time compared to the final practicum. It is important to mention, the mission of the Program, because it shows the expectation about teacher education:

The mission of the Program is “the integral training of teaching researchers in the areas of Spanish language and English language, so that they can work in the basic education, media and complementary training programs of the Colombian educational system, with criteria of academic excellence , ethics, social belonging and professional identity. The preparation received allows the graduates to advance in postgraduate studies in the different areas of language. In addition, the Program focuses on the continuous and permanent training of teachers in the mentioned areas. (School of Languages, UPTC, 2018)⁵

In the same way the vision of the program, it is evidenced “it is expected

⁵ Translation from Spanish by the author of this paper.

that the program will become a promoter of changes and innovations in the educational field, at the local, regional, national and international levels.” (School of Languages, UPTC, 2018)⁶

In the case of Faculty of Education, to which the school of Modern Languages is subscribed, it is focused on educating professionals who have the ability to use knowledge about foreign language education in the practicum. In addition, the final pedagogical practicum in the Faculty of Education at UPTC (Artículo II, Resolución No. 037, 2015) is defined in the following way:

It corresponds to the processes of permanent interaction of the student with the educational reality, starting from the pedagogical, investigative, social, cultural and systematic action in the classroom's daily life.... to design and implement innovative experiences, through the development of pedagogical, attitudinal, communicative and cognitive skills of the teachers in training. (p.3)

In other words, it is the process in which students face the real conditions of educational institutions and they explore connections between theory and practice and transform contexts' conditions. This final practicum is carried out in the tenth semester of the program. Pre-service teachers are assigned tutors, who are professors from the school and who guide pre-service teachers' practicum and they work hand in hand with a cooperating teacher. This is a teacher from the school or place in which the pre-service teacher is teaching classes. It is important to mention, that pre-service teachers should carry out a classroom project, which

⁶ Translation from Spanish by the author of this paper.

emerges from an identified problem in the institutions during the first weeks. This classroom project, should be guided by the university advisor and the cooperating teacher.

In this case, the final pedagogical practicum was developed at public school. This was located in the urban area of Tunja at the north part of the city. Students who attend this school came from different zones of the city, even from areas far away from the city. This school had some tools which help the English teaching process but they were not enough; there was a video beam, computers and internet, but the classroom is overcrowded holding forty five students. Classes were guided with a grammar book. In the same way, there was a closer relation between this institution and the UPTC Languages School through university advisors in order to locate appropriate institutions where student teachers could develop their final practicum.

10th were the grades in which the final pedagogical practicum associated with this study was conducted. One of these courses was guided by a modality of English. This referred to a way in which students should graduate, achieving a higher level of English in comparison to other groups that follow other kind of modality. The course was composed of fourty five and forty students. They were teenagers between fifteen and eighteen years of age. The students were characterized by their search for an identity and their construction of different social relationships. Sometimes their being in the educational institution became a difficult process because of their attitudes, ways of acting and the disposition to be inside a classroom, in this case in the English class. In this course, there was a

variety of personalities, some introverted others complicated due to romantic relationships among them, misbehavior, bad mood, etc. However, they were young people full of vigor willing to learn when working around creative and eye-catching activities. Similarly, they were students who had different skills in terms of making videos, photographs, brochures, and different types of audiovisual materials, due to the proximity that exists today between technology and especially young people.

The main participant was a pre-service teacher who was in the final pedagogical practicum. In the same way, this student - teacher was the researcher in this investigation. This pre-service teacher is a student of Modern Languages: Spanish-English, with emphasis in English. She became the main participant and in the same way, had the opportunity to develop the final pedagogical practicum and this research simultaneously. She is from Pesca town, Boyacá and she was twenty three years old.

This institution was focused on achieve the standards of the Minister of Education, for that reason the students should be prepared for the standardized tests, by means of which the Minister measures the specific students' knowledge.

Observation and elicitation techniques were used to collect data.

Observation is defined by Sampieri, Collado, & Lucio (2000) “[as consisting] in the systematic, valid and reliable recording of behavior or manifest behavior” (p. 309-310). The pre-service teacher interacted with the students’ context collecting information through participant observation. The following instruments helped to record her observation:

Video-recording: The sessions were video-recorded in order to analyze how the implementation of BSCE by means of CBP characterized a pre-service teacher’s EFL instruction. Based on Penn-Edwards (2004), video recording “is used in both analogue and digital formats; the latter is utilized most often with computer data software, multimedia, and websites. It is an important tool for the collection, analysis, and presentation of qualitative research data”(p. 265-265). In that way, the pre-service teacher recorded some parts of the classes in which students evidenced the use of foreign language by means of the community resources as the pre-service’s teacher instructed them by means of the target teaching approach. The classes began to be recorded on June 2018, then the process stopped because of the students’ vacation and continued from July to September 2018. These were recorded sometimes and in some cases other people help to record. The researcher used the cellphone to record the classes.

Journal: A journal is defined as a detail narration that is written based on the notes about what researcher (the pre-service teacher in this case) experimented

during the research process. This narrations should be a recurring action describing each aspect of the experienced (Gutierrez, 2002). This instrument was used to record the events that occurred in the classes in order to describe the implementation of BSCE by means of CBP and what that implementation revealed about a pre-service teacher's final pedagogical practicum experience. In this sense, the journals started being used simultaneously with lesson plans designed and implementation. They were written before, during and after the classes. The researcher took notes in a notebook, about specific events that occurred during her planning, the classes and her and students' ways of acting, etc. After an initial process of collecting raw notes where planning actions and classes were observed, a more organized journal including cooked notes were elaborated, taking into account the class plan, its enactment and pre-service teacher's reflection after having implemented it. In addition, these journals included information about the topics emerging in lessons and the possible connection between them and the students' community, a characterization of how lesson plan stages occurred, of activities and of students' reaction to them, and of how the pre-service's teacher instruction went about.

Upon this characterization and students' reactions, the student teacher reflected in order to improve and propose new alternative activities that would allow the development of the next sessions. Journals were written during the data collection process. These journals were written electronically and kept together within a file corresponding to the class oriented. In relation to elicitation techniques, the following instrument was used:

Semi structured interview: According to Cohen & Crabtree (2006), this is a interview in which the interviewer carries out and uses an interview guide with a set of questions that need to be covered during the dialogue. The interviewer follows the questions proposed but in this type of interview, it is possible to add other questions, guiding the conversation in order to address the important aspects which complement topics.

Then, in this research, the semi-structured interview was the instrument used to collect learners' perceptions about pre-service teacher's performance when the pedagogical proposal was implemented in class and in this way to identify what a pre-service teacher's EFL instruction during the final pedagogical practicum informed about possible connections between BSCE and CBP. The interviews were implemented with approximately 25% of participating students (eleven students from 45), in this way the interviews were conducted after each lesson plan was applied. The interviews were a dialogue in which students felt comfortable and answered in a natural way talking about their views' on the pre-service teacher work, their real experiences and perceptions. The sample questions for interview protocols can be seen in *annex # A*.

Lesson plans: were a secondary data collection instruments (*see annex B*). Those documents were filed in a chronological order and helped to gather the evidence of how the method guided the dynamics of the classes. CBP was integrated to the teaching process. These lesson plans started to be implemented in June and finished in September 2018, they came from the topics that the school

teacher suggested to prepare for each class based on the course syllabus. In order to organize the class in an appropriate way and to build suitable relations between the BSCE and the community resources, the meetings with the thesis director took place. This helped to carry out the lesson plans in a more organized and focused way considering the community in order to have positive outcomes at the end of each class. The guidance provided by the thesis director of this research was not only in relation to structure and contents of the plans, but also in relation to the challenges in the practicum. It was a collaboration to advance in the pre-service teacher's learning and construction process. The lesson plans were monitored during three important moments. Before, when the cooperating teacher suggested the topic; while, when the application process during the classes took place and after, as experiences were compiled and reflection upon them took place in the journals.

Students' artifacts: were secondary instruments which helped to describe the implementation of BSCE by means of CBP. These artifacts provided hints about how the pre-service teacher managed the classes and made possible connections between BSCE and students' community. Each of those artifacts were produced outside the classroom. The students used the foreign language to write and speak in order to express different aspects and resources in connection with their communities. Some of the artifacts were, brochures, videos, interviews, writings, posters, photos. Then the artifacts started to be collected on June 2018 and the process finished in September 2018 when the classes stopped. In the same way, some of them were collected by means of photos or photocopies and they

were saved in a file for students' artifacts (*see annex B*).

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It was important to close this section by mentioning that the participants signed consent forms that allowed the pre-service teacher to collect and use the data for research purposes. Parents authorized those students who were minors. Students' real names were not used in order to protect their identity and parents were allowed to access data collected when required. The format of the consent sample is annexed in appendix (*see annex D*).

Pedagogical design

The purpose of this section is to describe the pedagogical strategy that was used in order to implement the BSCE by means of CBP. It had a sequence in which learners were exposed to a process of exploring and reflecting about their own community in order to generate knowledge. Then students recorded the resources from the community and talked, wrote, read, listened and reflected about them. This pedagogical approach in words of Sharkey (2012) "are curriculum and practices that reflect knowledge and appreciation of the communities in which schools are located and students and their families inhabit" (p.11). In this sense, these principles guided the pedagogical strategy used. The activities were related to the community in which students were immersed. The lesson plan activities were focused on students' knowledge of their communities. In this way, Rincón & Clavijo (2016) points out:

CBP are outside school practices, life experiences, and assets that learners and teachers (who want to have a deeper understanding of the local places in which their students interact) bring into the

classroom in order to enlighten class dynamics and curriculum constructs.

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The planning strategies used by the pre-service teacher in order to implement this method were, on the one hand based on the mapping of the community by means of resources such as people, places, meals etc. From the observation of the communities, the student teacher looked for materials to connect communities with classes through readings, audiovisual material and so on.

In this sense, knowing and exploring the community was one of the first steps that was taken, expanding the range of activities for classes. Images, videos, readings, exhibitions, interviews, brochures, posters among others were used in order to generate opinions on the part of the students around their own community.

Some methods, such as communicative language teaching (Richards & Rodgers, 2014) was used to lead participants to meaning negotiation around communities through the foreign language. The students expressed some language functions such as, inviting, suggesting, complaining or notions such as the expression of time and quantities. In the same way, task-based language learning (Willis & Willis 2013) was employed because students carried out different tasks inside and outside the classroom by means of the second language. The group activities, interaction and negotiation of the language were transcendental in the process of the application of this research in this grade, as well as the didactic and significant material for the students.

The following was an example of how the lesson plans generated an English teaching dynamics based on CBP. This lesson plan format is the official

one used for teaching practicum process in the School of Languages. The BSCE 46
 that the plan addressed was: “Value writing for expressing my ideas and thoughts,
 who I am and what I know about the world” (MEN, 2006, p. 27). The adjectives
 which were the language focus of the plan were related to the ideas and knowledge
 that students’ could develop of their own community, specifically characteristics of
 products in their communities. Students were guided to increase their writing skills
 in English by focusing on products from their communities.

**UNIVERSIDAD PEDAGÓGICA Y TECNOLÓGICA DE COLOMBIA
 SCHOOL OF LANGUAGES – LESSON PLAN No. 1.**

SCHOOL: Antonio José Sandoval **GRADE:** 10th 2- Modality. **DATE:** 15th may 2018

TIME: 8:20 am -9:15 am; 9:45 - 10:40am

PRE-SERVICE TEACHER: Luisa Fernanda Vargas Bolívar **TUTOR:** John Jairo

Viáfara Gonzales

SKILL: writing

TOPIC: Economy of my neighborhood!
STANDARD: “I value writing for expressing my ideas and thoughts, who I am and what I know of the world” (p. 27).
AIM: I write and make an advertising brochure in which I will present a product information by means of using the correct adjectives order. Vocabulary: disgusting, nasty, huge, tiny, round, wavy, winding, delicious, Salty, sweet.
RESOURCES: Annex 1: Chart about what people spend money in. Designed by Luisa Fernanda Vargas Bolívar. Annex2: Reading called “The workers of the informal economy in Tunja, Colombia.” Taken from : https://openamericas.org/2017/07/18/voces-escondidas-the-workers-of-the-informal-economy-in-tunja-colombia/ Annex 3: Images for explaining the meaning of new adjectives. Annex 4: Disorganized sentences. Annex 5: Worksheet about products description.

COMPETENCES (COMPETENCIAS)		
LINGUISTIC	PRAGMATIC	SOCIOLINGUISTIC
<p>I write and make an advertising brochure in which I will present a product information by means of using the correct adjectives order.</p> <p>opinion Size Age Shape Color Nationality Material</p> <p>The adjectives which will be involved in this lesson are: disgusting, nasty, huge, tiny, round, wavy, widening,</p>	<p>I am able to I write and make an advertising brochure in which I will present a product information by means of using the correct adjectives order.</p>	<p>I interact in a social environment in which I respect classmates' opinion. I integrate my community products knowledge with my second language learning process.</p>

	DESCRIPTION (DESCRIPCIÓN)	TIME (TIEMPO)
CLASSROOM ROUTINE (RUTINA DE CLASE)	<ul style="list-style-type: none"> The pre-service teacher greets the students. The pre-service teacher asks students to organize the classroom in a round table (it depends on the activities that will be developed during the class). Finally, one student per class will check the attendance. If there is homework, this will be reviewed. 	5'
WARMING UP (ACTIDAD DE APRESTAMIENTO)	<ul style="list-style-type: none"> Students will complete the chart (annex 1) they will walk around the classroom and look for information from two students. They will ask for information related to what do their family spend money on, who makes that product, who sells de product. As soon as the students have collected the information they will ask them 	5''

STAGE	SPECIFIC STANDARD	DESCRIPTION	ASSESSMENT	TIME
PRESE	I comprehend	<ul style="list-style-type: none"> The teacher will give students 	I read and identify	10'

NTATI ON	the reading related to informal workers in Tunja, and what kind of produces they sell. I recognize the correct adjective order and write it on my notebook.	the reading called “The workers of the informal economy in Tunja, Colombia”. (Annex 2) a) The students will participate saying what the main idea of the reading is. b) Then, what is the relation between the reading and the products sold in their neighborhood. c) The teacher will use the products from the reading and she will explain the adjectives order. The teacher will draw on the board some circles in which she will present the adjectives ordered by categories. The students will participate saying which products they identified and the characteristics of them. The teacher will write the adjectives proposed by the students in the corresponding category. Then, she will explain other adjectives which are unknown by the students. She will use some images (annex 3) for showing what the adjective means and the students will repeat the adjectives pronunciation and write them on their notebooks.	main idea of the reading. I share my ideas about what I know about informal workers and their products sold in my neighborhood. I recognize the correct adjectives order and write it on my notebook	
STAGE	SPECIFIC STANDARD	DESCRIPTION	ASSESSMENT	TIME
PRACT	I interact with	<ul style="list-style-type: none"> The teacher will present some 	I create a	35 ‘

ICE	<p>my classmates in order to use the correct adjectives order. I describe the products from my community. I write the order adjectives based on the information of a product.</p>	<p>sentences in which the adjectives are in disorganized way, then the student will organize it in their notebooks. In this sense, the teacher will ask them who wants to share the order that they wrote. The teacher will provide feedback. (annex 4)</p> <ul style="list-style-type: none"> • The teacher will provide to the students a worksheet in which they will fill in the blanks with the correct adjective explained by the teacher. Students will read the description of the product and complete with the correct information. (annex 5) • Students will play a game in which they will work by groups of five people. The teacher will present a power point presentation in which there will be some numbers, one student per group will choose one number and this number leads to a question, image that should be described, give or lose turn etc. They will compete in order to win points. (Annex 6). 	<p>brochure in which present a short description about a product. I use the correct adjectives order.</p>	
STAGE	SPECIFIC STANDARD	DESCRIPTION	ASSESSMENT	TIME
PRODUCTION	I value the resources of my community and	The learners will make an advertising brochure in which they will present a product that can be	I create a brochure in which present a short	35 ‘

	<p>create an advertising brochure about a product sold in my neighborhood. I write short description about the product with the correct order.</p>	<p>found in their community. They will include the next information and present to their classmates. Who sells this product, why that product is especial or important? And finally the learner will express the description of this product by means of using the adjectives order. Students should include photos about their product, these will be taken from real places of their community.</p> <p>The teacher will elaborate an example of a product from the students' community and will present to them in order to provide a guide about how to elaborate the advertising brochure.</p>	<p>description about a product. I use the correct adjectives order.</p>	
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As mentioned before, the lesson plan started by the pre-service teacher defining the language objective of this class, learning about some adjectives, in connection with the corresponding BSCE. Students were asked to participate in a task: “Write and make an advertising brochure in which they would present a product information by means of using the correct adjectives order”. Students could express through writing about the knowledge they have accumulated of their community; in this case, they focused on their communities products.

The warming up was based on a topic proposed in the English book worked

in this grade, English, please! (MEN, 2016) .There was chart about what people spend their money in, then it was adapted for the warming up and it was related to completing the chart about the products that their families spent money in. This generated a discussion about who made the products, who sold them and so on. Then the class continued with the presentation of the topic. The pre-service teacher explained about the meaning and order of adjectives. The presentations was based on a reading related to “The workers of the informal economy in Tunja”. This reading was taken from internet and was adapted for the class. The students read, and then talked about the products and their characteristics. Then, the pre-service teacher took students’ contributions to construct a sentence step-by-step in order to show about how products’ adjectives worked.

Now, in relation to the guided practice, the researcher proposed a set of activities in which students could practice the knowledge acquired in theory in the part of the presentation. The first activity was related to, organizing some adjectives in sentences. These sentences were related to products presented in the reading. The second, was filling in the blanks based on a set of adjectives. The information that students should complete was related to some products which were very typical in Tunja, for example, empanadas, arepas, buñuelos, picada. This activity was about products from communities and the students could reinforce what they had learnt during the presentation part and the first activity of this section. This activity, was developed by groups and they shared their ideas about these products. Finally, the activity proposed for practicing was a game in a PowerPoint presentation. The production stage was about the elaboration of a

brochure in which students should describe a product from their community. They should explain some characteristics about it, put a photo, and said the reasons why people should buy that product. This activity was developed outside the classroom and it was assigned as homework. The students went outside school and took photos, look for information or integrated information known by them and expressed their ideas by using the adjectives previously learnt. The method, was present here because the students explored their community in order to elaborate the brochure, took photos and information about the products.

Summary of Lesson Plans Implemented

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Eight lesson plans were implemented during five months. Due to the institution conditions each of the planes were developed during two weeks.

Lesson plan number	Implementation dates.	Achievement.	Standards	Community Based Activities.
1	16 th April 2018	I tell a story about an important event occurred and completed in my childhood. By using the affirmative and negative form of past simple with irregular and regular verbs	<p>“I value writing as a means of expressing my ideas and thoughts, who I am and what I know the world “. (p. 27).</p> <p>I show a respectful and tolerant attitude when I listen to others (p. 26)</p>	<p>Displaying some photos related to the students’ childhood.</p> <p>Writing about the places, food or actions did in their past.</p>
2	15 th may – 22 nd may 2018	I write and make an advertising brochure in which I will present a product information by means of using the correct adjectives order.	<p>“I value writing for expressing my ideas and thoughts, who I am and what I know of the world” (p. 27).</p>	<p>Designing an advertising brochure in which presented a product that could be found in their community.</p>

3	22 nd may- 12 th June 2018	I talk about the places which belong to my community and me by means of using the possessive pronouns.	“I used an appropriated vocabulary to express my ideas clearly about topics of the curriculum and my interest” (p. 27)	Drawing a map of students’ neighborhood and which of the things, places which appear there, belong to them.
4	12 th June- 10 th July 2018	I describe life stories about people from my community taking into account their profession by means of using daily routines verbs	“I narrate in Detail experiences, facts or stories of my interest and of my interested audience” (P. 27) “I answer questions taking into account to my interlocutor and context” (p. 27)	Interviewing a person from students’ community. Writing the daily routine of her/him.

5	24 th July 2018	I describe how to prepare a typical food from my community by means of present simple tense	<p>“I describe with short sentences people, places, objects or related facts with themes and situations which are familiar”</p> <p>“I comprehend an oral description of a situation, person, place or object” (p. 22)</p> <p>“I answer questions taking into account my interlocutor and the context” (p. 27)</p> <p>“I make oral presentations about topics of my interest and related to the curriculum school”</p> <p>“I express values from my culture through the texts that I write”</p>	<p>Oral explanation of the steps to prepare a recipe from the community. Displaying of products inside the classroom.</p>
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6	31 st July	I answer questions in order to know more about my partners' neighborhood by means of information questions in present simple	"I express values of my culture to through the texts that I write" (p. 27).	Writing about students' neighborhood patterns.
7	14 th august	I write about different activities that I do by means of using present simple vs present continuous.	-“I use an appropriate vocabulary to express my ideas clearly on topics of the curriculum and of my interest”.” (p. 27). -I answer questions Having in account to my Interlocutor and the context. (p. 27)	Elaborating a poster about activities that students in a normal day do and on vacations in their neighborhood.
8	21 st august-11 th September 2018	I talk about the activities that I do in relation to resources from my community by means of using present simple vs present continuous.	"I express values of my culture to through the texts that I write" (p. 27).	Recording a video doing some activities in relation to some resources from students' community.

Data analysis

The process of data analysis was carried out by means of the thematic coding method, which is defined by Gibbs (2007) as “a way of indexing or categorizing the text in order to establish a framework of thematic ideas about it” (p.38). In this way, there was a careful reading process in which codes were identified from each of the instruments and in relation to the research question. According to Gibbs (2007), the codes “refer to one or more passages in the text about the same topic in the way that entries in a book index refer to passages in the book” (p. 39) and these were underlined with different colors. I focused on patterns that could work as answers to the question proposed for this research. The process started with the codification of information in journals and then, classes’ recordings and interviews were transcribed and analyzed using the same method. After this process, the instruments and codes found there were articulated by means of constant comparison, which led to put similar codes together reducing the number of codes and establishing some macrocodes that contained the essence of similar codes. These codes were validated by means of methodological triangulation. In this sense, various data-collection procedures were used in the research process. As Redfern & Norman, (1994) puts it, “methodological triangulation has been found to be beneficial in providing confirmation of findings, more comprehensive data, increased validity and enhanced understanding of the studied phenomenon” (p 78). The data analysis process yielded the following thematic categories to answer to the research questions guiding this study.

Heart Category

CBP and the transformation of a pre-service teacher's final practicum experience.

This heart category was related to the pedagogical and methodological transformation that the pre-service teacher had during her practicum experience. This involved the promotion of curricular innovation and positive attitudes to face the final practicum challenges. This transformation was guided by the implementation of a pedagogical approach used to teach students, CBP, when the pre-service teacher was exposed to the real job a teacher needs to conduct in an educative institution. There the student teacher connected the theory acquired during university time and the practice in this public school. The pre-service teacher was immersed in this school and with the guide of the thesis director and cooperating teacher developed this final practicum, and proposed an alternative way of integrating the BSCE into her teaching.

Specifically, the student teacher's transformation was related to the following dimensions. The first macro dimension discusses how CBP facilitated student-centeredness as the pre-service teacher connected BSCE with learners' communities. This in itself generated that the pre-service teacher integrated teaching topics with students' lives, experiences and knowledge. Similarly, the student teacher focused on motivating students to explore, not only their communities but also foreign communities, which

could provide students with points of reference to understand their own neighborhood, town or city. Finally, the student teacher allowed her students to open their minds, so their views related to communities' characteristics and life conditions became the center of conversation in English classes.

A second macro dimension in the student teacher's pedagogical work which revealed the influence of CPB had to do with how English teaching geared towards appropriateness and innovation. In this case, the pre-service teacher, created a comfortable and productive class environment for students to establish better relationships among each other and express themselves; also, the student teacher endeavored to exercise suitable English teaching methodology, strategies, and tools; in the same way, she conceived students' abilities and knowledge beyond the parameters established by the Minister of Education.

The third dimension which apparently was influenced by CBP was the extent to which the pre-service teacher was able to bring the community into the English classroom. The future teacher faced challenges from the educational institution's real conditions to use CBP, but she searched for possibilities establishing a collaborative research relationship with her thesis director and showed some features of a transformative identity during the practicum process. These dimensions involved the subcategories found during this research process and each one of them will be discussed in the following paragraphs.

Sub-categories

Facilitating student-centeredness as standards are connected with learners' communities

The subcategory was related to how the student teacher worked with CBP guiding herself to put students at the center of the pedagogical process and in so doing, exploring and opening their minds about their communities. Students developed different activities which allowed them to interact with people, food, places and in general the resources of their context. The curricular process that facilitated to center instruction on students started by the pre-service teacher's dedication to connect the BSCE with topics concerning students' community. The standards in this subcategory aligned with the abilities that students should be able to do at the end of the sessions. In this way, the pre-service teacher was focused on organizing the topics, lesson plans, materials, activities, among others, around the idea of community resources.

The CBP-based classes made students' learning process more meaningful because they not only worked in developing the established English language skills, but also made connections between them and their community, between their context and real life conditions.

This subcategory involved a set of sub-themes. The first one was **connecting topics with students' life, experiences and knowledge**. This sub-theme was focused on pre-service teacher's use of diverse means to build relationships between the topics worked in the English area and students' daily real life. In the same way, the students' contextual experiences promoted their

activation of prior fundamental knowledge for the learning process. An example of this could be found in one of the journals written by the student teacher during the development of the research:

This idea (of working around the students' childhood in order to connect it with past simple tense) emerges from the need of making a meaningful and familiar connection between the BSCE and the students' life. In that way, the activities were proposed based on the students life and their childhood in their communities, in that way they could discuss and share their past experiences in order to value their neighborhood or city where they lived.

(Journal 1, April 16th, 2018)

In this workshop related to students' childhood, the future teacher led her students to share their prior knowledge related to their experience during childhood in their communities. This implied the connection between “the simple past”, the theme being studied, and the students' context. Similarly, another instance could be seen when the pre-service teacher guided workshops that allowed students to interact with real people from their context going beyond a mechanical talk about the daily routine (in this case), as the researcher (the student teacher) pointed out in one of the journals:

However, while working on the professions and especially community workers, the students mentioned jobs such as sweeper, salesman, nurse, and driver. And this allowed us to talk about the workers who are common in

their community and most importantly to talk about varied routines, since it is not the same routine of a builder than the one of a sweeper. (Journal 6, June 12th, 2018) 62

Students' perception when answering a question in an interview also corroborated the previous finding:

...son cosas que uno ve cotidianamente, son cosas que uno ve todos los días, en cambio si tu llegas y pasas a ver una clase normal que son ejemplos de otros países de otras cosas, que la cultura es así, no es lo mismo, no es lo mismo saber que yo me levanto a tal hora, que yo hago tal cosa, que yo paso por mi ciudad. Lo que yo te decía es aprender a valorar ya la cultura acá como tal colombiana, lo que es Tunja, todo (student 8, September 6th, 2018).

As shown in the previous excerpt, the students' perceptions were focused on the idea that the learning process was facilitated if the pre-service teacher connect the students' context and the English topics. If students were based on their own experiences and knowledge during instruction, they seemed to learn more easily. When the pre-service teacher started the practice in this course, as in most secondary public schools, she encountered the common topics that she was expected and required to teach in English classes, topics taken from books, grammar workshops, and oftentimes based on mechanically learning the language; it was related to specific and focalized knowledge, what means, that was focused on the knowledge necessary for the government to coordinate with foreign

entities, and not the communities and students' real conditions and needs. Paulo Freire (2002) points that the teaching process is a political action and the teacher is a politician who should decide what kind of teacher he or she wants to be and the politics or ideas that he or she wants to promote inside the classroom. In that way, the pre-service teacher went beyond a mechanical way of teach, and through the implementation of this method (CBP) **connected topics with students' life, experiences and knowledge.**

The second sub-theme involved **motivating students to explore values from foreign communities.** This sub-theme was related to how the pre-service teacher managed to relate foreign communities with the pedagogical design based on CBP being used in the target classroom by means of the English assistants who were present in the school. Foreign communities were brought to establish a cultural bridge in which students could relate these communities, in their similarities and differences, to their own local communities.

During the research process, the student teacher built relationships between the classes and the English assistants' communities. It is also important to say that oftentimes, in public institutions such as this, the connection with the English assistants is limited to working on pronunciation, reading and so on, and it might not involve building links of communication and culture to explore community aspects. This allowed exposing students to explore the characteristics and values of foreign communities, and use language for communication and acquisition of cultural knowledge about other communities. In that process, the student teacher created the environment to motivate the students to know more about foreign

communities by means of workshops in which English assistants exposed their community experiences, ways of acting and different resources and the students interacted with them, inquiring about these societies. This is evidenced in the following fragment from the student teacher's journal:

During the development of the class (about recipes from community), the English assistant made a presentation of a recipe from her community. This part of the class seemed very interesting to me because the students participated by asking some questions to her, related questions about the feelings, meanings, importance, and so on, of this recipe in her community. There was participation of the students, they were more active in class. This also showed me that it is up to the pre-service teacher to encourage students to participate through activities like these. (Journal 9, July 25th, 2018)

It was very important to say, that in this case, it was very interesting how the use of English language became a natural action for students, in spite of they did not use complete sentences, they expressed some ideas like “the fritanga delicious” “eat fritanga in Runta” which was based on the students' knowledge related to this community resource, and in this case pre-service teacher, students and assistant interacted based on aspects related to students community. This kind of activities encouraged students to participate and pre-service teacher to create an environment in which the language played a central role.

Third sub-theme, discussed how the pre-service teacher **allowed students to open their minds: relating communities' values and life conditions**. The student teacher employment of CBP generated a dynamics in which students learnt more about their context by exploring different values about it and thinking about life conditions. This allowed students to be more aware and to value what is around them. In the same way, these workshops promoted by the pre- service teacher encouraged students to know aspects related to resources of their community, people, food, places etc. An example of this was the activity related to daily routines, in which ideas were built about the importance of workers in the community, as well as the different routines that each one of them had. Valuing people, the human resources of their community, was an aspect in which progress was made in the middle of this investigation. Based on that, it led the students to see their own community with different eyes, to maintain a different relationship, a relationship of value and identity with their own context. In the same way, the pre-service teacher opened her mind about how community was conceived and the importance of each person for the operation of it.

The photos of workers definitely generated words, generated thoughts and feelings around the workers that the students knew in their community. In the case of “daily routines”, teaching went beyond memorizing daily actions and focused on the living conditions of real persons in meaningful social spaces for students. As Freire (1970) has already expressed it, the learning process goes beyond memorization because the education or literacy is focused on guiding them to understand critically the political, social and economic environment.

In the same way, these classes allowed students not only to talk about the living conditions of other people but also about their own living conditions, and the value they give to the products sold by their closest relatives. This led them to value their identity, because they had the chance to talk about their lives in the communities. It helped them express without being ashamed of who they were; the learners opened to the various possibilities of jobs and occupations, so they noticed that all jobs dignify human beings when they were done honestly and with the purpose of providing quality services to others. This was evidenced in the following fragment taken from the students' interviews:

“Yo elegí el envuelto porque lo conozco y pues obviamente lo he consumido y más aparte de eso, mis padres eran uno de los que vendían ese tipo de productos en la calle, ósea fue como una posibilidad para ellos para conseguir dinero durante un tiempo determinado.” (Student 7, September 6th, 2018)

Based on that, in this category student-centeredness became the motor of the student-teacher's practice. The student teacher's awareness of students' needs and interests to explore and learn about their communities influenced her curricular choices concerning, for example, content, activities, materials in order to support students' language learning. In this regard, Collins and O'Brien (2003) pointed out “This learning model (CBP) places the student (learner) in the center of the learning process. The instructor... coaches them in the skills they need, to

do so effectively” (p. 40). Students were important during the curricular planning process because the pre-service teacher integrated various resources to provide them with tools to develop different tasks in order to get to know and understand their communities.

Gearing English teaching towards appropriateness and innovation.

Through the process of implementing CBP, the student-teacher was constantly looking for suitable methodological strategies in order to improve the English teaching process in her final pedagogical practicum. This involved searching for new ways of teaching, for tools, activities, resources etc., to be coherent with CBP.

This sub-category was divided in three different sub-themes, the first one was **creating a comfortable and productive class environment for students to establish better relationships and express themselves**. This theme was related to the process in which the pre-service teacher through CBP focused not only on the contents being taught, but also on creating a comfortable and fruitful environment to work with this approach: an ambient in which students did not have a negative pressure to express in the second or based on being constantly graded.

At the beginning of the observation process, it was noticed that students' motivation in the English classes did not seem to be that high. Oftentimes, they were not very willing to participate and they were lazy or sleepy in the class. Sometimes in informal conversations, they mentioned that they did not feel comfortable in an environment in which they had to study English during many

hours or they did not like the English language. In addition, through the classes' observation at the beginning of the practicum, it was possible to see that the English classes were carried out by means of workshops mostly related to gap-filling and grammar activities, among other exercises which were limited to the learning of structures. Then, this did not allow the students' natural, meaningful and authentic expression, meaning their possibility to be creative when expressing. Based on that, when the pre-service teacher started to base the English classes on CBP, the students seemed to change their attitude and the classes seemed to become more productive and comfortable for them. The student teacher through CBP guided her students to share their ideas and opinions in different ways in order to build their language knowledge. They could express in a natural way avoiding memorization as a method and expressing structures without sense. The previous was evidenced in a class related to explanations about students' neighborhood maps:

This activity was interesting because the students expressed themselves comfortably, in fact, most of those who explained did so voluntarily. I should highlight that when exposing their maps, the students remembered the structures of the possessive pronouns, and exposed in a calm and safe way. Unlike other experiences where they have worked oral exercises (during the observation process), they do it in memory and very mechanically, and I noticed that they felt insecure and if they forget any word of what they memorized their expression was interrupted. There is also a student who has advanced and participates more in class. (Journal 5, June 12th, 2018)

In relation to establishing better relationships, it was important to say that the teenagers who participated in this study usually stayed within the four walls of a classroom attending lessons; they coexisted daily with their classmates and teachers. According to the observations process, several of these students sometimes generated tension and aggression. They were not closely related to each other, but because of the project, they started to build relationships beyond the classroom in order to carry out collective tasks in connection with CBP and English.

After participating in the implementation of different workshops based on CBP, one student said: “Pues son aspectos como que son más dinámicas las clases, que aprendamos a convivir con las demás personas y compañeros y mirar los puntos de vista de ellos” (Student 4, June 12th, 2018). Similarly student 9 expressed: “Pues es una forma por así decirlo, de compartir más con nuestros compañeros y conocer un poco más de nuestra comunidad” (Student 9, September 6th, 2018). The activities proposed by the pre-service teacher encouraged students to share with their classmates, interact and know each other and to value their classmates as people who had different points of view, but who were important to be valued as human beings and to carry out tasks in teamwork.

After they had carried out an activity related to recording a video to expose different resources in their community, the students had the opportunity to go back to the classroom and explore values and feelings of their classmates. One of the students answered the following in relation to the activity proposed by the pre-

¡Genial! Ósea lo que yo te decía compartir con mis compañeros, ver más allá de eso es una parte divertida. Salir de estas cuatro paredes y conocerlos, conocer nuestra ciudad. Además que eso lleva mucho a una parte como de no solo el desarrollo del idioma inglés y no solo como persona, de saber que en algún momento tuve algún problema con él o con ella y ahora el liberar todo esto y sentir de verdad como una amistad, fue ¡súper! (Student 8, September 6th, 2018).

In the same way, pre-service teacher allowed students to express themselves because the activities were proposed in order to take into account the students' knowledge and activities in which they had an important role to play. This created an environment in which they could share their ideas:

Sí, me ha parecido muy bueno el trabajo de la profesora me ha permitido expresarme, pues al frente de las actividades como describir un folleto con el producto de mi comunidad, he aprendido nuevas cosas de inglés y de mi comunidad, o preguntarle a una persona de mi comunidad las rutinas diarias entonces pues fue diferente y pude expresarme con varias personas y conocer varias cosas. (Student 11, July 13th, 2018)

Based on the above, CBP allowed the pre-service teacher to build a better pedagogical environment characterized by students' empowerment to feel free to

express and be themselves, and able when developing tasks inside and outside of the classroom. In this vein, Sharkey (2012) claimed that “CBP are curriculum practices that reflect knowledge and appreciation of the communities in which schools are located and students and their families inhabit.” (p. 11). Their classmates were part of their own community, then students’ appreciation was not only for the community outside of the classroom, but also for the relationships they were building with their peers. Rincón & Clavijo (2016) point out that “CBP are outside school practices, life experiences, and assets that learners and teachers bring into the classroom in order to enlighten class dynamics and curriculum constructs”.(p. 68)

The second sub-theme is **pre-service teacher’s endeavor to exercise suitable English teaching, methodology, strategies, and tools**. This topic involves the discussion about the English teaching methodologies, strategies and tools that the pre-service teacher explored by means of the implementation of the CBP.

The use of these pedagogical strategies implied the search for teaching alternatives. During the process of implementing this study, the pre-service teacher constantly employed such resources as music, videos, readings, communicative language activities, interviews, games, oral activities, photographs, displays, brochures, posters, etc.) which would allow certain level of innovation and efficiency needed to try to bring the community into the classroom. It was important that pre-service teachers had the experience of knowing the students’ context in order to take them into account at the time of proposing activities in the English class. This theme of the community in the English

class, encouraged the pre-service teacher to go out to the city, visit places, inquire about new ideas to take to the class.

Due to the fact that communities are unique, it was sometimes difficult to just take already designed materials from particular sources. For example, there were not many resources to use from the internet. In this way, the preservice teacher oftentimes decided to design her own materials:

I decided to write the text (the text was about aspects about my own neighborhood and characteristics and resources whereby it was a nice neighborhood), because the last class I had taken a reading from a book, and honestly I did not find anything meaningful besides that it was not interesting. (Journal, September 6th 2018)

As it was mentioned in the previous fragment, the pre-service teacher explored tools which helped her guide topic in the English class concerning (wh questions), but a decontextualized reading was initially used. This did not work because the reading was about the daily routine of people from other country and during the class this was not accommodated to the need of the class. Then it did not make sense for the students and this did not have an effect on them when working in class. This activity was part of expanding my ways of creating the most successful materials for the class. This was a way of exercising suitable English teaching methodology, strategies, and tools.

The first methodological aspect affected by CBP was related to the design and implementation of lesson plans. A sequence was maintained between the various stages of the lesson plan: the warming up, the presentation of the topic, the

guided practice and the production of the students; this generated harmony and therefore the acquisition of knowledge seemed to be much more successful; students were more connected from one activity to the other, and the pre-service teacher guided them to participate too. For example on the aforementioned class about “daily routines”, the students brought to the class some photographs about workers from their community (warming up), during the presentation, the pre-service teacher took into account the photos in order to explain the possible activities which that people do, and students provided examples too, and so the class was developing. As the following student pointed out, the pre-service teacher encouraged students to build their knowledge about community through these innovating pedagogy: “Me sentí muy cómoda y además es una dinámica que no hemos aplicado acá en el colegio, entonces es algo nuevo, y podemos aprender más de ello, como implementar otros métodos para conocer más a la comunidad” (Student 2, May 22nd, 2018).

The implementation of innovative methodologies by the student teacher allowed students to feel connected to the topics, which were striking for them and went beyond the dynamics of completing workshops: “La profesora utilizó este método el cual es muy práctico y muy dinámico para nosotros, más porque utiliza siempre métodos demasiado dinámicos los cuales llaman la atención de sus estudiantes y permite un desarrollo interesante durante las clases”. (Student 10, September 10th, 2018)

The following fragment evidenced one the tools used during the process of implementation of CBP. This class was about the daily routines and the students

and teacher were expected to record a video of a worker from their community, and then talk in the class about this: The teacher explained: “As you remember you should record a video about the daily routine of a person from your community. I am going to start with my video and then you are going to present your videos, okey ?” (Recorded class, September 6th, 2018). It was very important because the students used other ways of developing an activity, and in this case they used a tool that was closer to them (the cellphone). It was a new experience that pre-service teacher explored in order to guide students to interact with their community. This went beyond the classroom and traditional methodologies to which they were accustomed. The pre-service teacher asked students about their experience during the activity because it was important to know what they felt, what they discovered, as well as knowing what they thought in this case about the importance of workers in a community and if the daily routines were the same for everyone. When the pre-service teacher asked about how they felt, one of the students said:

Pues es muy bueno preguntarle a otra persona, ósea alguien que nosotros conozcamos y poder traducir eso a inglés es como una herramienta como para alimentar nuestro vocabulario tener como muchísimas más como ventajas ante una evaluación o cualquier cosa.

(Student, September 6th, 2018)

In the same way, the following fragment is related to the question that pre-service teacher did in order to talk about the relevance of people for the community and how the student felt.

“Teacher (T) : Why is important this person in your community?”

Student (S): como lo digo... pues ella vende las cosas necesarias para que la gente tenga donde comprar.

T. How did you feel with the interview? ... ¿Cómo te sentiste con esa entrevista?

S: Bien, la señora fue muy amable, Me permitió poderla grabar y poder tomarle la foto para traerla”

In this way, CBP was a method that required to exercise suitable English teaching methodology, strategies and tools because that was the bridge between English classroom and the students’ community. This experience allowed pre-service teacher to bring this kind of methodologies, strategies, tools etc., to the classroom allowing knowledge flow between the community and the school.

The third and last sub-theme was **going beyond abilities and knowledge established by the minister of education**. This sub- theme referred to two very important parts, on one hand, the process in which the pre-service teacher went beyond abilities established by the Minister of Education in Colombia (BSCE) and the discovery of students’ abilities and ways of learning as teenagers by means of the implementation of CBP. This was part of the innovation because the pre-service teacher discovered and took into account abilities within the idea of education that did not seem to be considered during students’ learning process according to the BSCE.

The Minister of Education in Colombia has its own idea about what students should learn. In the case of English, there are some language skills established (listening, speaking, reading and writing) in the government policies,

but they do not seem to emphasize the skills of audiovisual creation, interpersonal relationships, among other skills that as human beings, we could develop by means of social interaction. The implementation of CBP became an avenue for the pre-service teacher to implement alternatives which put the student as the center of an innovation process inside the classroom.

During this process the students had the opportunity to find or discover their own skills and strengths. As one of the students mentioned, “Pues estas clases son mucho más didácticas, como más libres por así decirlo y hace que nosotros pensemos en nuestras habilidades y fortalezas.” (Student 9, September 6th, 2018). In some cases, students had some fears about building interpersonal relationships with people who were not close to them. It is important to clarify that in this case I referred to people from outside the classroom or school, (it meant people from their community). In this sense the student teacher encouraged them to face this experience and to break those fears to some extent in order to find skills to express themselves when meeting other people. In this case the pre-service teacher proposed an activity related to interviewing some people from students’ community, they should ask for information about the daily routine of a worker from their neighborhood. One student pointed out,

“Pues al principio estaba un poco nervioso, y pues ya algunas personas se negaron a que las entrevistáramos, pues no querían que supieran algo de ellos pero ya después un muchacho se dejó entrevistar, y me dio la confianza, pude hablar con él y lo pude entrevistar bien” (Student 11, July 13th, 2018)

In the same way, the student teacher proposed activities in which the students could use technological tools and elaborated videos. This allowed them to interact between them and the resources of their community. It was important to highlight that the pre-service teacher observed the positive way in which the students perceived the use of videos in the class; it was pleasant for them to develop activities of that type.

In this case, some of the students had different abilities at the time of elaborating videos; they had ideas about editing in order to present interesting videos in the class. The following fragment was a class about advising other young people; the students were requested to interview some of them in their community and ask about teenagers' problems. Then, they presented the video and wrote some suggestions to face these problems.

“Es como interesante salir del aula, y pues hablar con los jóvenes de los barrios, y pues aconsejarlos. Pero también grabarlos con algo que nos gusta como el celular y unas aplicaciones que nos sirven para que se vean más chéveres”. (Student 3, June 12th, 2018)

Similarly, the pre-service teacher proposed this kind of activities in order to bring the variety of community resources by means of this topics to the English classroom. In the following fragment pre-service teacher proposed an activity related to record a video in which students showed some community resources and what they were doing in relation to them:

The next is the last class. Then we are going to close this classes with a presentation of your own videos. You are going to record a similar video as

the foreign man. You are going to show and talk about what kind of activities you are doing in your neighborhood, presenting people, food, places etc. You record the video and send it to my E-mail. You should use present simple vs present continuous... (Journal, September 11th, 2018)

Students elaborated the videos which allowed them, on the one hand, to put into play their skills related to the elaboration of videos and this type of tools; on the other hand, it was a meaningful experience since the students not only worked on the grammar structure related to the “present simple” or “present continuous”, but also the activities they did in relation to a resource in their community. Taking into account the ideas presented above, CBP method guided pre-service teacher instruction during the final pedagogical practicum because when implementing this method, student teacher could go beyond abilities and knowledge established on BSCE by Ministry of Education. This made possible to encourage and reinforce other students’ skills and to build a comfortable environment for the students. Student teacher transformed teaching methods based on the abilities that the students could offer in the English class. This kind of activities stimulated students to be connected with the topics in the English class so the tasks were more meaningful for them.

Bringing community into the English classroom: Facing challenges during the practicum.

During the implementation of CBP as an alternative method for the teaching of English, the pre-service teacher was constantly exploring the resources of

participants' communities in order to relate them to the English classes. Through the implementation of this teaching method, the pre-service teacher was exposed to confront the challenges that this pedagogical practice brought.

In that sense, this subcategory is based on the two sub-themes discussed in the following paragraphs. The first one is **the educational institution's real conditions become challenge**. This refers to the material and real conditions of the institution in which the final pedagogical practice was developed and how these aspects influenced the pre-service teacher's attempt to implement CBP. But beyond challenges, the sub-theme also discussed how the pre-service teacher managed to turn these adverse conditions into meaningful experiences that were part of her training as a future teacher. The following paragraphs will expose the three most important challenges. The first one is **students' misbehavior**. As the pre-service teacher integrated CBP to her teaching, she discovered that it was necessary to look for tools which helped to have a better classroom environment, so that this approach would function and bring beneficial results for students. Despite the pre-service teacher's efforts, students' misbehavior was an aspect which did not allow the development of some activities related to "bringing their community inside the classroom".

"En algunas ocasiones la indisciplina no permitía que la clase se desarrollara bien: algunos de mis compañeros llegaban muy activos pero no para la clase sino para estar chateando, hablando. Y algunas clases solo trabaja el grupo de adelante, solo algunos estudiantes" (student 9, September 6th, 2018)

Based on the journals which guided the pre-service teacher reflection as

an educator and a researcher, when the pre-service teacher noticed there were problematic situations, she worked on improving them by planning ideas in order to bring different activities or more interesting workshops for students. In the same way, the pre-service teacher took decisions about classroom organization to potentiate interaction opportunities among students and between her and the students:

I think, that the attitude of the students have changed a little and it helped, I talked with some of them during the class as they developed these activities and they said that the class had been better than others (of English) because they were working more in organized way. I consider that the organization in a round table helps to make only one group of students and not several groups which were dispersed and did not paid attention. (Journal 11, august 21st, 2018).

Part of taking decisions and transforming the indiscipline in the English class was to communicate more closely with some students, especially with those students with whom it was difficult to negotiate the discipline. In this sense, the pre-service teacher discovered that communication with the students was very relevant and should be closer in order to look for the bottom of problems (their thoughts about the classes, doubts, aspects which they are not in agreement with, reasons about their misbehavior etc.) to be able to solve it inside the English classroom. As I mentioned in one of the journals:

I also believe that maintaining dialogue with students is fundamental, not as

friends, but a closer relationship, in which they do not feel barriers when it comes to expressing themselves and constructing their knowledge in the classroom. This has helped me a lot. In the breaks I talk to them, I ask them how they feel in the classes, some of them tell me that they do not like English and it is only to fulfill a requirement. It has also helped me to know why they get bored in class. (Journal August 21st 2018)

It was important highlight that some students were aware about the condition presented above. In some cases the students mentioned that was very important that as pre-service teacher took stronger decisions about misbehavior and they proposed that was an aspect to improve for future sessions and as student teacher.

Se me hace que es más de dominar más la clase. Que los alumnos respeten más las clases, porque como ya lo dijeron es un curso muy indisciplinado. Tener más dominio de la clase (Student 9, September 6th, 2018)

The second challenge was that **time in public institutions** was permeated by a variety of activities which must be developed as diverse celebrations, namely, flag raising, sports days, academic activities in preparation for state exams (ICFES), etc. In addition, the class hours do not start and end at the established time. Several classes were interrupted due to these conditions. As this occurred, the

pre-service teacher analyzed and thought of a possible solution in order to avoid the effect of these constant pauses on the workshops and activities proposed for the class:

I consider that the class I developed today went through different situations of the school, among them inconveniences of lack of time due to other activities developed, such as preparation of the family's day, simulation of the ICFES tests. In addition, there was a short time for each class session.

In this sense, I am going to propose some ideas to solve it. (Journal, May 22nd, 2018).

In the same way, this type of conditions challenge the development of some important aspects such as the provision of feedback in order to improve some mistakes in the expression of students as they prepared their assignments and exercises in relation to their community. As an example, the following fragment from a journal entry has been included:

Due to the lack of time for the activities that were planned and developed, in some cases I could not provide feedback about the activities and the students could not share their products at the end of the class. This weakness could be overcome through the time (Journal 1, April 16th, 2018.)

It noted that the production part of the classes has been developed as homework due to the same problem with the time in the institution, the actual classroom settings, the assigned hours are not enough to carry out the class. In addition, if a real contact is expected with the students'

neighbors, these activities should be developed outside the classroom.

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(Journal 7, July 11th, 2018)

The third challenge was the **relationship with the cooperating teacher** (school teacher). Sometimes there was a disconnection between the cooperating teacher's instructional agenda for the course and the plan that the pre-service teacher had to implement CBP strategies. It occurred because of priority for her to achieve the institutional agenda, then cooperating teacher was more focused on developing some of her activities disconnected with student teacher plan. In the same way, during this final pedagogical practicum the cooperating teacher took some decisions related to the organization of the activities and the classroom; unfortunately these decisions were not assertive in order to develop the CBP activities proposed by the pre-service teacher, it is important highlight that the cooperating teacher did not negotiated these decisions with her.

I believe that in our condition as pre-service teachers we must accept some decisions made by the “cooperating teacher”, even knowing that they will not be the best and that they may end up in disorder. However, they are experiences that contribute to our training as future teachers. In addition, the school teacher has the habit of asking for oral tasks while my class is being developed, so the students are distracted from what I am explaining because they are studying what they should expose to her. (11th July, 2018)

In some cases the cooperating teacher explained or corrected some ways of speaking or the time that the pre-service teacher took for each activity. In spite of this was very important, these kind of corrections were made in front of the students.

“One time the cooperating teacher told me not to take so much time in each activity, because the students began to lose concentration and they began to become engaged in activities other than the academic ones. This corrections were made in front of my students”. (Journal 11, August 21st, 2019).

The problematic aspect was students needed the time to prepare the tasks and that rushing them to do the activity was not going to help with the quality of what they were doing.

Among the many challenges that pre-service teachers faced, following the cooperating teacher’s guidelines might be one of the hardest because cooperating teachers might have a way of managing the classes that was different from the pre-service teacher’s. Oftentimes, pre-service teachers, as in this case, had innovative and different proposals which sometimes went against the cooperating teacher’s methodologies or there might not be good communication in order to carry out a collaborative work. The student teacher planed in a way and considered the organization of the classroom in other ways, but the voice of the cooperating teacher came first; this power relationship that might play against the pre-service teacher brings frustration to the future teacher. In spite of this, as a pre-service, teacher she understood that she needed to take the initiative and had the courage to

be proactive, and build together with the cooperating teacher.

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The third sub-theme is **the search for possibilities: A collaborative research relationship with the thesis director**. This sub-theme alluded to the role that the university thesis advisor played in guiding the pre-service teacher's learning process in order to face and overcome the challenges during the implementation of community based pedagogy.

The challenges which were faced and overcome by means of thesis director help were the following:

First one, **the preparation of classes**: As it was about the implementation of a new method in practice, the thesis director collaboration allowed the prospective teacher to propose ideas and activities to be implemented in the classes as well as to make the corresponding revision to workshops and activities. In that sense, there was communication and work, before and after the implementation of lesson plans. This fostered the collaborative improvement of planning and in general the prospective teacher's quality of instruction. Likewise, this contributed to overcoming challenges and building an assertive relation between CBP and lesson planning.

After the meeting with the thesis director, we thought that this activity would be better as a warming up, in which they started speaking from the general and during the development of the class the students will talk about the particular in terms of products from their community and of course the characterization with the correct adjectives order. (Journal 2, May 15th, 2018)

I contacted my thesis director, and we talked about how to orient this topic around the community and new ideas emerged to better organize the class plan. (Journal 4, May 22nd, 2018)

During the process of implementing the CBP method, as the pre-service teacher presented the first ideas that emerged to elaborate plans, activities, strategies or resources, she usually shared an initial proposal with the thesis director and from there the proposal was built. The following fragment was about a class of daily routines of workers from students' community. When I presented the idea to my thesis director it was interesting and sounded viable to be applied. This, in the first moment, guided the development of the lesson plan (Journal 6, June 12th, 2018)

Second challenge was **demotivation** on the part of the student teacher, due to the experience of facing the real conditions of an institution, students' misbehavior, the relation with the cooperating teacher, among others. However, the thesis director not only reviewed the lesson plans and activities, etc., but he was also a fundamental support in various aspects because he encouraged her and help her to overtake and understand that these conditions had to be addressed in a decisive and accurate manner in order for her to build knowledge as a pre-service teacher.

From the dialogue I had with my thesis director, I realized that they were really good activities and that the video would be something transcendental in the class. In addition to that he gave me some ideas on how to guide the

beginning of the class and an approach to the final closing session of this project. I really felt very encouraged that we were planning with more time and more ideas for this class. (Journal 11, August 2nd, 2018)

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Bringing community into the English classroom was an experience that allowed to know and faced challenges that were present during the final pedagogical practicum and to build a strong identity as a pre-service teacher. In the midst of this practice as a student teacher I was forged like steel, in the midst of doubt, demotivation, but also, in the middle of pre-service knowledge construction with the firm certainty that from traditional teaching to an alternative method, I can recover my identity, awareness of our own environment, because when the human being is aware of its own material conditions, it will be easier for them to transform themselves searching to build a better world.

Conclusions

The implementation of BSCE by means of CBP guided the pre-service teacher's EFL instruction during the final pedagogical practicum at a secondary public school in the following way.

Firstly, when pre-service teacher brought community inside the English classroom, put students as the center of instruction by means of connecting the English topics with students' context and background. The student teacher encouraged her students to construct their identity as inhabitants of their communities and value not only their own community, but also respect and know about foreign communities' resources at time that she was teaching the English topics and achieving the BSCE. The integration of BSCE and CPB led by the student teacher allowed her to bring the reflection around the community people's life conditions into the classroom and to highlight the important role of these people, including students, in the construction of the community.

Secondly, the student teacher sought to bring innovation and appropriateness in order to be coherent with the CBP method she implemented. Then, the student teacher created calm and productive atmosphere which fostered better relationships among students and their freedom to express ideas inside and outside the classroom; these community ideas and knowledge were expressed using the English knowledge and what was established on the BSCE. The pre-service teacher explored different kinds of strategies based on CBP connecting them with the proposed on the BSCE. In the same way, the student teacher explored abilities and

knowledge in herself which was very useful at certain times of CBP

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implementation. Consequently, the aforementioned issues allowed the pre-service teacher to develop meaningful and striking activities for students.

Thirdly, implementation of CBP the pre-service teacher had the possibility to face and attempt to overcome the institution challenges at the time of final pedagogical practicum. Institution's real conditions became challenges, but this adversity was transformed in significant experiences for the student teacher self-construction. In the same way the disconnection between plan of cooperating teacher and pre-service teacher; one of the aspects which opened a great possibility to overcome these challenges was her collaborative work with her thesis director. These aspects allowed the student teacher to construct and transform some features of her identity as a future educator.

Pedagogical implications

After having carried out this investigation with Community Based Pedagogy and considering the previously disseminated results, the suggestion that the author of this work would like to share with readers and with those who intend to work with this method are discussed in the following lines.

The first recommendation is about the application of this method in order to implement BSCE is recommended because it gave results enriching and allowed the pre-service teacher to guide her own learning as a teacher in training. In this sense, it allows an alternative way of implement policies such as BSCE inside English classroom.

The second suggestion involves the exploration of the community should

be an exercise that a student teacher must maintain on a daily basis, whether it is implementing the method of Community Based Pedagogy or not, since application of BSCE needs to be filled with more meaning from the students' context. In this sense, CBP is recommended to help student teachers connect government language policy, as BSCE with the interest, needs and likes of students.

Third recommendation is about discipline plays an important role in the classroom and this was one of the constant issues in the classroom. This sometimes did not allow a comfortable implementation of the method. It was necessary to take more decisive measures that would help to solve or improve this situation. For that reason, it is recommended to work with activities, or actions that allow to reach agreements with the students about the behavior they should exhibit in classes, so that this does not become a limitation at the time of making connection between BSCE and CBP.

Fourth suggestion is related to CBP and connection between BSCE requires students to engage constantly with the community, so that it would require opportunities to take class time and go to the neighboring communities but this is not really that easy because time is limited. In this way, it is important to plan in the best way possible how this kind of activities could work.

Fifth recommendation is, due to some of the conflicts that were presented with the cooperating teacher, it is recommended to always keep a constructive dialogue and arrange joint work among the cooperating teacher, the university advisors and the pre-service teacher. In order to reach work agreements which will prevent that this type of situations interrupt the process of implementation of this

type of innovating methods. In this study, there was dialogue among most of these individuals; however, it is never enough and the more dialogue it is, more likely there will be less conflict. 91

Sixth and last recommendation is related to the importance that stakeholders', who support and guide the student teacher process in the teaching practicum, are always flexible, understanding and open to negotiate with student teachers, so these prospective teachers' efforts to implement CBP work as efficiently as possible.

Annexes

In this section presented the annexes about, students' artifacts, lesson plans, interview questions and consent form.

Annex A: Interview Protocol

1. Frente a las actividades de:
 - Collage y oraciones relacionadas con lugares de Tunja.
 - Entrevista a un joven de tu comunidad.
 - Fotografías de los lugares de infancia.
 - Folleto de un producto de la comunidad.
 - Mapa del barrio.
 - Rutina diaria.
 - Receta de la comunidad.
 - Video de los recursos de tu comunidad
 - a) ¿Cómo se ha sentido? ¿Por qué?
 - b) ¿Le han parecido interesantes? ¿Por qué?
 - c) ¿Cómo le ha parecido el trabajo que realiza la profesora en formación en la aplicación de estas actividades? ¿Por qué? ¿Le ha permitido expresarte?
 - d) ¿Qué aspectos considera deben ser mejorados para futuras sesiones?
 - e) ¿Qué diferencia encuentra entre las clases en las cuales la profesora propone hablar acerca de recursos de su comunidad y otras clases donde no? Describa con detalles las diferencias.
 - f) ¿Cómo calificaría la forma en que son guiadas las clases por parte de la profesora en formación cuando propone temas relacionados con aspectos de tu comunidad? Qué descripción haría de una de estas clases.
2. En relación con la entrevista a un joven de la comunidad. ¿Cómo le pareció aconsejar a los jóvenes de su comunidad?

3. ¿Pudo narrar experiencias de estos jóvenes?
4. ¿Cómo le pareció la idea de escribir sobre su infancia?
5. Clase de los productos de la comunidad. ¿Cómo se sentiste con esta actividad propuesta por la profesora en formación?
6. ¿Cuál fue el producto que eligió? ¿Por qué lo eligió?
7. ¿Cómo le pareció la idea de escribir sobre este tema?
8. ¿Cómo se sentía cuando estaba describiendo el producto de su comunidad?
¿Qué pudo expresar?
9. ¿Qué piensa acerca de esta actividad propuesta por la profesora?
10. ¿Cómo se sentiste con la elaboración y escritura de este mapa?/ ¿Usó el vocabulario aprendido en clase para expresar lo que pertenece a la comunidad?
11. ¿Qué pudo expresar por medio de esta actividad?
12. ¿Cómo se sintió con esta actividad de entrevistar a una persona de su comunidad y hablar sobre su rutina diaria?
13. ¿Se pudo expresar por medio de esta actividad?
14. Recetas. ¿Cómo se sintió con esta actividad cómo le pareció?

UNIVERSIDAD PEDAGÓGICA Y TECNOLÓGICA DE COLOMBIA
SCHOOL OF LANGUAGES – LESSON PLAN No. 1.

SCHOOL: Antonio José Sandoval **GRADE:** 10th 2- Modality. **DATE:** 15th may 2018

TIME: 8:20 am -9:15 am; 9:45 - 10:40am

PRE-SERVICE TEACHER: Luisa Fernanda Vargas Bolívar

TUTOR: John Jairo

Viáfara Gonzales

SKILL: writing

TOPIC: Economy of my neighborhood!
STANDARD: “I value writing for expressing my ideas and thoughts, who I am and what I know of the world” (p. 27).
<p>AIM: I write and make an advertising brochure in which I will present a product information by means of using the correct adjectives order.</p> <p>Vocabulary: disgusting, nasty, huge, tiny, round, wavy, winding, delicious, Salty, sweet.</p>
<p>RESOURCES: Annex 1: Chart about what people spend money in. Designed by Luisa Fernanda Vargas Bolívar. Annex2: Reading called “The workers of the informal economy in Tunja, Colombia.” Taken from : https://openamericas.org/2017/07/18/voces-escondidas-the-workers-of-the-informal-economy-in-tunja-colombia/ Annex 3: Images for explaining the meaning of new adjectives. Annex 4: Disorganized sentences. Annex 5: Worksheet about products description.</p>

COMPETENCES (COMPETENCIAS)		
LINGUISTIC	PRAGMATIC	SOCIOLINGUISTIC
<p>I write and make an advertising brochure in which I will present a product information by means of using the correct adjectives order.</p> <p>opinion Size Age Shape</p>	<p>I am able to I write and make an advertising brochure in which I will present a product information by means of using the correct adjectives order.</p>	<p>I interact in a social environment in which I respect classmates’ opinion. I integrate my community products knowledge with my second language learning process.</p>

Color Nationality Material The adjectives which will be involved in this lesson are: disgusting, nasty, huge, tiny, round, wavy, widening,		
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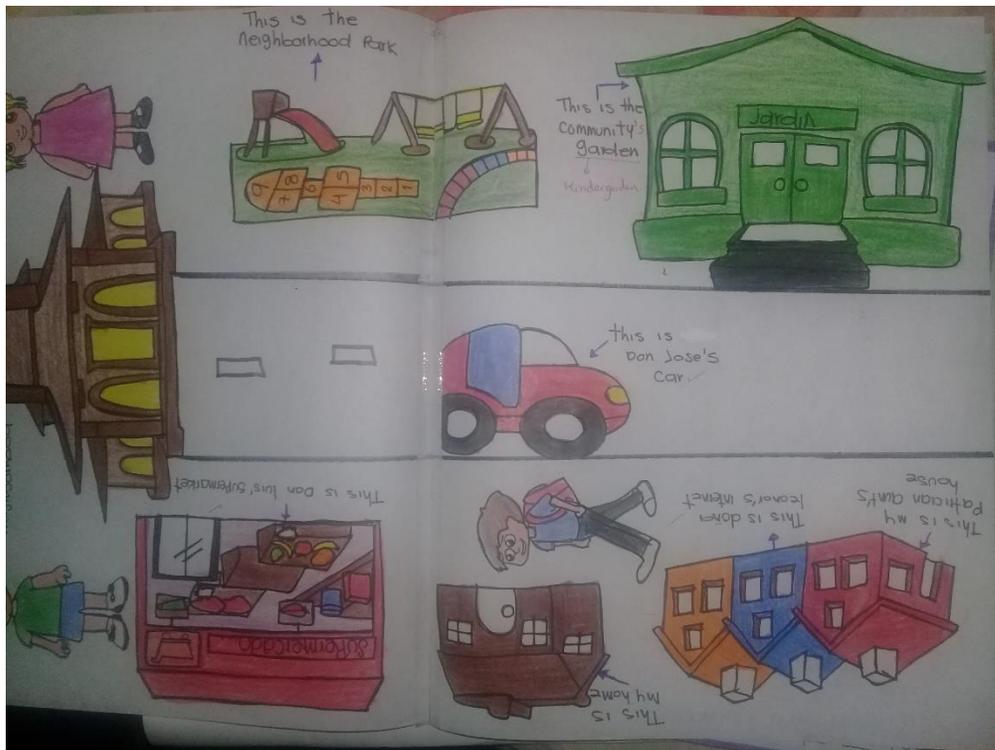
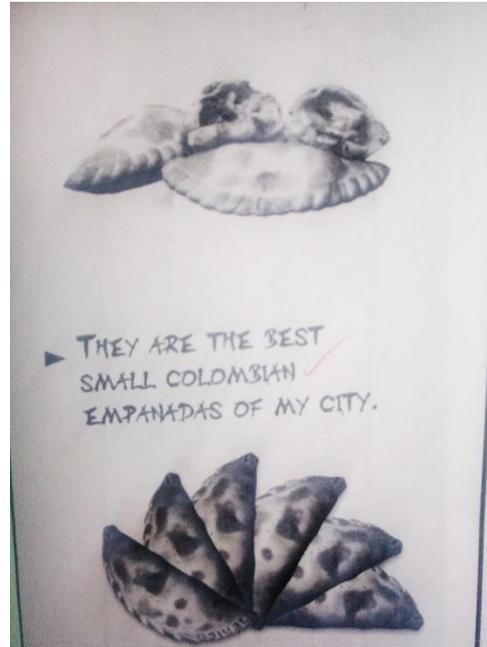
	DESCRIPTION (DESCRIPCIÓN)	TIME (TIEMPO)
CLASSROOM ROUTINE (RUTINA DE CLASE)	<ul style="list-style-type: none"> • The pre-service teacher greets the students. • The pre-service teacher asks students to organize the classroom in a round table (it depends on the activities that will be developed during the class). • Finally, one student per class will check the attendance. • If there is homework, this will be reviewed. 	5'
WARMING UP (ACTIVIDAD DE APRESTAMIENTO)	<ul style="list-style-type: none"> • Students will complete the chart (annex 1) they will walk around the classroom and look for information from two students. They will ask for information related to what do their family spend money on, who makes that product, who sells de product. As soon as the students have collected the information they will ask them 	5"

STAGE	SPECIFIC STANDARD	DESCRIPTION	ASSESSMENT	TIME
PRESENTATION	I comprehend the reading related to informal workers in Tunja, and what kind of produces they sell. I recognize the	<ul style="list-style-type: none"> • The teacher will give students the reading called “The workers of the informal economy in Tunja, Colombia”. (Annex 2) a) The students will participate saying what the main idea of the reading is. b) Then, what is the relation between the reading and the products 	I read and identify main idea of the reading. I share my ideas about what I know about informal workers and their products sold in my neighborhood.	10'

	correct adjective order and write it on my notebook.	sold in their neighborhood. c) The teacher will use the products from the reading and she will explain the adjectives order. The teacher will draw on the board some circles in which she will present the adjectives ordered by categories. The students will participate saying which products they identified and the characteristics of them. The teacher will write the adjectives proposed by the students in the corresponding category. Then, she will explain other adjectives which are unknown by the students. She will use some images (annex 3) for showing what the adjective means and the students will repeat the adjectives pronunciation and write them on their notebooks.	I recognize the correct adjectives order and write it on my notebook	
STAGE	SPECIFIC STANDARD	DESCRIPTION	ASSESSMENT	TIME
PRACTICE	I interact with my classmates in order to use the correct adjectives order. I describe the products from my community. I write the order	<ul style="list-style-type: none"> The teacher will present some sentences in which the adjectives are in disorganized way, then the student will organize it in their notebooks. In this sense, the teacher will ask them who wants to share the order that they wrote. The teacher will provide feedback. (annex 4) The teacher will provide to 	I create a brochure in which present a short description about a product. I use the correct adjectives order.	35 ‘

	adjectives based on the information of a product.	<p>the students a worksheet in which they will fill in the blanks with the correct adjective explained by the teacher. Students will read the description of the product and complete with the correct information. (annex 5)</p> <ul style="list-style-type: none"> Students will play a game in which they will work by groups of five people. The teacher will present a power point presentation in which there will be some numbers, one student per group will choose one number and this number leads to a question, image that should be described, give or lose turn etc. They will compete in order to win points. (Annex 6). 		
STAGE	SPECIFIC STANDARD	DESCRIPTION	ASSESSMENT	TIME
PRODUCTION	<p>I value the resources of my community and create an advertising brochure about a product sold in my neighborhood.</p> <p>I write short description</p>	<p>The learners will make an advertising brochure in which they will present a product that can be found in their community. They will include the next information and present to their classmates. Who sells this product, why that product is especial or important? And finally the learner will express the description of this product by means of using the adjectives order.</p>	<p>I create a brochure in which present a short description about a product. I use the correct adjectives order.</p>	35 ‘

	<p>about the product with the correct order.</p>	<p>Students should include photos about their product, these will be taken from real places of their community.</p> <p>The teacher will elaborate an example of a product from the students' community and will present to them in order to provide a guide about how to elaborate the advertising brochure.</p>		
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MIGUEL CARDENAS'S DAILY ROUTINE.



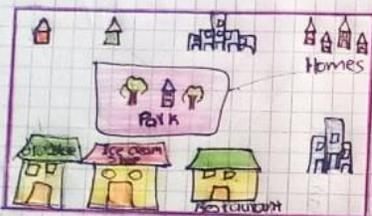
He gets up at 5:00 a.m. o'clock he ^{cleans} makes the apartment, he makes breakfast for his daughter, his wife and he goes to work at 9:30 am, ^{to} from there until 12:30 am, he goes to lunch, and at 1:30 pm ^{he} returns to his post from there until 8:00 pm o'clock and ^{he} goes to rest

They are delicious oval empanadas, they are colombian



My neighborhood: Cooservicios Tunda

In our neighborhood there are many places like parks, shops, supermarkets and restaurants. The neighbors are working, adult and our friends studying and playing in their homes.



The neighbors are happy and cooperative although some are gossips and bad people but we do not pay attention to them that's why our neighborhood is the best.



In our neighborhood ice cream shop is very important because we find desserts, ice cream, candy, cookies and many other things.

it is also important Don Ramon grocery store because it is open 24 hours and we find all kinds of medicines.

Viviana Catherine Galindo Castro
Rayana Sabater cely.

Annex D: Consent Format

El siguiente formato de consentimiento está relacionado con un proceso de investigación académica, la cual está desarrollando la profesora en formación Luisa Fernanda Vargas Bolívar (UPTC) en el área de inglés. Esta investigación relacionada con el proceso de enseñanza-aprendizaje del inglés constituye la tesis de grado de la profesora en formación y ella trabaja con su director de investigación el Profesor John Jairo Viáfara Gonzáles (UPTC). Esta investigación se llevará a cabo en el curso 10-2 al cual pertenece su hijo.

Allí serán aplicadas diferentes actividades para el aprendizaje y práctica del inglés a las cuales invitamos a su hijo a participar. Su hijo será beneficiado en el sentido que la investigación está enfocada en la enseñanza del inglés de una forma más contextualizada y significativa. Esto quiere decir, que las actividades que se proponen para algunas clases de Modalidad de Inglés, serán relacionadas con la comunidad donde su hijo pasa la mayor parte del tiempo. Su hijo es un actor muy importante en esta investigación.

Es importante que usted, como padre o madre de familia, sepa que los nombres reales los participantes (los estudiantes del curso 10-2), no serán utilizados en la tesis u otros productos académicos y que ustedes podrán acceder a estos productos durante el proceso de su elaboración y con el fin de verificar si estamos cumpliendo con los parámetros éticos. Del mismo modo, las grabaciones en clase, encuestas, entrevistas que serán aplicadas a su hijo o hija serán usados solamente para fines académicos e investigativos. Si usted acepta que su hijo haga parte de esta investigación, por favor, complete el formato abajo. Si usted tiene alguna duda puede contactarnos por medio de los correos electrónicos incluidos abajo.

Después de haber leído lo anterior.

Yo, _____, expreso mi consentimiento informado para que la profesora en formación Luisa Fernanda Vargas Bolívar y su director de investigación John Jairo Viáfara Gonzáles, utilicen la información que mi hijo (a) _____ del grado ha proporcionado en encuestas, entrevistas y grabaciones de clases como insumos para su investigación.

Igualmente he sido informado acerca del propósito de la investigación y la participación de mi hijo (a) en medio de este proceso. Además de los parámetros éticos para el desarrollo de la misma en el salón de clase.

Cordialmente,

Luisa Fernanda Vargas Bolívar
Profesora en formación/ Escuela de Idiomas (UPTC)

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John Jairo Viáfara González (Ph.D) (John.viafara@uptc.edu.co)
Profesor Asociado y Director de Tesis/ Escuela de Idiomas (UPTC)

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[https://uam.es/personal_pdi/stmaria/jmurillo/Met_Inves_Avan/Presentaciones/Entrevista_\(trabajo\).pd](https://uam.es/personal_pdi/stmaria/jmurillo/Met_Inves_Avan/Presentaciones/Entrevista_(trabajo).pd)
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