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2. Desarrollo de materiales	Materials development
3. Pedagogía basada en la comunidad	Community-based pedagogy
4. Aprendizaje de vocabulario	Vocabulary learning
5. Evaluación de materiales	Materials evaluation

RESUMEN DEL CONTENIDO: (Máximo 250 palabras)

El estudio de investigación de acción cualitativa actual analizó lo que se dio a conocer en materiales desarrollados por maestros informados por Pedagogía basada en la comunidad (PBC) en relación con el aprendizaje de vocabulario entre los estudiantes. El estudio se realizó con 30 estudiantes del Servicio Nacional de Aprendizaje (SENA). Los instrumentos utilizados para la recopilación de datos fueron los artefactos de los estudiantes, las notas de campo de los maestros y los protocolos de pensamiento en voz alta. Los hallazgos evidenciaron que los materiales desarrollados por el maestro lograron particularidad, practicidad y posibilidad a través de niveles de dificultad graduales, uso de temas familiares y estrategias de aprendizaje que mejoran el aprendizaje de nuevas palabras, así como retroalimentación, imágenes, diseño atractivo, actividades variadas y uso de Palabras en contexto que beneficiaron el aprendizaje de vocabulario entre estudiantes adultos. Del mismo modo, el fomento de una pedagogía de posibilidad y practicidad en los estudiantes del SENA a través de materiales contextualizados desarrollados por el profesor contribuyeron a la preservación de las prácticas comunitarias de los estudiantes, respaldadas por estrategias de aprendizaje y desempeño profesional, y al entendimiento de los fondos comunitarios de activos e identidad cultural e individual. Finalmente, hubo mejoramiento en el aprendizaje de vocabulario evidenciado por la incorporación del conocimiento conceptual y gramatical, recordando palabras en situaciones específicas, y en la producción oral mediante el empleo de palabras en la situación correcta a través de diversas habilidades lingüísticas.

ABSTRACT: (Máximo 250 palabras)

The current qualitative action research study analyzed what was unveiled on teacher-developed materials informed by Community-Based Pedagogy (CBP) in relation to vocabulary learning among students. The study was conducted with 30 students from Servicio Nacional de Aprendizaje (SENA, its acronym in Spanish). The instruments used for data gathering were students' artifacts, teacher's field notes and think-aloud protocols. The findings evinced that teacher-developed materials achieved particularity, practicality and possibility throughout gradual levels of complexity, familiar topics and the use of learning strategies to enhance the acquisition of new words, as well as feedback, images, attractive design, varied activities and use of words in context, which benefited the learning of vocabulary among adult students. Likewise, by fostering a pedagogy of possibility and practicality in SENA students through contextualized teacher-developed materials, we contributed to the preservation of learners' community practices supported by strategies for learning and professional performance, in regard to the understanding of community funds of assets and cultural and individual identity. Finally, there was an improvement in vocabulary learning evinced by the incorporation of conceptual and grammatical knowledge and recalling words in specific situations, and in oral production by using words properly, and enhancing language skills.

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Teacher-developed Materials Informed by the Community-based Pedagogy for Vocabulary

Learning among SENA Students

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Masters' Program in Education with Emphasis on English Didactics

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Note of acceptance

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To our families for the permanent emotional support that encouraged us to be better human beings and professionals.

Abstract

The current qualitative action research study analyzed what was unveiled on teacher-developed materials informed by Community-Based Pedagogy (CBP) in relation to vocabulary learning among students. The study was conducted with 30 students from Servicio Nacional de Aprendizaje (SENA, its acronym in Spanish). The instruments used for data gathering were students' artifacts, teacher's field notes and think-aloud protocols. The findings evidenced that teacher-developed materials achieved particularity, practicality and possibility throughout gradual levels of complexity, familiar topics and the use of learning strategies to enhance the acquisition of new words, as well as feedback, images, attractive design, varied activities and use of words in context, which benefited the learning of vocabulary among adult students. Likewise, by fostering a pedagogy of possibility and practicality in SENA students through contextualized teacher-developed materials, we contributed to the preservation of learners' community practices supported by strategies for learning and professional performance, in regard to the understanding of community funds of assets and cultural and individual identity. Finally, there was an improvement in vocabulary learning evidenced by the incorporation of conceptual and grammatical knowledge and recalling words in specific situations, and in oral production by using words properly, and enhancing language skills.

Keywords: materials development, community-based pedagogy, vocabulary learning

Resumen

El estudio de investigación de acción cualitativa actual analizó lo que se dio a conocer en materiales desarrollados por maestros informados por Pedagogía basada en la comunidad (PBC) en relación con el aprendizaje de vocabulario entre los estudiantes. El estudio se realizó con 30 estudiantes del Servicio Nacional de Aprendizaje (SENA). Los instrumentos utilizados para la recopilación de datos fueron los artefactos de los estudiantes, las notas de campo de los maestros y los protocolos de pensamiento en voz alta. Los hallazgos evidenciaron que los materiales desarrollados por el maestro lograron particularidad, practicidad y posibilidad a través de niveles de dificultad graduales, uso de temas familiares y estrategias de aprendizaje que mejoran el aprendizaje de nuevas palabras, así como retroalimentación, imágenes, diseño atractivo, actividades variadas y uso de Palabras en contexto que beneficiaron el aprendizaje de vocabulario entre estudiantes adultos. Del mismo modo, el fomento de una pedagogía de posibilidad y practicidad en los estudiantes del SENA a través de materiales contextualizados desarrollados por el profesor contribuyeron a la preservación de las prácticas comunitarias de los estudiantes, respaldadas por estrategias de aprendizaje y desempeño profesional, y al entendimiento de los fondos comunitarios de activos e identidad cultural e individual. Finalmente, hubo mejoramiento en el aprendizaje de vocabulario evidenciado por la incorporación del conocimiento conceptual y gramatical, recordando palabras en situaciones específicas, y en la producción oral mediante el empleo de palabras en la situación correcta a través de diversas habilidades lingüísticas.

Palabras clave: desarrollo de materiales, pedagogía basada en la comunidad, aprendizaje de vocabulario

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Introduction

This qualitative action research study aims at observing and analyzing the possible outcomes through the process of designing and implementing a teacher-developed module focused on vocabulary learning, under the concept of community-based pedagogy (CBP) with students in Servicio Nacional de Aprendizaje (SENA) to describe their process of vocabulary learning for their daily work lives. Although SENA stated two learning leading goals for students to reach within their technological education: comprehend English oral and written texts, and produce English texts both orally and in writing (own translation), this study aimed at fostering the learning of vocabulary.

Through the needs analysis stage, and after conducting and discussing a survey (See Appendix A) with SENA students, we noticed that they argued that comprehending a text in English was very complex for them. Especially, when they did not know certain words or found a completely different meaning from the one in the text, in the dictionary. They argued that their biggest challenge was learning the word they had just found, since they were not able to retain it, in spite of having used it during the activity prepared by the SENA instructor. By means of a teacher-developed module informed by the CBP, we intended to make the learning of vocabulary more meaningful by contextualizing words and placing them in their real-life scenario.

This document consists of five chapters. Chapter I includes the research problem, the statement of the problem, related studies, setting, rationale, research question and objectives. Chapter II addresses the constructs and framework underlying the study. Chapter III describes the methodological design along with the pedagogical design. Chapter IV presents the data analysis and findings. Chapter V entails the conclusions, pedagogical implications, limitations and questions for further research.

Chapter I

Research Problem

Statement of the Problem

Colombian Government has ruled the learning of English as a foreign language since the early stage of students' school lives, as part of institutional curricula, not only in schools, but also in universities, whether public or private. SENA is not the exception. According to Plan de Bilingüismo (2018), students from SENA need to be certified in two main achievements or competences. Both technical and technological career students are expected to comprehend English texts both orally and in writing, after 180-hour instruction. Technological career students develop an additional competence aimed at producing English texts orally and in writing over 360 total hours of instruction, with a schedule of one 8 hour-session per week.

At the end of the course, all students must accomplish 15 goals to develop the two competences proposed in the curriculum throughout seven quarters for the technological area, and four in the technical career. Some of these results are rigorous, and outdated such as "recognize basic technical vocabulary, read very simple and short texts in general and technical English, comprehend the main idea in signs and short messages, clear and simple in technical English" (Plan de Bilingüismo, 2018). Through the students' needs analysis, after administering a survey (See Appendix A), we realized that the students do not achieve these goals for several reasons. First, the materials provided by teachers were more grammar based, which impeded students to retain vocabulary in their long-term memory, because of the strategies used to present it in the lessons. On this matter, Canagarajah (2010) affirms that traditional "methods and approaches … may not reflect or represent the needs and interests of many communities." (p. 661). For this reason, the implementation of a teacher-developed module informed by the CBP

intends to make the learning of vocabulary a more meaningful and contextualized experience, which might in turn allow our students to change their perception of learning a foreign language.

On the other hand, the materials were decontextualized as they did not respond to the students' real context and sociocultural and academic conditions. On this subject, Waters (2009) highlights that materials are "insufficiently suited to the needs of their intended audiences because of their … lack of personalization" (p. 313); Gray (2000) remarks on the fact that they are "aimed … at boosting commerce" (p. 274); Núñez-Pardo (2018a) emphasizes on their capacity to marginalize "the diversity of local cultures" (p. 232) and affirms that this "this decontextualization implies that … [materials] misrepresent the plurality of both local and target cultures" (Núñez-Pardo, 2018b, p. 1). Therefore, the increasingly changing needs, interests, expectations and real-life conditions of students in social, cultural, academic and even economic terms cannot be met by materials that are not conceived with a particular group of students in mind. In other words, we agreed with Núñez and Téllez (2018) in "resisting the use of decontextualized and standardized materials … to become producers, not consumers, of context-bound teaching resources" (p. 83). Bearing in mind the above-mentioned results and arguments, we deduced that their process to learn a foreign language was merely grammar based. In addition, technical vocabulary was not introduced, and whenever technical words occurred, students were not able to understand, retain or place them in a real-life context. A possible solution to solve these obstacles, without a doubt, emerges from appropriate teacher-designed materials focused on students' particular needs and real-life experiences. Since teachers have a close observation of attitudes, behavior, feelings and students' reactions, they are the ones who know the kind of materials and methodological procedures and didactic resources that best suit their class context.

In response to our main concern, and keeping in mind the students' needs and interests, we pondered the research question presented below.

Research Question

What is unveiled on teacher-developed materials informed by Community-Based Pedagogy (CBP) in relation to vocabulary learning among SENA students?

Research Objectives

General objective: To analyze what is unveiled on teacher-developed materials informed by Community-Based Pedagogy (CBP) in relation to vocabulary learning among SENA students.

Specific objectives: (a) To assess the appropriateness and usefulness of teacher-developed materials to foster students' learning of vocabulary; (b) to appraise the appropriateness of CBP to the learning of vocabulary among SENA students; and (c) to analyze the learning of vocabulary in terms of conceptual and grammatical knowledge, pronunciation, recalling, use and correctness.

Related Studies

After consulting a total of fifty studies, this segment presents a description of eight related studies that are deemed relevant to this research study, all of them conducted in local settings. The upcoming section details the contribution and relevance of some scholars that relate to our research study. These studies involve materials development, community-based pedagogy and vocabulary learning.

Concerning materials development, Cortés (2018) conducted an action research about the use of ICT workshops based on CLIL to impact speaking skills. Although we were not focused on speaking but rather on vocabulary, we found this study helpful, as it also took place in one of SENA learning centers in Bogotá. The data gathering instruments used were students' artifacts, field notes, audio recordings and interviews aimed and specifically crafted at taking part of the natural process of the class to collect more accurate and real data. Her study focused on computer for technology students at SENA. Field notes evinced the students' intrigue to receive class

material, especially made for them, as they found technological issues focused on what they had

enrolled for at SENA. This study is an example of the suitability of materials developed by

teachers as an essential means to grasp students' attention and let them conceive the English class

as a way to expand their main goal throughout the program, rather than a tedious grammar-based

activity in isolation of communicative contexts.

Likewise, Duarte and Escobar (2008) analyzed the impact of local developed materials

on university students' interest for learning English. The study was conducted at Universidad

Nacional de Colombia at Bogotá. The research began with questionnaires administered both to

students and teachers in order to profile the perceptions they had toward the materials currently in

use. Additional questionnaires were submitted during the implementation to find out how their

perceptions shifted with the new material being implemented. The findings showed the positive

impact of well-developed and focused local materials on the students' learning process. SENA

population is also considered as adult students, and although our students do not attend an

English intensive program, this study was pertinent as it increased students' motivation when

they recognize their own context through class materials, which generate a more soothing and

enjoyable process to learn the language.

Similarly, Lopez (2009) conducted an action research headed on the challenge of

creating a high school English syllabus with emphasis on chemistry for tenth graders. She was

inspired by SENA modules that were implemented for tenth and eleventh graders in an attempt to

use ESP (English for Specific Purposes). The instruments she used during the study were

questionnaires, teacher´s audio-taped interviews and a teacher researcher journal. The findings

demonstrated that the English class needs to be reorganized by taking into account students'

needs and interest. This research was valuable to our study as it handled vocabulary learning

through an ESP centered on chemistry, which allowed us to understand that vocabulary works

within a context rather than an isolated language component. Besides, it yields meaningful learning in other fields such as science and technology, among others.

Regarding CBP, Lastra, Durán and Acosta (2018) conducted the study "Acapulco, my paradise in the world", an action research based on a community with similar characteristics to the one selected for the implementation of the current research study. They designed a unit based on a small rural community in Santander, Colombia, and implemented materials based on agriculture entailing actual rural life situations. They mapped the community with the cooperation of the students by carrying out trips to the town, asking the community leaders for time to interview them. The whole community was involved, and from the assets they were able to create the module. They carried out a study based on two units: "Who we are" and "What we have". Although the researchers Bonilla and Cruz (2014) claim that rural students do not consider English as a priority, their findings allowed us to conclude that it is interesting for students to perceive their own community involved in a textbook. Thus, people learned to live and cope with taking an important role in their English classes to learn the language smoothly and joyfully.

Another significant study dealing with CBP was carried out by Sáenz, Flórez, Gómez, Acevedo and Suárez (2018), with pre-service teachers in Universidad Del Tolima. Their main focus was making pre-service teachers aware of the value of their community and appraise their role as individuals and teachers. The study started with pre-service teachers in their university and mapped it from a different perspective. They learned to recognize individuals from another view, in contrast with their everyday perception, and to consider them as vital members of the community who assure the functioning of the institution. On basis of mapping, pre-service teachers were able to create assets which were later discussed with teachers and researchers.

This innovative experience helped pre-service teachers to carry out their own community-based research study inside their classroom. One of the examples was conducted with eight graders who were in charge of a pre-service teacher in a public school. From this transferring experience, the pre-service teacher accomplished three goals: self-value, respect, and tolerance among eight graders. By allowing students to become the center of the process, they increased confidence and motivation toward the research study.

In relation to vocabulary learning, Pérez, & Alvira (2017) conducted a study with teenagers with low–level proficiency in a Public School in Espinal, Tolima, Colombia in order to improve vocabulary, by implementing three vocabulary learning strategies: word cards, association with pictures, and association with a topic through fables. The instruments used for data gathering during the research were two types of questionnaires, a researcher´s journal, and vocabulary tests. The results showed that the strategies were effective in order to expand the range of words progressively and improve the ability to recall such words. The effectiveness shown of these three vocabulary learning strategies motivates us to implementing at least two (word cards and association with pictures) during the creation of our module. Knowing that such strategies when implemented increased vocabulary learning rate and improved students' language skills, gives us the confidence when integrating and developing them to our module. The conscious use of learning strategies without a doubt, increases both students' self-confidence and the possibilities to succeed in the learning process. In the same way, teachers feel motivated to design contextualized appealing materials.

Setting

This study was conducted at Servicio Nacional de Aprendizaje, (SENA), where the English classes are centered on technological and technical programs. Students are educated and qualified to work on the different agricultural areas. SENA states two main objectives for its English

programs: To comprehend English oral and written texts and produce English texts both orally and in writing, aimed at accomplishing specific results connected to technical vocabulary in the specific fields of study (own translation) (Plan de Bilinguismo, 2018).

Recognizing the students' needs and context realities are fundamental for teachers to prepare their class materials and activities. In response to the proposals of the government to foster bilingual education, most educational institutions in Colombia have adjusted their curricula to accomplish their goals regarding bilingual education. To this respect, SENA offers a variety of courses to help a large number of learners to achieve a good level of competency in the mainstream globalized world. Furthermore, SENA has provided learners with resources to compete in international contexts by contributing with English courses, which unfortunately are not contextualized. Thus, students hardly achieve the goals stated due to the lack of meaningful vocabulary linked to their areas. Thence, the current study encompasses teacher-developed materials aimed at enhancing vocabulary learning for students at SENA to fulfill their specific and real needs within their academic and rural contexts.

Rationale

Throughout the process of this research study, we intended to explore teacher-developed materials focused on the creation and implementation of a module underpinned by CBP to help students in the process of learning vocabulary, especially centered on technical issues to increase their knowledge in their specific fields of study, while increasing the students' awareness of the importance of learning the foreign language to expand their knowledge in general and specific professional areas.

Having in mind the aim of the current research study, we considered it as a contribution to EFL teachers in SENA learning centers around the country. Due to the characteristics of the programs, teaching students at SENA requires a specific methodological approach, different from

the one adopted in other public or private settings. Although students have similar cognitive levels to perform the same type of activities, SENA students need to manage technical topics, since they do not take a grammar based or a communicative based class due to their specific needs and interests. With the help of the module created, we planned to make vocabulary learning meaningful and useful for both students and teachers in the different learning centers. In short, learning vocabulary focused on students' line of study is practical and effective to their field of work, as it enlarges the possibilities to grow at personal and professional levels, and therefore, increase the opportunities to fulfil their life expectations.

On this basis, we consider this research as a contribution to materials design since SENA is not associated with any foreign publishers, due to their commercial interests, rather than academic concerns. Moreover, they do not know the features of our community; thus, their textbooks do not fulfil local students' needs or interests. On this matter, Canagarajah (2005) argues that class materials must be created "by each community in relation to its history, needs, and aspirations" (p. 199). As local teachers are the ones who know their students' needs, interests and context, they have the potential to create suitable class materials. In Kumaravadivelu's (2001) words, "to ignore local exigencies is to ignore lived experiences" (p. 539). Conversely, on the one hand, what we intended to do through this study, was to underline the community exigencies to foster learning on basis of students' life experiences, and further work needs. On the other hand, make students aware of the importance of being part of the material, when they realized that the features were considered in the teacher-designed activities. With this regard, Gray (2000) claims that "course books as a government-backed enterprise with an economic and ideological agenda aimed ultimately at boosting commerce" (p. 274). Since some learning centers have very basic libraries with out-of-date textbooks available, SENA does not suggest the use of a textbook because most students have a very limited budget. Thence, the main concern is to

provide students with contextualized class materials, which according to Núñez (2017), "Are those especially developed for particular learners in a given context where the learning and teaching processes take place. Consequently, the module designed is a significant resource to help our colleagues by providing them with suitable materials for EFL teachers in SENA learning centers and encourage them to start creating their own materials, as a response to students' needs and professional expectations.

Chapter II

Literature Review

This chapter portrays the theoretical constructs underlying this study: materials development, Community-Based Pedagogy, and vocabulary learning. With regard to the needs of our community, and the main objective of the current research study, we included key theories from outstanding scholars such as Harmer (2003); Núñez and Téllez (2009, 2015); Núñez, Téllez and Castellanos (2013, 2017a, 2017b); Núñez, Téllez, Castellanos and Ramos (2009); Small (1997); and Tomlinson (1988) among others, to support the design and implementation of a module focused on vocabulary closely related to the students own work context, and informed by Community Based Pedagogy. The next excerpts present detailed information about the first construct.

Materials Development

Materials development (MD henceforth) in language teaching as stated by Tomlinson (1998), has been thought as a sub-section of methodology that can only be carried out by experts, but he proposes to demystify such belief and encourages pre-service, novice and in-service teachers to fulfill this task. Regarding teaching demands of SENA, teachers must incorporate innovative pedagogic theories and didactic procedures to design and implement materials to increase students' self-confidence. Therefore, the English as a Foreign Language (EFL) class can turn into a more dynamic and meaningful scenario regarding the contents that students undertake. Materials Development is approached by Tomlinson (2001) as "both a field of study and a practical undertaking" (p. 66). As a field of study, it provides notions related to the design, performance and assessment of language class materials. As an undertaking, it requires the teachers' ability to create, pilot and adjust their materials to their students' features and needs.

The theoretical aspects provide the foundations to design and implement suitable English teaching materials.

Along similar lines, Nuñez, Téllez and Castellanos (2013) highlight the importance of developing materials to enforce the context and involvement of the learners in the learning process and assert:

Undoubtedly, materials in the field of language teaching/learning are socio-cultural resources that facilitate not only linguistic interaction but also cultural exchanges between the various human groups. Moreover, they are forms of social mediation that allow flow of knowledge. Therefore, the materials assume a significant social role that becomes more relevant each day in our academic contexts. (p. 10).

Understanding that materials development is the core of our research, it is paramount to explore this construct and its implications in the process. Materials development (MD) as a field of study, offers the opportunity to delve into SENA teaching essence and thus, explore their resources to give birth to the contextualized teacher developed materials to provide learners with purposeful vocabulary to fulfil their needs and interests. This is strongly supported by Gray's (2013) definition of materials as "cultural artifacts from which meanings emerge about the language being taught, associating it with particular ways of being, particular varieties of language and ways of using language, and particular sets of values" (p. 3). Along similar lines, it is imperative that teachers use every aspect of the learners' own context. Thus, creating new and groundbreaking opportunities for them to explore their own culture and at the same time, learn the second language in a more meaningful way. Accordingly, language learners with professional expectations are able to explore their field in depth to enrich their knowledge and accomplish a better performance in their specific area of work.

As a conclusion, regarding the constructs that integrate the body of our research, we understand MD as the means to achieve goals that teachers always crave to attain but not many of them succeed in doing so. Causing an impact in the learners' lives and contributing in a meaningful way to their learning process is the goal we look forward to achieving in regard to the research process. Developing teacher made contextualized materials represents the opportunity to cater a necessity at SENA and can only be a success if we understand and bear in mind the learners' perspectives and needs. Thus, making the learning process a complete success. This approach is heavily supported by Tomlinson (as cited in McDonough, Shaw & Masuhara, 2013, p. 64) who state:

> Most materials, whether they be written for a global market, for an institution or even for a class, aim to satisfy the needs and wants of an idealized group of target learners who share similar needs and levels of proficiency . . . . No matter how good the materials are, they will not by themselves manage to cater to the different needs, wants, learning styles, attitudes, cultural norms and experiences of individual learners.

Having this in mind, we proceed to explain in a detailed manner, the use of materials, and the way they can be perceived and developed by every teacher by following certain parameters established by relevant scholars in this area.

Materials. Teaching another language may be challenging for some teachers, due to the lack of experience to create proper activities to do so. It is worth mentioning that teachers should keep in mind the students' needs and interests when selecting, adapting and designing class materials. As stated by Nuñez, Tellez & Castellanos (2017), "Materials that address students' genuine interests, knowledge, experience and understanding of language use create effective learning environments and outcomes" (p. 35). From this point, moving from theories and learning

strategies to resources is an optimal option to carry out the teaching process. In contrast to the theories abovementioned, Thurnbury and Meddings (2002) agree that:

> Teaching should be done using only the resources that teachers and students bring to the classroom - i.e. themselves - and whatever happens to be in the classroom), you could argue that, in most teaching contexts, the coursebook is a naturally-occurring item of classroom furniture - as natural, say, as the blackboard or the cassette recorder. Love them or hate them, coursebooks are a fact of (classroom) life. (p. 36)

To this respect, we can assure that materials are a key aspect of every language learning process, due to their usefulness in the classroom management, regarding individual skills development, as well as the learners' level of motivation. Appealing teacher-designed materials encourage learners to engage in class activities as they catch their attention due to the practicality of the topics entailed.

Language teaching materials are didactic tools that help teachers and students teach and learn. Some local scholars such as, Núñez and Téllez (2009) have defined materials as "teaching resources and strategies used to maximize students' language learning" (p. 172). On this basis, a significant aspect of materials is the empowerment of the learners in their own field of study and context. Thus, teaching resources and didactic procedures allow students to build their own cultural identity and a well-structured criterion towards the topics they develop through the materials. Núñez, Téllez and Castellanos (2015) also support such idea by stating that "education makes it possible for individuals to insert themselves in society and then empower themselves to assume their roles as critical social agents, capable of generating equity and change" (p. 7). Hence, teachers need to develop well-structured and contextualized materials to help their learners to appreciate and make meaningful use of their community assets by focusing the content on their field of study and needs such as food service area, agriculture, and business field.

No matter what the field of work, individuals are exposed to cultural and social situations that require interaction and knowledge exchange leading to progress within a community.

Acknowledging the background and the assets of the community is a must when teaching a foreign language. To this respect, Rico (2002) complements this idea by defining empowerment as something "evident in the intentional ability to influence others aiming at creating awareness, developing morals attributing a conception of life that permits individuals to improve their current human and social conditions" (p. 56). Hence, materials are resources that transform the classroom and learning processes by fostering teachers' constant reflection on their own practice as the way to improve their teaching activities and develop not only contents but also learners' cultural and social conditions inside and outside the classroom.

In addition to the definition of empowerment abovementioned, materials mirror teaching styles and preferences. In this regard, Littlejohn (2011) asserts that "materials may also aid teachers in understanding their own teaching style, and why they feel particularly comfortable or uncomfortable with their way of working" (p. 204). This leads us to say that, materials also provide teachers and learners with key theories, strategies, and resources to enhance a second language learning process. With regard to this claim, Xiaotang (2004) affirms that "materials are not just tools; they represent the aims, values, and methods in teaching a foreign language. Materials are the most powerful device in spreading new methodological ideas and in shaping language teaching and learning practice" (p. 1). Concerning the use of materials, teachers must always bear in mind the appropriateness in the learning process and the possible implications of what they bring to the class in every single teaching context. Besides considering students' learning styles, it is pertinent to consider the teachers' teaching styles which may at a certain extent, foster or interfere with the class process. Therefore, teachers must have an open mind adopt an objective position to balance both learners and teacher's styles.

Typology of materials. In terms of materials, it is important to understand that they can be linguistic (this being the primary focus of our research), visual and also auditory. Materials can be presented via printed paper, through a live performance or by virtual means. (Tomlinson 2013, p. 2). On this matter, the typology of materials identified by Tomlinson (2012) classifies them as "informative" because they inform about the language, "instructional" because they foster language practice, "experiential" due to their allowance of letting students experience the language, "eliciting" concerning the motivation level they provide, and "exploratory" because they help students to explore (p. 43). In this way, the students are allowed to integrate what they learn about the language with suitable class practice, which yields motivation to explore and increase knowledge from the perspective of information, instruction, experience, exploration, and motivation within the learning process as a whole.

Concerning the main objective of this research to create meaningful materials for SENA students, and provide them with necessary vocabulary to understand general and specific topics related to their own field of work, presented in English, we involved their community and their context as part of the process. In light of this, Núñez and Téllez (2015) claim that "the outcome of this process comprises materials like a book, a module, a didactic unit, a workshop, a worksheet, a lesson, or a learning task" (p. 57). Similarly, on basis of materials typology and taxonomy, our research focused on the creation of a vocabulary module informed by CBP in which students engaged in the process of materials design. With regard to the awareness of local needs, Núñez (2010) asserts: "Developing in-house materials makes it more feasible to address the demands of the institutional context and students' profiles, and to achieve academic and language learning goals" (p. 37). By contrast, foreign textbook producers hardly ever get to know local students' needs or interests. Therefore, neither teachers nor students fulfil their goals or expectations through the implementation of foreign class materials that disregard our social and

cultural background. On the contrary, foreign text book producers undervalue and ignore our traditions, by imposing their stereotypes through class materials adopted in our institutions.

Authentic and non-authentic materials. Concerning the nature of materials, they can be authentic and non-authentic. Authentic materials are defined by Swaffar (1985) as a written or oral material whose existence is justified in the sole purpose of communicating meaning instead of just teaching language (p. 17). Understanding that authentic materials are not focused on teaching a foreign language, but they serve the purpose indirectly, it is a challenging endeavor of creating and an opportunity for teachers and scholars to enrich their field of study.

From another perspective, Tomlinson (2012) affirms that "an authentic text is one which is produced in order to communicate rather than to teach" (p. 162). The point we are trying to make here is that authentic materials not specifically designed for a teaching context, can turn into genuine and natural content by providing knowledge for teaching a learner with a specific proficiency level. In a similar vein, Thomas (2014) states: "Two examples of the types of authentic materials that create engaging EFL classroom activities are cooking recipes and restaurant menus. These texts are authentic because they were created to communicate useful information in the real world rather than to teach language" (p. 15). Authentic materials also influence the success of an EFL environment; some scholars insist that they ensure and provide great exposure to the language as it should be exposed while giving the learners the ability to delve deeper into exploring and improving their communicative competences (Tomlinson 2012). These types of material also offer contextualization in certain areas and provide a more real perception of the language learning process. Likewise, Spelleri (2002) notes that "authentic materials offer real language that is contextually rich and culturally pertinent" (p. 16). In other words, authentic materials represent people's cultural demonstrations, real attitudes and

representative values and attitudes through the language use within a specific linguistic and socio-cultural context.

The other type of materials to mention is non-authentic, which represents the broad part of didactic contents used in the field of education. A non-authentic material refers to those instruments such as booklets, worksheets, modules, flashcards and textbooks that are especially designed for performing teaching and learning activities in a classroom. Although some scholars like Richards (2001), have criticized the use of non-authentic materials since they are not contextualized and focused into the real use of the language while reflecting on how some of these materials disregard certain principles that show the advantages the materials can offer to the learner. For example, materials should always give something to the learner to take away from the lesson, they should teach something the learner can use in his life later on, same as providing a sense of achievement and also promoting learning in a novel way (p. 264). In consequence, the teacher needs to go beyond mechanical and routinely classroom and learning activities to widen the vision of students, and connect what they learn to their real life experiences and context.

Working with materials developed for pedagogical purposes, also known as non-authentic materials, is our means to create an innovative new trend at SENA. Teachers and students of the agricultural field can overcome these previously stated paradigms. Thus, by designing contextualized -materials focused on the sole needs of the learners within their specific context, teachers are able to truly fulfil their purpose.

Along these lines, some authors have taken an active part in defending non-authentic materials; for instance, Montijano (2014) states:

What cannot be doubted or denied regarding textbooks and what they mean in foreign language teaching (FLT) is that they bring about a colossal source of practical ideas on how to sequence the different linguistic constituents to teach, and that the expertise of the

professionals who invest their expertise, time, effort and goodwill in producing such tools aimed to be helpful when teaching non-native languages is simply impressive. (p. 268)

In spite of the positive features of the materials abovementioned, teachers cannot depend on a textbook or any other kind of teaching materials, as it can turn into a problematic situation in the classroom. Indeed, teachers require a wide vision to balance the use of materials in terms of needs, interests, and accomplish the goals proposed at the end of a process in a unit, lesson or module. Materials are just a basic support to teach a class. Conversely, the teachers' expertise and creativity maximize students' learning and transform class activities into a source of productivity.

Teachers should learn the way to use and implement language teaching materials. Harmer (as cited in Montijano, 2014, p. 273) asserts that "professionals tend to over-use their textbooks, to rely too much on them, unable to discern and select what may be most useful for their students or to discard parts which appear inappropriate". Summing up, authentic and non-authentic materials can be implemented in the EFL classroom successfully, even though the controversy on which the most effective is will continue. Regardless the views of the effectiveness of materials, what teachers must keep in mind, is their role as "agents of permanent change" (´Núñez et al., 2009 p. 187), and find the best resources and procedures to provide input in the best way to increase learners' progress. As Núñez et al. (2009) state, "All teachers are potential material developers" (pp.183-184) and as declared by Tomlinson (2003) "Every teacher is a materials developer" (p. 1). What teachers need is to step up and do it. Although teachers have wide experience in their teaching practice, they do not take the risk to design their own class materials entailing students' favorite topics. In some cases, lack of self-confidence impedes them to create or adapt materials related to students' contexts. In other situations, they do not feel like making any suggestions to enrich the school curriculum.

Teacher developed and contextualized materials. Teachers who use materials as a requirement to fulfill their class endeavors, sometimes disregard the students' background and context. Therefore, they draw their attention to the activity designed just to catch up with time. To this respect, the teachers in SENA, intend to create class worksheets by blending random pieces of information from magazines or found online. Such situation embodies the institutional problem, and some possible solutions proposed by the teachers engaged in this research.

Contextualized materials are defined by Krieger (2005) as instruments to "help students reflect on their own culture and consider alternate views from the future" (p. 15). In other words, helping SENA students understand their roots and their valuable rural culture, the local area where they live and study, which constitute an interesting path to take in our research. The design and development of a module that entails relevant information and content related to SENA courses and their fields of study like agriculture and construction provided a meaningful experience to enhance the students' vocabulary skill. With regard to this matter, Nunan (1991) highlights that "materials' potential or lack of potential— can only be evaluated in relation to real learners in real classrooms. […] evaluation of materials should largely be based on the collection and analysis of classroom data" (p. 227). Consequently, the students' class experience is the source of information to determine and validate the appropriateness and suitability of materials, in response to the learners' needs and interests.

Concerning students' needs as the starting point of materials design, Núñez, Téllez and Castellanos (2017a) argued that "Teacher-developed materials fit into the category of contextualized materials that are context-bound since they are responsive to local needs" (p. 34). Responding to students' needs helped teachers to motivate students and provide SENA with innovative didactic resources and procedures to develop their English courses towards a more contextualized input in the curriculum each semester. Ramirez (2004) claims that

"contextualization makes learning significant to students by helping them become interested and aware of what happens around them" (p. 5). Accordingly, when students are able to increase knowledge about their field of interest, they feel eager to learn more about specific topics, and develop language skills.

Teacher developed materials are indeed helpful to handle quite a number of situations in different contexts. Students who attend the English classes in SENA feel discouraged about their language performance due to the lack of vocabulary related to their working area. This situation interferes with their motivation and commitment to the learning process. Through the implementation of a module we intend to rekindle their motivation and help them be more committed to learn a foreign language. From the perspective of Ur (1992), "Good teacher-made materials are arguably the best there are: relevant and personalized, answering the needs of the learners in a way no other materials can" (p. 192). The teachers who are in permanent contact with students and have the chance to interact with them and exchange experiences, are the ones who know personal, academic and social conditions surrounding the process of learning. Hence, they can turn to be the proper designers of pertinent, meaningful, and localized materials, rather than others coming from totally different contexts.

Community Based Pedagogy

Community Based Pedagogy (CBP), as the core construct of our research, is defined by Johnston and Davis (2008) as the strategy to make the learner more invested in his own learning process. Thus, making the learner work with the community gives something meaningful in return to it. Implementing CBP strategies will help us to involve students directly in terms of the content; thus, they want to work with the vocabulary they really need to learn.

Prior to explain the current construct, it is worth mentioning some additional concepts. Sharkey, Clavijo and Ramírez (2016) defined community-based pedagogies as "a curriculum and

practices that reflect knowledge and appreciation of the communities in which they are located"

(p. 11). Likewise, Johnston and David (2008), assert that a community-based pedagogy can guide

teachers to use teaching principles that encourage students to learn best beyond the classroom.

Sharkey's CBP process is shown in the next diagram:

Diagram 1

Community-Based Pedagogy - Sharkey (2012)
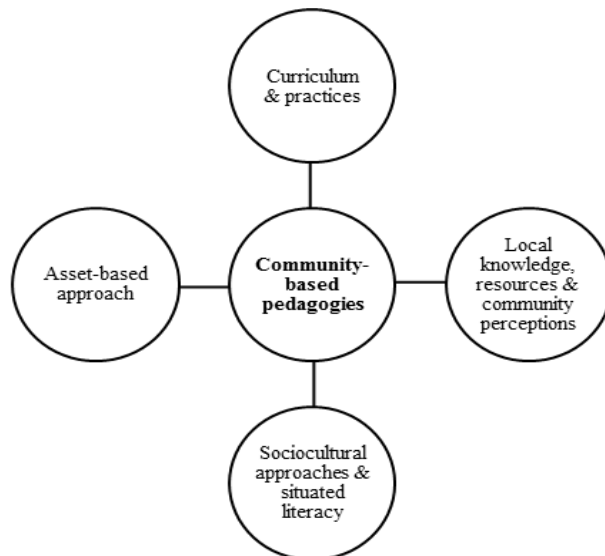
To be able to go beyond the classroom by using CBP, three main constructs are proposed and

followed in this research study. Mapping, as described by Kretzamann and Mcknight (as cited in

Medina, Ramirez & Clavijo, 2015, p. 52), call community asset mapping, "a process of

documenting tangible and intangible resources of a community by viewing it as a place with

strengths or assets that need to be preserved or enhanced". Accordingly, observing regular

everyday people or places from a different perspective, from another set of lenses causes students

and even researchers to begin creating concepts or better yet assets that define the community.

Murell (2011) supports that "field experiences both from student and teachers acquire from the interaction with the community provides multiple opportunities to acquire and apply knowledge to the required for a successful practice" (p. 6). It is important to let students reach those conclusions and allow them to interact during the mapping process on their own. In other words, guide them in the right path but not limiting their spectrum. Indeed, interaction fosters self-confidence and provides opportunities to learn from one another. Students' experiences are valuable sources of learning.

On basis of prior concepts, assets are established from mapping the community. Assets as defined by Missingham (2017), "Seeks not to start with a problem or a lack, but set out to identify existing positive assets and capabilities of a community or group" (p. 3). Assets will help to establish an identity of the community. Assets can be assorted into different categories such as linguistic and cultural corresponding to the traits from each community. Understanding this approach and making clear assets from what the community offers leads to what Genzuk (1999) states as community funds of knowledge.

Funds of knowledge. The first definition to mention is Genzuk's (1999) conveying that "community funds of knowledge utilizes notion of assisted performance, what a child can do with help, with the support of the environment, the others and of the self" (p. 9). Lastra et al. (2018) defined funds of knowledge as "events, activities and characteristics people use while doing an activity" (p. 5). In this way, we can define funds of knowledge as the practices that have been handed down by family members, community events or traditions. Supported by Genzuk (1999), "Funds of knowledge are constituted through events or activities" (p. 9). In short, funds of knowledge are socio-cultural expressions of what individuals have learned through their experience within different contexts in their communities, and turn into learning resources.

This knowledge is acquired by community members throughout tradition. Traditions that have been learned from generations without a clear explanation or a real meaning as to how it first emerged. In this regard, Genzuk (1999) states that:

> Knowledge is therefore obtained by the children, not imposed by the adults…. The notion of culture is a dynamic entity, not simply a collection of foods, clothes and holidays, but a way of using social, physical, spiritual and economic resources to make one´s way in the world. (p. 10)

In the current study, CBP is fundamental since the very beginning, as it is the guide that we use to learn from our students and their community what they need, how they feel and how things get done. With the help of CBP we were able to extract insights from the community that helped develop a contextualized, real and appealing module.

Having discussed CBP and its relation with our study, the next section addresses Vocabulary learning, its definition, its principles and how it is connected to MD.

Vocabulary Learning

The last theoretical construct we address when developing our research process is vocabulary learning. Vocabulary plays an important role in our process because the entire contextualized module revolves around it.

> **Defining vocabulary**. Vocabulary is defined by Hiebert and Kamil (2005), as the knowledge of meanings of words. What complicates this definition is the fact that words come in at least two forms: oral and print. Knowledge of words also comes in at least two forms, receptive—that which we can understand or recognize—and productive—the vocabulary we use when we write or speak. (p. 3)

Considering the needs of SENA students, the lack of meaningful vocabulary is one of the main concerns in the institution respecting the bilingualism area. Such outcome converted

vocabulary in one of the core constructs of the research. Thus, leading us to create materials focused on vocabulary learning making use of every word and meaning the learner requires when being used in their context.

Conceptualizing a word. Previous research on the field has focused on the importance of vocabulary as the key aspect to understand and comprehend texts and written information. Such claim is supported by Hayes, Wolfer and Wolfe (as cited in Hiebert & Kamil, 2005, p. 1), who note:

> Words represent complex and, often, multiple meanings. Furthermore, these complex, multiple meanings of words need to be understood in the context of other words in the sentences and paragraphs of texts. Not only are students expected to understand words in texts, but also texts can be expected to introduce them to many new words. The vocabulary. The vocabulary of written language is much more extensive and diverse than the vocabulary of oral language. (p.1)

Regarding the academic conditions of SENA, after several systematized classroom observations, it was evident that students are not being provided with relevant vocabulary towards their practice but rather standardized English out of meaningful context.

Formerly acknowledging that vocabulary learning is a key element for our research due to the high level of importance it has towards our research objectives and what we want to achieve it is paramount that we as teachers bear in mind that vocabulary is the core of learning a second language and that only by understanding what the word is, we are able to produce language coherently and assertively.

It is key to understand that providing the learner with the necessary vocabulary input directly might prove more efficient than just focusing on grammatical aspects of the language.

Such claim is supported by Folse (2011), who states that "though lexical learning can take place through natural exposure, many more studies have shown English language learners learn and retain vocabulary more effectively when it is explicitly taught" (p. 363). This heads us in the direction we want regarding the result we expect from this research. Based on this assertion, teaching vocabulary directly seems to be the most appropriate approach for our process.

Principles to teach vocabulary. Something important when developing materials focused on vocabulary learning is following theories that might help out in the implementation of the materials. Responding to this need, Schmitt (2008) asserts that there are several principles to consider when teaching vocabulary in an EFL classroom. He highlights the following principles.

> To build a large sight vocabulary; Integrate new words with old; Provide numerous encounters with a word; Promote a deep level of processing; Make new words "real" by connecting them to the student's world in some way; Encourage independent learning strategies; Diagnose which of the most frequent words learners need to study; Provide opportunities for elaborating word knowledge; Provide opportunities for developing fluency with known vocabulary; Examine different types of dictionaries, and teach students how to use them. (p. 3)

Schmitt's principles were followed through the material design process as they were the best source to follow. That being said, our materials are aimed to familiarize students' previous knowledge learned during the early stages of their process at SENA and adapting with new vocabulary that can be effectively used in their current context, thus, fulfilling Schmitt's principles of connecting the vocabulary to the learner's world. Promoting a deep level of processing in the vocabulary learning aspect is a key principle considered as the heart of our research. Using community-based pedagogy as one of the constructs that form the research process, the material allows learners to include their SENA community as well as their own culture in the learning process. As the current research study

is a contribution to favor the community, it is pertinent to share the advantages to strengthen the teaching and learning processes within the institution.

Vocabulary learning defined. Vocabulary learning is the key to speak and understand a new language. Not possessing an acceptable amount of words at our disposal will negatively affect communication in a foreign language. This claim is supported by Wilkins (1972), who states that "without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (p. 111). Wilkins' perception of vocabulary reinforces the issue of learner's necessity to increase the amount of words they know in a second language, thus, giving birth to the need of teachers to develop novel ways to help their students be more proficient. As stated by Gairns and Redman (1986), "We have to select vocabulary carefully to ensure that high priority items are included, and provide varied opportunities for practice" (p. 1). Understanding that SENA students work in an agricultural setting, it is paramount for us to choose every important aspect of this setting and render it in the best way to be developed in the material. In addition to the participants of the research, other learners working in the same field of work can take advantage of the innovative learning strategies to reach a better level and understand more complex materials to enlarge their knowledge and attain better results.

Regarding vocabulary learning, it is debatable how many words a learner should know through the ESL process. What is certain is that learning vocabulary depends on several factors that influence such situation directly. For instance, the learner's level of education, their age and their level of motivation. As it was previously stated, SENA students are part of the rural area; thus, typecasting them into a population who had never been exposed to English before and therefore, are expected to face difficulties at the moment of being confronted by the language in a class. Schmitt (2008) asserts that "students must learn a large number of words to become proficient in English, so teachers must help them learn as much vocabulary as possible" (p. 1). This aspect of vocabulary size is relevant to the research due to the relevance of not being focused on the quantity of vocabulary but

on the relevance to the learners' context by setting realistic goals and not creating a false sense of confidence that learners will concentrate on learning a large number of words.

To be able to understand and identify vocabulary correctly, the learners must bear in mind the facets of vocabulary which are form, use and meaning. These facets give way to the aspects of productive and receptive vocabulary. Waring, Laufer and Webb (as cited in Zhong, 2011) define productive vocabulary as the student's capability to understand the form of words as well as its meaning and being able to use it properly. On the other hand, receptive vocabulary focuses only on the learner understanding and identifying just the form of the word. This leads us to say that this research study is aimed towards a productive vocabulary focus considering the community-based pedagogy construct, which requires the learner to retain just a portion of relevant and meaningful vocabulary. As a closing thought, it is accurate that teachers delve deeper into teaching contextualized vocabulary when working with their learners, thus, contributing effectively to the learning process.

Connecting vocabulary learning to material design. Researchers' attention towards material design focused on vocabulary learning is still not widely explored in Colombia. A moderate number of research studies focused on Material Development can be found. Conversely, several schools in Colombia tend to implement materials for English learning without contextualization and feedback from involved teachers regarding the context, this causes the total loss of meaningful learning in the learning process (Rico, 2012, p. 132). This is one of the reasons learners have to refuse learning English as a foreign language. Although learners interested in studying abroad or applying for a position in a company face challenging situations, some of them still refuse to study the language, due to lack of interest in the content and the class materials to develop the learning activities, as evinced in the classroom observations during the needs analysis stage.

To conclude, vocabulary learning is a key factor of learning English a second language and a core in our research process. We teachers, must always follow the theories given by experts, so the material design process can be successful. Providing contextualized vocabulary can increase students' motivation and help them communicate and produce content effectively and that way fulfilling the institutions goals. Therefore, for our study, vocabulary learning is a concept based on several processes that encompass grammatical and conceptual knowledge, pronunciation, recalling, use and correctness. Understanding that learners must be able to remember and produce vocabulary in context, use the words in the precise situation, in addition to using them in the correct way; compose the characteristics our module aims to follow through the pedagogical intervention. Authors like Cameron (2001) proposes the perception of the aspects of word knowledge in which understanding a word is to find a deeper meaning of it by breaking down the word into a type of knowledge, memory characteristics, collocation knowledge, and metalinguistic knowledge, among others. (Selected from Tapias, 2018). Thus, preparing the learner to get familiar with all the aspects of a word is a key aspect of our research, and something that propels every aspect we intend to implement. This is supported by Nation & Newton (as cited in Cody & Huckin, 1997, p 238) who state:

> Frequency and range, however, have not been the only factors that have guided the principled selection of vocabulary for teaching. Other factors include the ability to combine with other words, the ability to help define other words, the ability to replace other words, and other factors related to association and availability.

With the help of action research and several interventions focused in the use of English for specific purposes we can have in mind that the main constructs in our research question are: Materials Design, Community-Based Pedagogy, and Vocabulary Learning.

Chapter III

Methodological Design

In the view of a contextualized module inspired by CBP, this chapter describes both the research and the pedagogical designs that inform this study. The first part describes the research approach and type of study implemented; the participants and data gathering instruments. The second part details the pedagogical intervention, its objectives, the theory of language and language learning, innovation, methodological approach and the pedagogical intervention and its relationship with the research inquiry, and the instructional phases.

Research Design

The research design holds information about the research approach, the type of study, the participants of the study, and the instruments used for data gathering.

Approach. This study was framed within an interpretive research orientation and the type of inquiry that guided this project was the qualitative research approach. Following Richards (2003), "the broad aim of qualitative inquiry is to understand better some aspect(s) of the lived world" (p. 10). The author further asserts states that qualitative research "demands rigour, precision, systematicity and careful attention to detail." (p. 6). To accomplish the main objective of this study, which is to explore the effect of teacher-developed materials informed by community-based-pedagogy on vocabulary learning among SENA students, the approach taken in this research is a qualitative approach. In Lichtman's (2006) view, the qualitative approach "is a way of doing that often involves in depth interviews and/or observations of humans in natural and social settings" (p. 22). For qualitative research teacher-researchers are essential as they are active participants in charge of implementing the pedagogical intervention, observing the students, and collecting and interpreting data.

Additionally, qualitative approach will help identify the stages in detail of vocabulary learning for students and seeing how we as teachers can improve and make vocabulary learning more effective. Merriam (2009) reported about the interest of a qualitative researcher: "qualitative researchers are interested in understanding how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences" (p. 5) a claim that strongly supports what we as teacher researchers are interested in pinpointing, the process in details of how a contextualized teacher developed material influenced by CBP can make vocabulary leaning more efficient by relating the contents with their community.

Type of study. This study followed the framework of action research. Action research is suitable "to extend our teaching skills and gain more understanding of ourselves as teachers, our classrooms and our students" (Burns, 2009, p. 1). As novice teacher researchers it is a challenging but enriching and highly rewarding path to take.

As for our context and the participants we can consider once again, Burns (2009) with his definition of action research:

"*Action research* is the combination and interaction of two modes of activity – *action* and *research*. The *action* is located within the ongoing social processes of particular societal contexts, whether they be classrooms, schools, or whole organizations, and typically involves developments and interventions into those processes to bring about improvement and change. The *research* is located within the systematic observation and analysis of the developments and changes that eventuate in order to identify the underlying rationale for the action and to make further changes as required based on findings and outcomes. The driving purpose for the AR process is to bridge the gap between the ideal (the most effective ways of doing things) and the real (the actual ways of doing things) in the social situation" (pp. 289-290)

This study followed the cycles of action research established by Kurt (1993). To confirm the research problem, we conducted a needs analysis through the design and administration of a survey. The results of the survey led us to identify the issues related to the research concern, namely students' interests in learning topics, activities and strategies; students' understanding of CBP and vocabulary knowledge. The survey also helped us as the starting point for the development of our pedagogical intervention. Based on the conceptualization of the theoretical constructs, we informed the pedagogical intervention proposed to alleviate our research concern. Afterwards, we planned the methodological design which entailed both the research and pedagogical designs. The implementation of the pedagogical intervention lasted one month considering the English proficiency of the participants and the number of hours allotted to the English classes at SENA. Finally, we piloted, and evaluated, and adjusted the learning activities and the teaching sequence of the pedagogical intervention in an attempt to fosters the learning of vocabulary in our SENA students supported by teacher-developed materials informed by the community-based pedagogy. The process is reflected in the next diagram:

Diagram 2

Action Research Cycle (Kurt, 1993)

This type of study allows teacher researchers to notion the interaction of what occurs in the social context where the students are involved as well as the actions taken and the effects it can cause in the research process or implementation such as ours with MD.

Participants. As for participants there are two participants involved in this study. Those being the students and the teacher-searcher material developer.

Students. This research study was carried out with a group of 30 students from SENA, who were enrolled in the agricultural production and construction programs. These students' age ranged from 17-30 years old, and were doing their fourth trimester, and are originally from different towns of the region. The sampling technique employed to select the participants of this study was the "convenience sampling" which is a sample where the participants are chosen, based on the convenience of the researcher, due to their availability or accessibility (Stevens, 1996).

These students have studied very basic grammar-centered topics which have been designed and adapted from the other English instructors. It is important to point out that SENA does not have an established teaching book or syllabus; instead, instruction is left to the teachers' choice as it is a curriculum based on language competences.

It is also worth mentioning that all students come from different parts of Huila, and some of them are from very small towns where English has never knocked on their doors; therefore, their English proficiency level is commonly low.

Teacher-researcher and text developer. This study has allowed us to be immerse in the whole process. In action research, the researcher becomes part of the context being studied (Hammersley & Atkinson, 1983); thus, our role as teachers was to lead, encourage and facilitate learning through innovative experiences.

As teachers, initially, we were able to identify the need students had to learn vocabulary as we had the teachers' insights from the time we had spent with them. Second, as teacher

researchers it gave us the opportunity to be involved in the fields of investigation and contribute to the teaching and language learning as Fichtman & Yendol-Hoppey (1999) define the teacher-researcher as the one "who goes and look for changes instead of waiting for them to come" (p.1). Which is what drove us to establishing a radical change in the development of the classes.

Finally, as material developers Núñez et al. (2009) assert, "Teachers should take advantage of their knowledge and creativity to undertake the development of their own teaching materials" (p. 183). We were able to innovate both for the students and for the teachers as very basic work has been done around MD in SENA language center, in words of Núñez et al. (2009), teachers are "active agents of change" (p. 19) and we as material developers, expect a change starting from our practice at SENA to hopefully inspire SENA instructors. In regards to our working conditions, we had never embarked on the design of our own class materials, although we had usually complained about teaching the content of decontextualized imported textbooks.

Data gathering instruments. We as teacher researchers take an active role and participation in the study, the data collection instruments that were implemented were considered in order not to interfere with the regular content seen in class nor take additional time from other classes. The instruments that were used to collect the data were student artifacts, field notes and think out loud protocol; they were piloted and adjusted based on the students' comments and suggestions; also, they were validated by an expert (See Appendix C).

Students' artifacts. They are documents that evidence the ongoing process of students learning or in words of Burns (1999):

Artifacts are a source of documents readily available to all language teachers (…) Collecting samples of texts over a period of time enables teachers to assess the progress which students make as well as to diagnose areas for further action in classroom research" (p.140).

These particular documents help teacher researchers to determine what stage they are on and what insights they might have prior to the interventions and to verify if the information and guidance we provide students is taking effect or not.

Field notes. Hopkins (2002) defines field notes as "a way of reporting observations, reflections and reactions to classroom problems. Ideally, they should be written as soon as possible after a lesson" (p. 103). Field notes are an accurate way of detailing what occurs while it is still vivid in one's mind supported by Schatzman and Strauss (1973), "observational notes are statements bearing upon events experienced principally through watching and listening" (p. 100). In this research, field notes will occur in two stages; initially, during the mapping as a view from an outsider will help evaluate the process of community-based strategies as well as the teacher's voice. Secondly, during the implementation of the module field notes once more, from the outsider and the teacher will be taken in order to record the on-going process.

Think aloud protocol. These, as Perry (2011) states, are recordings made as participants think aloud while doing a challenging activity to obtain information about their cognitive activity.

A think aloud protocol proposed by Ericcson and Simon (1993), mentioned as a Protocol Analysis, was conducted after the self-assessment to infer and extract the process that students carried out in their minds in order to learn the vocabulary during the implementation of the teacher developed module. Ericcson (2006) defines the process as: "These alternative reporting methods elicit additional and more detailed information than is spontaneously verbalized during "think aloud" (p. 224). These analyses were done with only four students after implementing the module and carrying out the self-assessment section. From these analyses the process that was held in their minds was explored to later on determine how their vocabulary learning could have differed from a standard teaching of the language.

Pedagogical Design

The main concern of this research study was to help students enhance their vocabulary learning through the implementation of a teacher developed module informed by community-based strategies. This teacher's developed module should enable students the capacity of learning efficiently new vocabulary to strengthen their performance in the EFL classroom. This section of the chapter presents the pedagogical intervention, instructional objectives, the intervention as an innovation, the theory of language and language learning, the methodological approach that supports the pedagogical intervention and the instructional stages.

Pedagogical intervention. This research study aimed to describe the process of vocabulary learning of SENA students through the use of a teacher developed material guided through community-based pedagogy. The strategies were presented as mapping (Kretzamann and Mcknight 1993), key assets found in the community (Missingham 2017) and the funds of knowledge derived from the assets (Genzuk 1999). These strategies were implemented prior and during the implementation of the teacher-developed module made up of two workshops that contain five lessons each and will be carried out in the following order: Mapping of the SENA community will be done with the help of the students during the first intervention. From this intervention, students will draw the premises and highlight key aspects that conform the backbone of the production, processing and vendoring that takes place at SENA. Upon finishing the mapping activity students in groups will gather and begin to share their work. From the information they gathered, the assets that conform SENA will be pinpointed and from there on a socialization of each will help discover the funds of knowledge that integrate each asset, which will lead in the vocabulary that will conform the teacher developed module. During this time, one of the researchers will be taking field notes as the other will be carrying out the class.

The following interventions will be the implementation of the teacher developed module that will contain activities organized to gradually involve students and begin to establish connections between what is in the module to what occurs in real life while learning vocabulary through reading, listening, writing and speaking learning activities.

This pedagogical intervention was based on community-based pedagogy as defined by Johnston and Davis (2008) as the strategy to make the learner more invested in his own learning process, prioritizing the community as the main actor in the module and seeing vocabulary in real life context. After implementing the five lessons a self-assessment section is included in the workshops for students to assess their performance based on the pedagogical interventions held. The self-assessment section is composed by questions derived from the main constructs that form our research, them being material development, community-based pedagogy and vocabulary learning.

This intervention is also underpinned by Second Language Acquisition (SLA) principles. Language Acquisition (SLA) principles are defined by Núñez et al. (2009) as "essential ingredients that help both language learners assimilate and provide teachers with the groundwork to embark on the materials development route" (p. 175). Several authors have undertaken the topic of materials and how they must be developed. Scholars like Tomlinson, Harmer, Arnone and Small (as cited in Núñez et al., 2009) established principles to design materials. The following will be the ones taken into consideration at the time of designing our pedagogical intervention.

Through the use of community-based pedagogies our research focuses on promoting the self-investment principle mentioned by Tomlinson (2011), which tackles the idea of the material providing the learner with the tools to go beyond and discover new alternatives and ways to understand knowledge. Rutherford & Shardwood-Smith (1988) support this claim asserting that

the role of every material should always be encompassed into aiding the learner to continue the process of self-discovery (as cited in Tomlinson 2011). Following this line of thought, it is only by making the learners feel connected to their background setting that motivation will enter the picture and create a link between the learner and the material, thus, making them feel truly invested in the learning process. When learners have the chance to assess their learning outcomes they increase motivation and interest to invest time and effort to enlarge their knowledge.

Principles of materials development. Several authors have undertaken the topic of materials and how they must be developed. Scholars like Tomlinson, Harmer, Arnone and Small (as cited in Núñez et al., 2009) established principles to design materials. The following were the ones taken into consideration at the time of designing our pedagogical intervention.

During the pedagogical design we considered five Second Language Acquisition (SLA) principles as defined by the aforementioned authors. Materials tackling the aspect of novelty and attractive presentation for the content to be developed, as well as integrating challenging and interesting activities for the learner (Tomlinson, as cited in Núñez et al. 2008, pp. 43-45). This is a key principle to our research, due to the requirement of SENA curriculum to enable students to understand specific types of texts related to their area of study, to make vocabulary learning a necessity as a main goal in the institution. Another SLA principle addresses the issue of students' active involvement in the materials development process (Arnone, as cited in Nuñez et al., 2009, pp. 43-45). Regarding the English teaching conditions of SENA, students' needs are hardly ever taken into consideration when designing a syllabus and the content proposed through the quarters. Thus, in an intent to achieve the goals of the institution in the field of vocabulary, we aimed at updating and contextualizing materials by drawing our attention to the enhancement of vocabulary, in response to students' needs and academic interests, as part of their process to

enlarge language knowledge in search of better opportunities to grow as a person, and as a professional.

Understanding that materials should be developed to fulfill students' needs and to help them develop communicative skills is an important part of this research process. That being said, we as teachers and researchers must always bear in mind the idea that setting an appropriate level of challenge in the development of the material is key. (Harmer, as cited in Nuñez et al., 2009, pp. 43-45) establish the principle of consistency as a fundamental part of material development. The author tackles the idea of following a certain structure regarding difficulty in the development of the material. Materials should maintain a degree of consistent content starting with some basic tasks that eventually will start to become more complex to address. Thus, making the learner feel obliged to go beyond in their thinking process so they can carry out each task. The idea of using such principle came to us after understanding that the implementation of the module needed to contain every skill thus, giving the students the ability to always be ready to overcome the task they have at hand.

Providing feedback is something not many teachers do at SENA. Several teachers attend to their respective English classes, give their students a grade and after that they stop caring about their learning process. This claim is supported by our needs analysis in which learners stated their inconformity with the system and how they are not being provided with any feedback regarding their learning process. Thus, pointing out the lack of involvement of certain teachers in their practice. Small (as cited in Núñez et al., 2009, pp. 43-45) claim that it is key "to give intrinsic and extrinsic reinforcement for effort by encouraging enjoyment of learning activities/experiences, providing formative/motivational feedback, and being consistent and objective when giving evaluative feedback". As researchers, we intend to abolish this negative aspect of the EFL practice at SENA, by providing available teachers and students with meaningful content that can

be easily monitored and assessed with certain strategies like the think aloud protocol that we explain further in the document.

Tuning materials to make them closely related to what students know and understand, but also leaving space for them to continue learning more was something we implemented in the elaboration of our module. The principle of readiness established by Tomlinson (as cited in Núñez et al., 2009, pp. 43-45) tackles the idea of providing input which reminds students certain topics they have worked before, thus, making it easier for the learner to approach a certain material. The author also states that such material should additionally encourage the learner to be exposed to other topics he might not be ready to approach at the moment but that by making use of it, he can start feeling familiar for the next time he uses it. We teachers must always be in the lookout of new opportunities to make our students lives easier, providing them with content that can be helpful for them and giving them tools, so they can always seem to look forward to what comes next. Through our research we decided to use this principle because this was a great asset by the time we designed the material mostly because it helped the module be focused on the topics the students wanted to work on and were familiar with regarding what they might need to use later on during their lives. The EFL class is just the starting point to create opportunities to learn not only the language, but also a wide variety of topics that allow learners to participate in all kinds of events to enhance other skills different from speaking a foreign language.

Summing up, these principles underpinned the design of the materials, which are the soul of our research to design the materials specially focused on our students' needs and bearing in mind that their learning process is the most important aspect of our research goals.

Instructional objectives. The main objective of this pedagogical intervention is to design and implement a teacher-developed module informed by community- based strategies to develop vocabulary learning on SENA students. One of the specific objectives is a) to the help students

become aware of the vocabulary that surrounds them in their community to potentially ease the learning process of vocabulary; and b) to encourage students to use the new words according to the context.

Intervention as innovation. This pedagogical intervention beholds a significant change in the teaching practices carried out in the institution, since the implementation of materials were commonly grammar based and non-relevant topics were far from their context.

It is important to mention Núñez, Tellez and Castellanos (2012) who affirm that "MD constitutes a true resource for teachers to respond to students' needs and foster institutional innovation in language teaching" (p. 25). The implementation of teacher developed materials not only appeases this need but also enriches innovation in the EFL classroom as it is rarely noticed in the teaching practices held in the institution. Teachers are the sole creators and pilots of the materials; therefore, we are the only ones who can meet the need to bring real life context into the EFL classroom. As previously mentioned, teachers are active agents to foster creativity through a dynamic and engaging teaching practice built on contextualized suitable class activities.

Teachers can innovate through the development of their language teaching materials. As posited by Núñez et al. (2009), "Materials development contributes directly to teachers' professional growth insofar as it betters their knowledge, skills and creativity, raises their consciousness as regard teaching and learning procedures, and allows them to act as agents of permanent change" (p. 67). Accordingly, teacher researchers as materials developers will have to part take in a challenging but enriching process which will be guided through the use of the module. On the same spirit, Núñez and Téllez (2015) purport that "by giving participating teachers the opportunity to be informed about MD and develop contextualized materials for their pedagogical interventions, they expanded their knowledge of MD and grew as individuals and professionals" (p. 61). We found this claim to be very supportive since the use of contextualized

materials and CBP as our guide to create the module made the process for both the students and us a more enriching and engaging process. In addition to this, teachers who are willing to assess their teaching performance at the end of each class, are aware of their accomplishments and failures during the process. Therefore, they are able to adjust and improve their procedures and materials to enrich both their students' learning process and their own teaching practice.

Innovating entails doing things in a new and different way, aiming at causing a change. In this regard, Fullan and Park (1981) define the implementation of an innovation as "alterations from existing practice to some new or revised practice (potentially involving materials, teaching, and beliefs) in order to achieve certain desired student learning outcomes." (p. 10). The author identifies three phases of implementation that can be distinguished. The first is initiation, during which a change begins (through in-service training, setting school policy, etc.) and teachers pass through Rogers' first phases of knowledge and persuasion. The second is the actual implementation, when teachers begin to use the innovation in the classroom. The third, institutionalization, which occurs when the innovation becomes fully incorporated in everyday classroom practice.

Broadly speaking, an innovation is a deliberate and planned process that is usually perceived as new by an individual or a group of individuals. For Kirklan and Sutch (2009), "An innovation is the application of a new resource or approach that changes social practice, creating some value ... by altering the social practice of teaching and learning" ... "if the ideas seem new to the individual" (Rogers, as cited in Kirklan & Sutch, 2009, p. 10).

Theory of the nature of language and language learning. Language teaching is not an easy job, it is an ongoing process that implies planning, revising, designing, implementing, all of which as non-native speakers of the language have taken the task to do because we want to make the nature of language more meaningful, relevant and useful. As stated by Tudor (2001),

"teachers and other language educators are therefore faced with the question of where to start and around which aspect of the "complex phenomenon" of language to structure their teaching" (p. 50). As language teachers and materials developers we propose a more contextualized way of seeing vocabulary learning by implementing a linguistic vision of the language initially but as the module is developed and they are more involved with their everyday context the language becomes functional by applying it to their everyday work life, everyday situations and contextualized scenarios.

Besides contextualizing language and learning activities, Núñez, Pineda and Téllez (2004) claimed that "vocabulary and grammar exercises should be embedded in the topic that is being studied. Activities should promote exposure to the target language and opportunities to recycle the grammar and vocabulary points to be learned" (p. 132), which is exactly the language learning vision we have. We want to give students the opportunity to identify the vocabulary presented in class in real life scenarios where they can put these words to good use and comprehend the variety of technical terms they may encounter during their professional lives.

Regarding the nature of language learning both the experiential and an analytical underpin this intervention. Understanding that learners employ the full range of their cognitive abilities when developing the module by completing every task regarding the established learning abilities gives the analytical aspect an importance in the research. Tudor (2001) asserts that "it does not seem unreasonable to assume that students should be able to make productive use of the full range of their cognitive skills – including their analytical skills in their language learning" (p. 85). What was previously stated constitutes the idea that every cognitive ability takes an active part in every language learning process.

Consequentially in the field of SLA, Knutson (2003) defines the experiential aspect as an "approach that encourages learners to develop the target language skills through the experience of

working together on a specific task, rather than only examining discrete elements of the target language" (p.53). This method is easily adapted to our module as we will focus on CBP activities that will not force students to develop certain elements of the language but rather on working together to understand and examine their community.

Methodological approach underlying the pedagogical intervention. The main objective of this pedagogical intervention is to design and implement a module based around the concepts of CBP to ease the learning of vocabulary for SENA students. One of the specific objectives is to help students retain vocabulary; more specifically related to technical terms identified in the vocabulary learning section as size. As contextualized activities recreate a familiar setting, further helping the learner to retain words due to the relevance of the input in their practical life with which they find the connection with their real context.

Moving towards the perspective of CBP in our research, the aspect of productive vocabulary learning brings to the table the issue of learner's complete commitment to the process, thus, making it more effective during each intervention. An issue that can be noted here and that has been pointed previously is the lack of relativeness in the words showed in the materials covered at SENA, thus, leading the learners not to retain vocabulary. As Wodinsky (1998) affirms, the problem is that the learners are not getting exposure to words in future situations after a word was taught at a specific moment, thus, causing a loss of and effective opportunity to learn more vocabulary (as cited in Nation, 1989, p. 333). This situation can lead teachers to go beyond the topic studied by designing activities to expose students to words in other context differs from the class.

Connection of the pedagogical intervention with the research question. This research study is focused on designing and implementing a module based on community-based pedagogy to impact vocabulary learning for students at SENA. Keeping this is mind, the pedagogical

intervention revolves around implementing a module that consist of two workshops that integrates all the language skills (reading, writing, speaking, listening) but with a greater emphasis on vocabulary based around the information gathered through mapping strategies. The module will encourage students to grasp new technical vocabulary as the layout will be appealing and the information shown will be similar to their line of study. As mentioned by Nuñez, Téllez and Castellanos (2012), "Innovative teaching materials that address students' language learning needs and goals, increase attention, enhance motivation and boost effective learning" (p.25).

This is done with the aim of making technical vocabulary learning more effective on SENA students so that they are better prepared for real life situations. This was an important guideline in the development of the materials, to highlight the community assets making them appealing, interesting and enjoyable for students.

Instructional phases. Taking into account the importance contextualized materials have in SLA especially in vocabulary learning strategies, it has come to our attention that certain stages should be considered to foster students' vocabulary learning.

Proposed material development framework. An important component of the pedagogical intervention is the proposed framework for material development. As sustained by Núñez, et al. (2004), "Materials could lack a solid rationale if they are not constructed considering principles in which the teacher believes. … A combination of experience and theoretical background could guarantee a better developed product" (p. 131). Thence, several scholars have established their own frameworks for MD and although they share similarities they are not completely the same. For instance, Graves (1997) proposes a framework for course design with seven stages: first phase needs assessment, second phase setting goals and objectives, third phase content, fourth selection and development of materials and activities, fifth organizing content and activities, sixth evaluation and seventh resources and constraints.

Another scholar who proposes a course design procedure is Masuhara (1998), who divides the framework in six phases: needs analysis, goals and objectives, syllabus design, methodology and testing and evaluation. Likewise, Núñez et al. (2004) proposes the process of course and material design divided in five phases: needs analysis, objectives, selection and sequence, learning activities and assessment.

Additionally, the MD framework allows in-service teachers to discuss several issues. For example, teachers learn about the importance of MD, particularly its concept, demands, typology, text developers and reasons to write materials. On the other hand, they acknowledge the fact that it is possible to innovate in their EFL contexts through teacher-developed materials. Finally, they understand that reflection, affection, motivation and teachers' beliefs play an essential role in MD and that MD fosters teacher professional development (p. 24). Having in mind the needs analysis proposed by Núñez et al. (2004), it is worth mentioning that the term 'needs' not only refers to academic or learning interests. Conversely, it implies considering emotional and affective needs of human beings attending a class, rather than merely teacher and students. Thence, feelings and human conditions are part of the process of developing materials.

The theoretical framework we propose is based on the contributions of the of above mentioned and is relevant to this pedagogical intervention because it deals with the design and implementation of a teacher developed module to foster technical vocabulary learning in students with the help of CBP strategies in the agricultural area.

This proposed framework consists of six phases. The first phase is the needs analysis, determining what fallacies students have. The second phase is the topic selection, in which the CBP mapping strategy contributes to its development to select the topics that are presented in the module. With the help of the students mapping, assets are identified and consequently the topics are established. The third phase is the organization and creation of contents, from which the

steps followed to develop the module are explained, as are the lessons in each workshop and materials and sources used for the creation of such. The fourth phase is sensitizing and proposing the methodology of the materials to the students, in which students are informed prior to the implementation to understand the importance of the workshops and to contrast with what they have been used to seeing in other English courses. The fifth phase is the guidance and experimentation of the module, where students must sign their consent forms prior to receiving the module, then the module will be explained briefly, and the experience begins. The sixth phase is the reconfiguration stage where the module is adjusted during the implementation process based on the data collected and results obtained from its run through.

   Informed consent. As most of the potential candidates for the research at the time were over the age of 18, a consent form was presented to students in Spanish with enough information for them to know about the purpose, the procedure and the possible perks and advantages they could access if they partook in the study. (appendix #). The idea was to let students know that they would be part of an ongoing research which was not mandatory, therefore the option of not getting involved in the research data was allowed but they still had to carry out the different activities as they were part of the course.

   Sensitization. Prior to the implementation of the research, the teachers were addressed during the monthly meeting where a brief explanation was given in the case that additional hours were needed from other teachers so that they would be more condescending if permissions were needed. A second meeting was held with only the English teachers in order to incentivize English teachers to develop their own materials and to see the impacts that teacher-built materials can do on language learning in general.

Lastly, students were briefed informally that they would help establish the contents of the upcoming module and that they would have to leave the classroom to explore the community where they would be the main characters for the development and implementation of the module.

Implementation of the materials. We implemented a module that consisted of two workshops. Each workshop contained five lessons for a total of ten lessons during a ten- week period. Each lesson is centered on a different language skill but revolves around the vocabulary that is being shown in the first lesson of each workshop. This with the aim of strengthening the vocabulary gradually as they will assimilate it at first and see it continuously as the workshop have developed.

Sample Workshops

What do SENA students know?
Let's find out about our community

➤ *Do you recognize the map?*

➤ *Can you find your location on the map?*

➤ *Where is your production unit located in the map?*

Developed by Gustavo Adolfo Noreña and Juan David Escobar

Workshop N°1
Getting to Know my Learning Center!

General Objective:
To get familiar with technical vocabulary (Agricultural)
Specific Objective:
To identify vocabulary related to my context
Recognizing our production units

Learning Strategy:
Using pictures and
keywords

1. Number the pictures.
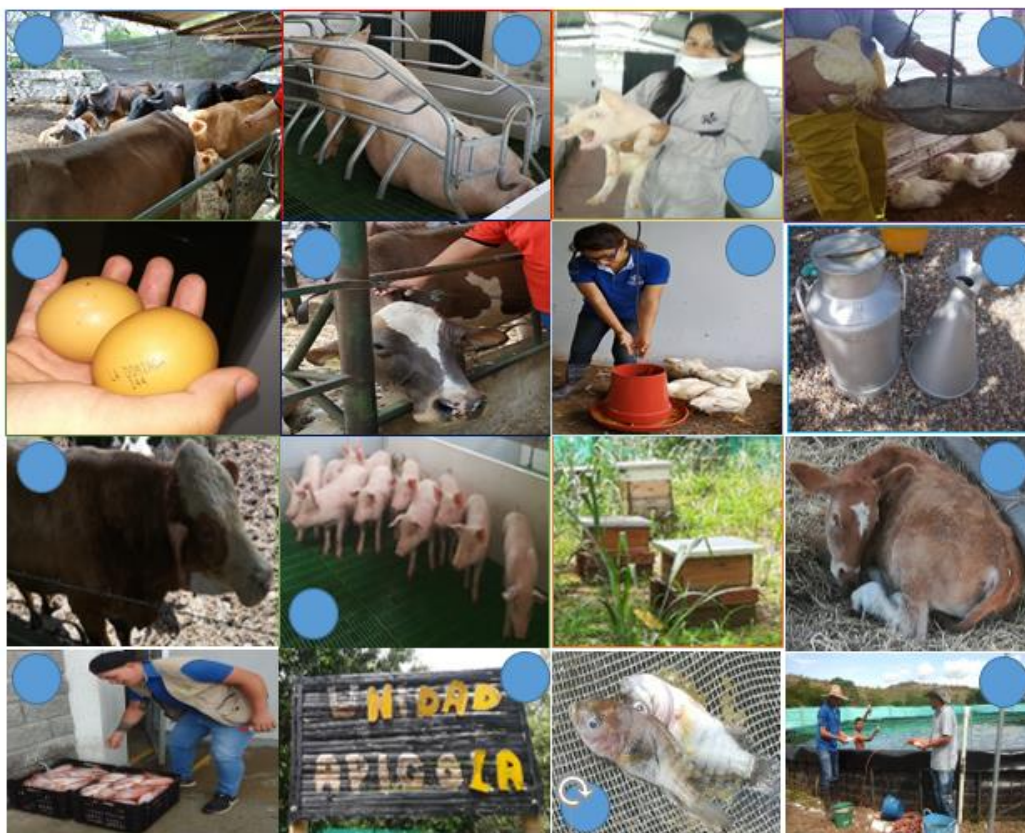
3. cow	8. Fish	9. Net	10. bee swarm		
5. cattle	7.piglets	6. chicken	13. milk	15. calf	16. apiarist
11.pond	4.eggs	2.hen	12.bull	1. sow	14. pork producer

Learning strategy:
Grouping or classifying
into categories

2.Classify the previous vocabulary in the category it belongs.

bovine	poultry	pig farming	apiculture	aquaculture
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

3. Matching meaning with the word

Vocabulary Words	Definition
Cow	Small flying animal belonging to the apiculture.
Fish	A swimming animal who is usually found in ponds, lakes or any body of water. It is part of the aquaculture.
Chicken	A feather filled animal who lays eggs and belongs to the poultry family.
Piglet	A heavy animal that produces milk and meat, it is part of the Bovine family.
Bee	It is small when it is a piglet but can be very heavy when fully grown.

4.**Complete the sentences using the correct word**

   a) The _____ distributes chickens to Campoalegre, Hobo and Neiva.

   b) The _____ cattle at SENA is the best in the southern region of Colombia

   c) The _____ raises black and red tilapia in ponds and cages.

   d) The _____ during the San Pedro, SENA is the biggest supplier of pork for the festivities.

   e) The _____ produces the purest honey in the market.

5. **Fill in the crossword using the vocabulary learned.**

Horizontal
  2. the female partner of the bull
  4. a person in charge of beekeeping
  8. the outcome of a pig and a sow
  9. a small body of water used for raising fish
  10. an aquatic animal
  11. a large group of bees
  12. a metal octagon inside the water used for raising fish
  13. a liquid that cows produce to feed their young
  14. the outcome of breeding a cow and a bull

Vertical
  1. the female partner of the pig
  2. the name given to a group of cows
  3. bees create honey and _____
  5. farmer in charge of pigs
  6. chickens produce these
  7. a cell that bees use to store honey

Listening to our community

6. Read and listen to the testimony from students who have applied to *Sena Emprende* and have develop a project. Complete the table with the information you gathered.

Learning Strategy:
Using an instrument to obtain information

Bovine unit

Hello there Sena students

My name is Alberto and I was a student looking to have my project funded by Sena Emprede Rural. I was always sure of what I wanted to create and Sena allowed me to have my very own Bovine Farm. I am originally from Tello, Huila but I knew Tello was too hot and there was not enough grass for my cows to produce milk. So, I decided to take my farm to Algeciras. The climate there is very different, is much colder and it is very near the Magdalena River. As you know, Sena Emprende invites you to innovate, so I decided to transform milk into dairy products such as butter, cheese and yogurt.

Bovine	Fish Farm
What type of farm did the student select? _____	What type of farm did the student select? _____
Where is his/her farm located? _____	Where is his/her farm located? _____
Why did he choose that area? _____	Why did he choose that area? _____
What innovation did he/she use? _____	What innovation did he/she use? _____
How was his experience from developing? _____	How was his experience from developing? _____

Beekeeping

Honey bee hives do not take up much space, so farms that just raise **bees** are not very big. The farmer, who is called an **Apiarist**, sets up boxes with removable sheets to encourage bees to build their hives there. Each hive has a queen honey bee. Her daughters are called worker bees. When a group of bees gather around a hive it is called a **bee swarm.** The honey bees produce their own **wax** to build the combs on the sliding sheets. The bees bring the pollen and nectar back to the hive and use it to make honey. They fill the **honeycomb** cells with the honey. Honey is food for young bees.

A. Read the sentences. Are the sentences True or False?

a) Livestock farms only produce meat. **T / F**
b) Livestock farms raise cattle, pigs, dogs or chickens. **T / F**
c) Fish farms use cages to trap wild fish in the lakes. **T / F**
d) Fish farms sell their adult fish to large processing companies. **T / F**
e) Beekeepers must have big farms to raise honey bees. **T / F**
f) A farmer who raises bees is called a beekeeping. **T / F**
g) Bees bring pollen and honey to the hive. **T / F**

Writing our dream project!

9.SENA EMPRENDE RURAL is looking for new projects to fund. You have been preselected, please follow the instructions to submit your application.

Application form

This application form is design to help you develop your

project with SENA EMPRENDE RURAL. With these necessary

you will begin your path as an "*Emprendedor*"

Name of the project: _____

What SENA program are you enrolled in: _____

Define your type of farm: _____

Where is your farm located? _____

Why did you locate your farm there? _____

_____

What innovation makes your project different from other similar projects:

_____

Why is your farm important for the department of Huila?

_____

Finally design a logo that best fits

your company:
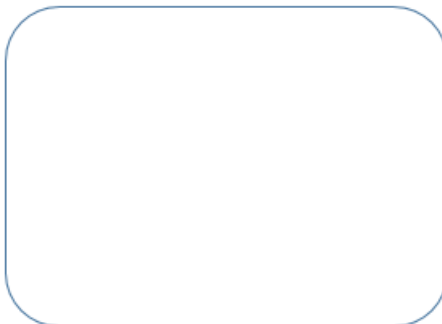
The development of this form is strictly didactical

Speaking to our community

Feedback

10. Walk around the classroom explaining your project to you partner.

You will take turns being the exhibitor and the judge

Learning Strategy: Using background knowledge

Ask your partner

A. Do you want to be exhibitor or judge first?
   I want to be _____

Exhibitor: You must read your application form to your partner. Detailing your type of project, your reason for choosing the location and your innovation explained.

Judge: You must listen to the exhibitor and grade his project. Give feedback and ideas that can contribute to his project.

The teacher-developed module … *El modulo desarrollado por el maestro …*	It does	It can be better
has interesting images and an attractive design *tiene imágenes interesantes y un diseño atractivo*		
makes use of interesting familiar topics, related to your community. *emplea temas familiares interesantes, relacionados con tu comunidad.*		
provides different activities to practice and learn new words. *provee diferentes actividades de aprendizaje que permiten practicar y aprender nuevas palabras.*		
allows me to make use of the words through the different language abilities (reading, writing, listening and speaking). *Me permite hacer uso de las palabras por medio de las diferentes habilidades del lenguaje (lectura, escritura, escucha y habla).*		
gradually establishes a level of difficulty in the material to test my abilities *establece gradualmente un nivel de dificultad en el material para poner a prueba mis habilidades*		

Learning as a community *Aprender como comunidad*	I do	I can improve
I can see the content of the module reflected in my real context *Puedo ver reflejado el contenido del módulo en mi contexto real*		
lets me explore and understand more about the importance of my community and the advantages it has *me permite explorar y entender más acerca de la importancia de mi comunidad y los beneficios que tiene*		
I can implement the strategies seen in the module for my professional development *Puedo implementar estrategias vistas en el módulo para mi desarrollo profesional*		
helps me to identify different cultural practices, traditions and procedures carried out at SENA and our community *me ayuda a identificar las diferentes prácticas culturales y procedimientos llevados a cabo en el SENA y nuestra comunidad*		

In relation to learning strategy discussed with the students …	I do	I can improve
I can check the spelling of words. *puedo revisar la ortografía correcta de las palabras.*		
I can use prior knowledge and contextual clues to complete meaningful sentences. *puedo utilizar mis conocimientos previos y el contexto para completar oraciones significativas.*		
I can associate new words to their meaning. *puedo asociar palabras nuevas a su significado.*		

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I can give feedback on regards to my partner's presentation *Puedo dar retroalimentación con base a la presentación de mi compañero/a*		
I can make suggestions in regards to the topics or scenario my partner is addressing. *Puedo hacer sugerencias respecto al tema o situación la cual mi compañero está hablando*		
I can make predictions and activate my current knowledge. *Puedo hacer predicciones and activar mi conocimiento actual.*		
I can use graphics to classify the proposed vocabulary words. *Puedo graficar y clasificar las palabras propuestas del vocabulario.*		
I can use an instrument to obtain information from my surroundings *Puedo utilizar un instrumento para obtener información de mis alrededores*		
Regarding vocabulary learning…	**I can**	**I can improve**
I can understand the basis of the vocabulary proposed *Yo puedo entender los principios del vocabulario propuesto*		
I can recall the meaning of a small amount of technical vocabulary in the different language skills *Yo puedo evocar el significado de una mínima cantidad de vocabulario técnico en las diferentes habilidades del lenguaje*		
I can pronounce the words acceptably. *puedo pronunciar las palabras de manera aceptable.*		
I can recall the word when need it. *puedo recordar la palabra cuando necesito emplearla.*		
I can spell the words correctly. *puedo deletrear correctamente las palabras.*		
I understand words when they are spoken or written. *entiendo las palabras de forma oral y escrita.*		
Allows me to use vocabulary related to my field of work *Me permite usar vocabulario relacionado a mi campo de trabajo*		

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Workshop N° 2

Rebuilding our community

General Objective:
To get familiar with technical vocabulary (Construction)
Specific Objective:
To identify vocabulary related to my context

Building around our community
Construction Vocabulary List

Learning Strategy: Constructing meaning

1. Identify each word first, define whether it is a process (verb) or an object (noun).

Write a sentence for each word and leave room for a picture.

Vocabulary Word	Process/ object	Sentence	Picture
Architect	Object	The architect designs building plans	
Beam			
Boots			
Brick			
Build			
Building			
Bulldozer			
Cement			
Concrete			
Cone			
Construction site			
Crane			
Caution Tape			

Demolition			
Dig			
Dump truck			
Diamond blade			
Drill			
To drill			
Dry wall			
Excavator			
Floor plan			
Forklift			
Generator			
Gloves			
Hammer			
Hard Hat			
Hazardous			
Jack Hammer			
Ladder			
Light			
Loader			
Measure			

Nails			
Paint			
Paint Brush			
Roof			
Safety			
Safety Goggles			
Saw			
Screw			
Screw Driver			
Shovel			
Tools			
Tool Box			
Walkie Talkie			
Water Pump			
Wheel Barrow			
Wood			

2. Classify the words into the corresponding categories.

Construction tools are the tools we use inside construction.

Construction equipment are the safety equipment we use in construction.

Construction materials are those we use to create inside the construction site.

> *Learning Strategy: Classifying into categories*

> *Learning Strategy: Placing words in context*

Gloves – Ladder – Safety goggles – Paint Brush- Nails- - Shovel – Wood – Beam- Boots- Brick Crane –-Drill —-Dry wall – Jack Hammer – Walkie Talkie

Construction Tools	Construction Equipment	Construction materials
Hammer	Hard hat	Cement

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3. Look at the following construction site:

Learning Strategy: Identifying words in real context

List some of the construction vocabulary you see in the picture.

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

Construction Vocabulary.

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

ARCHITECT	SAW
BEAM	NAILS
BOOTS	SHOVEL
BRICK	TOOL
BULLDOZER	BOX
CEMENT	WOOD
CONE	
CRANE	
DRILL	
DRY	
WALL	
EXCAVATOR	
FLOOR	
PLAN	
LADDER	
HAMMER	
GLOVES	
ROOF	
SAFETY	
GOGGLES	

A word about engineering

6. **Listen and watch the video "What do civil engineers do"?**
   Use the following link to see the video of a student describing what a civil engineers does
   https://youtu.be/sUOAnm4Fg10

   Here is the transcript so you can follow along:
   Civil engineers design roads, bridges, tunnels and airports. They combine material science, engineering, economics, physics and geology to create the physical infrastructure that is central to modern life. Environmental engineers deal with waste water products, garbage disposal and recycling plants. And traffic engineers specialize in designing moving systems; be they underground subways, railroads or new or improved roads. A bachelor degree is the minimum educational requirement. At some universities, this is a five-year program, junior-colleges and night-school options are also available. Becoming a civil engineer is a lot of work but if you like the idea of being part of big complex projects to improve people´s live it could be just the profession for you.

   List the following words that you heard from the video.

Jobs:
Structures:

Reading about community projects

Pre-reading

7. What do you think about when you read the word in Spanish "Hidrosanitaria"?

_____

_____

8. You will now read how your partners created a Hydro-sanitary system within Sena´s learning centers.

First step: Plot down the end points and begin tracing. You first plot down the water exits for the toilet, sink, washing machine and other water disposal points

Second Step: Start tracing down the canals. Along the path you have already marked begin to put the pipe system in, do so with a chisel and a hammer, to wherever the water entries and exits are.

Third Step: Measure and cut the pipes. The pipes are cut according to the recommended heights of water entries and possible exits.

Fourth Step: Weld the pipe system to the accessories. It is highly recommended that you only place the pipe systems until you are completely sure it fits and is placed correctly. Then you may being welding the pipes.

Fifth Step: Placing the faucet, valves and taps. The faucets, valves and taps are attached to each end corresponding to their assumed end point.

Sixth step: Your hydro-sanitary system should hold and is ready to begin construction
of the other elements near it.

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Post-Reading

Order the steps

_____ Measure and cut the pipes

_____ Place the faucets

_____ Plot down the end points and being tracing

_____ Trace down the canals

_____ Weld the pipes

Circle word to finish the sentences

A. Plot down the _water/ ground / pipe_ exits to place the water disposal points.
B. Trace down the _pipe/ faucet/ canal_ system
C. _Distribute/ measure/ stretch_ and cut the pipes.
D. _Cut / saw/ weld_ the pipe system to the accessories.
E. Place the faucet, valves and _water/pipe/ taps_ to each end point.

Unscramble the letters

A. OITTEL _____
B. IPEP _____
C. NKIS_____
D. UCFTAE_____
E. VVALES_____
F. ATSP_____

Answer the following questions according to the text

What is the first step you should do?
_____

_____

What tools should you use to trace the canals?
_____

_____

What does the instruction recommend you do before welding?

_____

Where should you place the faucets, valves and taps?

_____

Writing down a construction project

9. You will now write a construction process you have studied before and want to share with your group.

Elaborate a step by step of a construction process you have studied before.

Name of the project:

Materials: What materials and tools will you use for your project?

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

> ***Learning Strategy:***
> *Writing down previously known information*

Step 1:

_____
_____
_____
_____

Step 2:

_____
_____
_____
_____

Step 3:

_____
_____
_____
_____

Step 4:

_____
_____
_____
_____

Final steps:

_____
_____
_____
_____

Speaking about our community

Neiva is currently having three mayor constructions going on:

> **Learning Strategy:** Analyzing and talking about projects in our community.

The Stadium Remodeling

The Interchange at Universidad Surcolombiana

7Th Avenue road extension for new buses

10. Choose one these three projects mentioned above. With a partner find the benefits and the negative impact it can have on our community. Prepare to give feedback on what your partner says

The teacher-developed module … *El modulo desarrollado por el maestro …*	It does	It can be better
has interesting images and an attractive design *tiene imágenes interesantes y un diseño atractivo*		
makes use of interesting familiar topics, related to your community. *emplea temas familiares interesantes, relacionados con tu comunidad.*		
provides different activities to practice and learn new words. *provee diferentes actividades de aprendizaje que permiten practicar y aprender nuevas palabras.*		
allows me to make use of the words through the different language abilities (reading, writing, listening and speaking). *Me permite hacer uso de las palabras por medio de las diferentes habilidades del lenguaje (lectura, escritura, escucha y habla).*		
gradually establishes a level of difficulty in the material to test my abilities *establece gradualmente un nivel de dificultad en el material para poner a prueba mis habilidades*		
Learning as a community ***Aprender como comunidad***	**I do**	**I can improve**
I can see the content of the module reflected in my real context *Puedo ver reflejado el contenido del módulo en mi contexto real*		
lets me explore and understand more about the importance of my community and the advantages it has *me permite explorar y entender más acerca de la importancia de mi comunidad y los beneficios que tiene*		
I can implement the strategies seen in the module for my professional development *Puedo implementar estrategias vistas en el módulo para mi desarrollo profesional*		
helps me to identify different cultural practices, traditions and procedures carried out at SENA and our community *me ayuda a identificar las diferentes prácticas culturales y procedimientos llevados a cabo en el SENA y nuestra comunidad*		
In relation to learning strategy discussed with the students …	**I do**	**I can improve**
I can check the spelling of words. *puedo revisar la ortografía correcta de las palabras.*		
I can use prior knowledge and contextual clues to complete meaningful sentences. *puedo utilizar mis conocimientos previos y el contexto para completar oraciones significativas.*		

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I can associate new words to their meaning. *puedo asociar palabras nuevas a su significado.*		
I can give feedback on regards to my partner's presentation *Puedo dar retroalimentación con base a la presentación de mi compañero/a*		
I can make suggestions in regards to the topics or scenario my partner is addressing. *Puedo hacer sugerencias respecto al tema o situación la cual mi compañero está hablando*		
I can make predictions and activate my current knowledge. *Puedo hacer predicciones and activar mi conocimiento actual.*		
I can use graphics to classify the proposed vocabulary words. *Puedo graficar y clasificar las palabras propuestas del vocabulario.*		
I can use an instrument to obtain information from my surroundings *Puedo utilizar un instrumento para obtener información de mis alrededores*		
Regarding vocabulary learning…	**I can**	**I can improve**
I can understand the basis of the vocabulary proposed *Yo puedo entender los principios del vocabulario propuesto*		
I can recall the meaning of a small amount of technical vocabulary in the different language skills *Yo puedo evocar el significado de una mínima cantidad de vocabulario técnico en las diferentes habilidades del lenguaje*		
I can pronounce the words acceptably. *puedo pronunciar las palabras de manera aceptable.*		
I can recall the word when need it. *puedo recordar la palabra cuando necesito emplearla.*		
I can spell the words correctly. *puedo deletrear correctamente las palabras.*		
I understand words when they are spoken or written. *entiendo las palabras de forma oral y escrita.*		
Allows me to use vocabulary related to my field of work *Me permite usar vocabulario relacionado a mi campo de trabajo*		

Chapter IV

Data Analysis

The aim of this study was to observe and analyze the possible outcomes of the process of designing and implementing a teacher-developed module focused on vocabulary learning, under the concept of community-based pedagogy (CBP) to describe SENA students' process of vocabulary learning related to their daily work lives. This research study was carried out with a group of 30 students from SENA, who were enrolled in the agricultural production and construction programs. The students' age range is 17-30 years old. This chapter entails the process and the approach implemented to analyze the data gathered, as well as the findings that will support the research study.

Data Analysis Approach

After gathering the data required, it was necessary to give meaning to this information. Qualitative research entails a descriptive and detailed procedure to obtain the findings. Taylor and Renner (2003) affirm that "as with all data, analysis and interpretation are required to bring order and understanding. This requires creativity, discipline and a systematic approach" (p. 1). Therefore, qualitative data analysis brings forward the usefulness of interpreting and making sense of the data gathered.

To carry out an effective data analysis, some aspects of grounded theory were selected to conduct the process. The author that best describes this process is Charmaz (2006), who defined grounded theory methods as "systematic, yet flexible guidelines for collecting and analyzing qualitative data to construct theories 'grounded in the data themselves" (p. 2). Summarizing, the grounded theory is a method of explication and emergence (…) [that] can produce dense analyses

with explanatory power, as well as conceptual understanding (Charmaz, 2008, p. 408). This means that the grounded theory necessarily involves the researchers' insights to analyze the data.

Other scholars who define grounded theory are Straus and Corbin (1994) who state that "grounded theory is a general methodology for developing theory that is grounded in data systematically gathered and analyzed. Theory evolves during actual research and it does this through continuous interplay between analysis and data collection" (p. 273). By using the grounded theory approach, we were able to encapsulate and understand every aspect of the implementation of the module focused on vocabulary learning as well as the similarities, differences and relations that encompass this research study and define the categories and subcategories that helped us answer the theory of our research question.

Data Analysis Procedure

Data gathered were collected through three different instruments: students' artifacts, field notes, and a think aloud protocol session with the participants. Once we gathered enough data, we proceeded to follow Charmaz's (2006) stages to identify recurrent patterns. First, she suggests an initial coding phase in which salient issues or recurrent patterns are named. This was done through the self-assessment section of the pedagogical intervention (the two contextualized workshops that made up the module).

The second stage named focused coding consists in identifying which patterns are selected by the rate of recurrence in the data. In Burns' (1999) words, coding is "a process of attempting to reduce the large amount of data that may be collected to more manageable categories of concepts, themes or types" (p. 157). By using different colors (Creswell, 2012) for each relevant aspect in relation to the constructs that inform this study, named Materials Development (red), Community-Based Pedagogy (blue) and Vocabulary Learning (green), we condensed and narrowed down the themes that emerged into the segments that kept close

relationship among them. This is supported by Bergaus (2015), who states that color coding provides "a way of moving quickly from open coding to the next step of focused coding" (p. 119). As a consequence of the use of color coding, we were able to identify the salient issues that would eventually become the sub-categories and final categories of analysis of the present research study. In the same line of thought, Charmaz (2006) asserts that "coding means categorizing segments of data with short names that simultaneously summarizes and accounts for each piece of data. Your codes show how you select, separate, and sort data to being analytic accounting of them" (p. 43). By following this procedure, we came up with several short names for the salient issues found in the table of categories.

As mentioned above, valuable information was gathered from the 30 students regarding the implementation of the module, which let us reduce this information. As a result, we implemented a data reduction process. Miles and Huberman (1994) point that "data reduction is a form of analysis that sharpens, sorts, focuses, discard, and organizes data in such a way that 'final' conclusions can be drawn and verified" (p. 10). In other words, it was vital for us to begin to thin out information, classify it into categories and common patterns identified, as this enabled us to carry out a proper analysis of data collected.

The third stage is an axial coding in which sub-categories and categories emerge from the data and the processes underpinning the previous two stages. To this respect, Saldana (2009) mentions that "codifying is to arrange things in a systematic order, to make something part of a system or classification, to categorize" (p.8). This method helped researchers to organize the data and label them into subcategories and categories that follow similar patterns or characters. By doing so, the process of analyzing data, sorting out the categories and doing an effective interpretation of such categories was much more profound.

After the organization and reduction of data collected, we proceeded to follow the principles of methodological and theoretical data triangulation. As established by Denzin (1989), it is important to use several instruments for data collection, thus, the perception and study of the problem can be understood from multiple theoretical perspectives that helped us avoid being biased.

The aforementioned principles helped define triangulation as a matter of offering validation to the research findings and sorting them out to answer the research question in the best possible way. This was supported by Patton (2002), who states that "it is in data analysis that the strategy of triangulation really pays off, not only in providing diverse ways of looking at the same phenomenon but in adding to credibility by strengthening confidence in whatever conclusions are drawn" (p. 556). As a result, we succeeded in categorizing the main constructs of our research. Three categories and six subcategories emerged from the salient issues and recurrent patterns we encountered during the analysis of the information gathered through the student's artifacts, teacher's field notes and think aloud protocol.

Research categories

From a detailed process of analyzing data gathered from students' artifacts, teachers' field notes and the think aloud protocol session. Accordingly, we stated the following categories and subcategories as follows:

Table 1

Research Categories

Research Question	Research Categories	Research Subcategories	Salient issues-recurrent Patterns
What do teacher-developed materials informed by Community-Based-Pedagogy (CBP) unveil on vocabulary learning among SENA students?	Achieving particularity, practicality and possibility in contextualized teacher-developed materials	Gradual levels of difficulty, familiar topics and learning strategies use to learn new words	Gradual levels of difficulty to develop my skills Interesting familiar topics related to student's community. Conscious use of learning strategies Giving and receiving feedback on learning activities completion
		Feedback, images, attractive design, varied activities and use of words in context to learn Vocabulary	Interesting images and an attractive design Different activities to practice and learn new words. Use of the words through the different language skills
	Fostering a pedagogy of possibility and practicality in SENA students through contextualized teacher-developed materials	Preserving learners' community practices through strategies for learning and professional performance	Content reflects real life context Identification of cultural community practices Implementation of strategies for learning and professional performance/development) (pedagogy of practicality)
		Making sense of the community funds of assets and cultural and individual identity	Understanding the community funds of assets Enforcement of student's culture and individual identity.
	Disclosing improvement in vocabulary learning	Incorporating conceptual and grammatical knowledge and recalling words in the right situation.	Clear understanding of vocabulary Recalling technical vocabulary Identifying spoken and written words
		Oral production by using words in the right situation through diverse language skills.	Use of written and spoken word when needed (field of work) Acceptable pronunciation

Achieving particularity, practicality and possibility in contextualized teacher-developed materials. Teaching English in a country like Colombia is not an easy task considering the different regulations that stakeholders have established over teachers. The Colombian government is focused on promoting bilingualism and making the population

proficient in a second language, but at the same time it promotes a system without taking into consideration students' real needs and context. This is supported by Rico (2005) who states that "all decisions one makes in terms of teaching and learning languages might take as reference the social conditions of the learners" (p. 28). Likewise, Howard and Major (2004) argue that teachers should "develop materials that incorporate elements of the learners' first language and culture" (p. 102). In light of this, the contextualization of materials becomes a key aspect in learning, since students were more invested and motivated due to the nature of the material being aligned with the program they are enrolled in SENA. Following this line of thought, it is accurate to say that materials that address learners' genuine interests, knowledge, experience and understanding of language used to create effective learning environments (Núñez, 2010; Núñez & Téllez 2009; Núñez et. al., 2009; Cárdenas, 2008; Tomlinson, 2003). Thus, teachers must go beyond the current trends and implement alternatives to develop more meaningful materials.

Considering that our workshops were built over the post-method pedagogies (Kumaravadivelu, 2001), that comprise particularity, practicality and possibility, we evinced their impact through the workshops held in class. First, we defined particularity, as a continuous transformation process in which teachers should reflect and evaluate their practice to come up with the best alternative to address learners' needs and their teaching process (Kumaravadivelu, 2003). Thus, by creating new strategies, theories and bearing in mind the learners' context constantly. On the contrary, ignoring students' needs is conceived as ignoring their lived experiences, making learning impossible to achieve (Coleman, 1996). This was evinced after implementing the needs analysis which displayed that students were not receiving contextualized content in their English classes, which yields students' lack of interest in learning the language.

We considered Núñez and Téllez (2018) stand about contextualized materials when they argued that these "respond to ground realities of everyday-human life" (p. 37), turning

contextualized materials into a possibility to enhance vocabulary learning by being familiar with students' context. Furthermore, Kumaravadivelu (2003) states that materials become immerse in particularity when designed and focused to be "sensitive to a particular group of teachers teaching a particular group of learners pursuing a particular set of goals within a particular institutional context" (p. 34). Along similar lines, Núñez, Téllez and Castellanos (2017a) emphasized on teachers' "reflection regarding both what they know about their particular teaching contexts and what they know about language, learning, and teaching" (pp. 23-24). In our study, the teacher-developed materials achieved particularity since the moment they were constructed were based on the identification of our students' needs, real-life experiences and learning styles at SENA.

Practicality encompasses the use of reflection and the construction of personal theories to test if professional theories are accurate in the current learning context. As purported by Núñez et al., (2004), "Teachers should possess … the ability to connect theory and research to practice" (p. 131). Similarly, Canagarajah (2002) underscores that teachers should hold to the "common academic pursuit of developing valid knowledge constructs" (p. 257), which in terms of Warburton and Martin (1999), means "local knowledge …[which] includes the way people observe …. their surroundings, how they solve problems and validate new information" (p.10). For our research, we emphasized on developing contextualized materials whose topics emerged from the local community and implementing an alternative approach instead of the traditional way of teaching students different from what they are used to right now, generating thereby local valid knowledge in the quest for more appropriate learning conditions.

Possibility takes into consideration the critical part of the pedagogy. This entails once more our contextualized materials, which are influenced by students' social, economic and professional context. Kumaravadivelu (2003) states that materials that reach possibility "call for

recognition of learners' and teachers' subject-positions. That is, their class, race, gender, and ethnicity, and for sensitivity toward their impact on education" (p. 36). The parameter of possibility also aims to "understand the context and construct transformative education" (Kincheloe, 2008), or to transform adversities into opportunities (Gruenewald, 2003; Kumaravadivelu, 2003; Kincheloe, 2008). The teacher-developed materials provided the opportunity to the student to be part of the process, not just by fulfilling a leaner role but being literally part of the module. The contextualized content it provided, contributed to the production of localized knowledge as well as the involvement of the community because of the materials being informed by a context-sensitive pedagogy. This in turn, transformed the students' perception of learning vocabulary and their sense of belonging as they built a relaxation zone around SENA headquarters.

This research category entails two subcategories: *Gradual levels of complexity, familiar topics and learning strategies use to learn new words; and feedback, images, attractive design, varied activities and use of words in context to learn vocabulary,* which are explained in the following segment.

Gradual levels of complexity, familiar topics and learning strategies use to learn new words. This subcategory shows the way students demonstrated their involvement with the materials and how the module itself was designed appropriately regarding the learners' level of proficiency providing meaningful and familiar content towards their field of study, as well as how they implemented the different learning strategies through the development of the module, during the implementation of the module. This ratified the idea of entailing pertinent vocabulary associated with learners' background and experiences, which maximizes students' engagement in class activities.

Starting our module only with numbering activities boosted students' confidence as shown in the field notes and the think aloud protocol session. The idea of increasing the level of complexity of the activities as they started to progress in the module showed that students felt also more invested in the process and did not want to stay behind because they really wanted to prove capable, thus challenging themselves to go further. This is claimed by Dulay, Burt and Krashen (1982), who argue that "relaxed and self-confident learners learn faster". In light of this, by providing contextualized learning activities for students we offered more opportunities for activity completion and students' motivation. Thus, encouraging leaners to go beyond and to put their abilities to test and stimulating their intelligence made them more creative and analytical (Tomlinson, 2011) at the moment of learning a foreign language. A comfortable class atmosphere increases learners' self-confidence and willingness to participate in the activities proposed, in contrast with inflexible rules to keep up unproductive class discipline.

Having students use different learning strategies to complete the learning activities offered by the module was a key aspect in the implementation. The instruction model we followed was the explicit and integrated learning strategy instruction, proposed by Chamot (2004) as the inclusion of "the development of students' awareness of their strategies, teacher modeling of strategic thinking, identifying the strategies by name, providing opportunities for practice and self-evaluation" (p. 123). The teacher named, explained, and modeled the learning strategies regarding each section and this aspect made the completion of activity a success; he also remarked on their usefulness to learn a language. In the next excerpts from the students' artifacts, it is evidenced that students applied successfully the learning strategies provided by the teachers.

2.Classify the previous vocabulary in the category it belongs.

bovine	poultry	pig farming	apiculture	aquaculture
Cow Cattle Milk Bull Calf	eggs chicken hen	piglets pork producer sow	bee swarm apiarist Honey wax Honey comb	fish pond net cage

Learning strategy: Grouping or classifying into categories

Learning strategy: Placing words in context

4.Complete the sentences using the correct word

a) The _Poultry_ distributes chickens to Campoalegre, Hobo and Neiva.

b) The _Bovine_ cattle at CEFA is the best in the southern region of Colombia

c) The _aquaculture_ raises black and red tilapia in ponds and cages.

d) The _farming_ during the San Pedro, CEFA is the biggest supplier of pork for the festivities.

e) The _Apiculture_ produces the purest honey in the market.

The teacher-developed workshop … *El modulo desarrollado por el maestro …*	It does	It can be better
makes use of interesting familiar topics, related to your community. *emplea temas familiares interesantes, relacionados con tu comunidad.*	✓	
gradually establishes a level of difficulty in the material to test my abilities *establece gradualmente un nivel de dificultad en el material para poner a prueba mis habilidades*	✓	
I can implement the strategies seen in the module for my professional development *Puedo implementar estrategias vistas en el módulo para mi desarrollo profesional*	✓	

(Student's artifacts, Workshop N°1 and Self-assessment section)

Students engaged in the activities of the module starting with the vocabulary part during session one. The activities were designed in four lessons: 'vocabulary, listening, reading, writing and speaking. Students responded positively to the materials and expressed that the sequence of activities was accurate for their English level, mostly because the vocabulary and the listening activity promoted and provided a non-stressful learning environment for the development of the rest of the module. [*sic*]
(Field Notes, Workshop N° 1 "Getting to know my learning center")

The learners completed activity 2 of the vocabulary section very quickly and expressed that the activity was "very easy for them" but, then they encountered a more challenging moment in activity 4 which caused some of them to yell "teacher we don't know what it says here, can you translate?". Student 11 (Camilo)

completed the activity and stated that even though he did not know what a learning strategy was in the first place, he was able to make sense of what was needed to be done and that in the end it was challenging but gratifying for him to have finished the activity. [*sic*]
Field Notes, Workshop N° 1 "Getting to know my learning center")

Teacher, to be honest, I think this construction module was very interesting, because, well, the vocabulary was pertinent to our field. You see? The truth is that, not even in school I was told that "martillo" was "hammer," or "puntilla" was "nail," and, well, teacher, those are things that one is used to see all the time in the field of construction, so, I thought it was thorough to work on this in English. Besides, the content in the module started being easy and then became more complex, and I almost asked you for help, ha, ha, ha. [*sic*] (*trans*)
(Think-aloud Protocol No. 5 Workshop 2, Julián)

We all learn in different ways, for me at least, having to look at an image and name the things I can see makes it easier for me to understand and memorize vocabulary. [*sic*] (*trans*)
(Think-aloud Protocol No. 6 Workshop 2, Mario)

The intention of the students' artifacts (workshop N°1) as well as the use of the words were studied and applied in a real community example. The familiar topics with English contents students engaged with (Widdowson, 2011). This subcategory addressed the aspects of how the students perceived the workshop as a meaningful way to know and understand new words they can implement in their courses and work. In relation to the self-assessment, we evinced that some participants checked "it does" in all the boxes. This allowed us to establish that, according to this self-assessment, the participants recognized the use of familiar topics and the implementation of learning strategies; they also perceived the level of complexity in workshop N°1 gradually increased. The underlying principle for assessing gradual level of complexity is found in (Shekan, as cited in Mishal & Temis, 2015) when he asserts that, when designing materials, it is necessary to have "clear criteria for task design and assessing task difficulty" (p. 166). That being said, establishing clear criteria for students to self-assess their workshops becomes fundamental.

Additionally, we noticed in the field notes that, as a result of the participants' familiarity with the vocabulary they worked on, the workshop "provided and promoted a non-stressful environment for the development of the rest of the module" which connects with what was

previously stated by Oxford (1999) on how the lack of stressing situations may facilitate learning. On this matter, it is undeniable that when feeling relaxed and comfortable, students increase their motivation and willingness to take part in all kinds of activities, and feel confident to work spontaneously.

After asking during the think-aloud protocol how the participants felt during a regular class with a standard content, most of them expressed their discomfort with the activities, claiming they were mostly about information they did not really need and that they were rather boring. On the other hand, in Julian's excerpt, regarding the classes with workshop N°1, we noticed that the familiarity of the content made it "very interesting," which, in turn, helped the participant to handle the exercises' increasing level of complexity when he mentioned that "the module started being easy and then became more complex". Julian's contribution about "familiarity" echoed Núñez, Tellez & Castellanos' (2017a) claim "language teachers should advocate for contextualized materials to offer students both the opportunity to develop strategies and consciously select and apply them for understanding" (p. 103). In other words, by advocating for contextualized materials, English teachers not only make content more approachable or more familiar to their students, but they also facilitate students' learning by gradually taking these contextualized materials into more challenging activities that make them feel more comfortable.

Feedback, images, attractive design, varied activities and use of words in context to learn vocabulary. The subcategory of feedback, attractive design and use of words in context to learn vocabulary focuses on the use of teacher-developed materials to captivate leaners, thus making them more susceptible to learning the language. Núñez et al. (2004) recommend to "recreate your activities with visuals... Include a varied set of activities ... [and] use eye-catching color in your resources" (p. 133). In this regard, our workshop tackled the aspect of attractive design and content to be developed, as well as integrating challenging and interesting activities

for the learner. On this subject, Lamb (2011) states that "visual appeal is key not only in its ability to grab the interest" (p.14). This is a vital criterium underlying our research, due to the requirement of SENA curriculum to enable students to understand specific types of texts related to their area of study, to make vocabulary learning a necessity as a main goal in the institutions. This subcategory shows the effectiveness of teacher-designed materials (module) to achieve one of the goals stated in SENA curriculum, which has to do with the understanding of specific vocabulary linked to their field of study.

It is worth mentioning that giving and receiving feedback in the moment of completing an activity was a recurrent pattern in which students continuously made comments to the teacher and classmates when finishing an activity. In this regard, Kumaravadivelu (2003) underscores that "the feedback you get from your students will be useful to monitor the effectiveness of your teaching" (p. 73). Only by taking into consideration what the students perceive and think about the learning process they are undertaking teaching becomes truly meaningful and pertinent, as observed in the following evidences from the students' artifacts, field notes and think-aloud protocol.

In relation to learning strategies discussed…	I do	I can improve
I can give feedback on regards to my partner's presentation *Puedo dar retroalimentación con base a la presentación de mi compañero/a*	✕	
I can make suggestions in regards to the topics or scenario my partner is addressing. *Puedo hacer sugerencias respecto al tema o situación la cual mi compañero está hablando*	✕	

(Student's artifact, Workshop N°1 and Self-assessment section)

Students looked completely fascinated while they worked on the activities as they were looking at themselves in the pictures. Student 12 (Alejandra) was heard saying to her classmates "I think it is wonderful that we are being included here in the workshop, the layout looks beautiful because we are in it haha". [*sic*]
(Field Notes, Workshop N° 1 "Getting to know my learning center)

After the short break, the students continued solving workshop 2. They completed exercise 7 of workshop No. 2 and mentioned to their classmates that they really liked the last English classes because they were practicing all language skills and with different exercises. Students provided critical points of view to their classmates and teachers and discussed exercise 7 thematic on a deeper level while also correcting themselves in the process. [*sic*]
(Field Notes, Workshop N° 2 "Rebuilding our community)

What I liked the most about the module was that we were in it, in the pictures that embellished the content; that made us feel as we were part of the process, and in my case, these things motivate me a lot. As we made some progress doing the exercises, we realized that they were not just completion exercises, but there were also word search, speaking activities, reading activities and vocabulary related to our field; and that made me feel more connected with the language; and now I think I can use those words whenever I need them. [*sic*]
(Think-aloud Protocol No. 7, Felipe)

I like the way the exercises made us see our profession as something relevant to our community, teacher. Some of my classmates gave very good opinions about the topics and about what anyone had to say in the moment. I think that these types of classes are the most important for us that want to learn English. [*sic*]
(Think-aloud Protocol No. 10, Pedro Nel)

The artifacts show how the content of the workshop consisted of activities that fostered the learning of new words which was relevant to the students' context, as well as an interesting layout showing pictures of themselves being part of their daily activities like pig farming, milking cows, feeding the chickens and selling the fish they produced at SENA. Students showed a high level of motivation and involvement during the intervention. Núñez et al. (2004) suggest that materials designers need "to examine if the materials employed are helping them to achieve their particular language objectives" (p. 129); this means that material designers need to examine if the layout, variety and word selection are actually facilitating learning. In connection with this,

we evidenced, in the self-assessment table, that participants were encouraged to provide their classmates with feedback based on the vocabulary learnt in Workshop N°1 and layout was an essential part of their learning processes to come up with this feedback.

By looking at the teachers' field notes, we confirmed that the students were notoriously pleased with the teacher-developed workshop because of the great amount of pictures taken from their learning center and their own classmates. Set side by side, Workshop No. 2 and the field notes evinced that students were actively participating in the completion of learning activities proposed and were "completely focused on the activities as they were looking at themselves in the pictures", as well recognizing and identifying themselves in the topics and activities offered. This coincides with Zoghi and Mirzaei's (2014) assertion that "presenting vocabulary in visual context (…) is more effective than presenting them in written mode and mere examples" (p. 39). That is why the participants could easily link the vocabulary with their pictures. For this reason, we connect this motivation with the workshops' layout, attractiveness, and of course, the novelty manifested by Alejandra when she said that they "had never worked with something like this before". All these aspects engaged the participants and boosted up their involvement in the completion of activities.

During the think aloud protocol No. 6, Felipe mentioned how the fact that their pictures were all over the module "made [him] feel as [he was] part of the process." He felt more encouraged by this kind of materials considering that the "vocabulary [was] related to [their] field" and that helped him feel closer to this type of contextualized learning, which connected with the matters he already knew about his line of work. This "being part of the process," as Felipe expressed it, has to do with the participants' role shift from "language receivers" to "collaborators" (Harwood, 2010, p. 7); making room for students to cooperate and analogously enhance their learning by designing materials along with the teacher.

Fostering a pedagogy of possibility and practicality in SENA students through contextualized teacher-developed materials. Borrowing the notions of possibility and practicality from Kumaravadivelu (2003), we defined this category based on the evidence we found in data that pointed towards participants' context-sensitive manifestations, the linkage between practice and theory and recognition of the learner. As a result, two subcategories emerged, namely, *preserving learners' community practices through strategies for learning and professional performance, and making sense of the community funds of assets and cultural and individual identity*. Subsequently, we proceed to further elaborate on them.

Preserving learners' community practices through strategies for learning and professional performance. This first subcategory has to do with the preservation and promotion of community practices that enhance students' professional performance. Our findings about preserving CBP practices in this subcategory were akin to Lastra, Durán and Acosta's (2018), in the sense that we recognized how the "decision making requiring a knowledge base which at the same time allows for the connection with the communities involved and the expansion and understanding of them" (p. 212). In other words, students enriched their understanding about their community by connecting with this through the knowledge that emerges out of the decisions they take within it. The samples below illustrate the issues mentioned above.

Reading about community projects

Pre-reading

7. What do you think about when you read the word in Spanish "Hidrosanitaria"? *Learning Strategy: Predicting*

> suministro e instalación de tuberías para circuitos y alcantarillado.

8. You will now read how your partners created a Hydro-sanitary system within Sena's learning centers. *Learning Strategy: Reading instructions*

First step: Plot down the end points and begin tracing. You first plot down the water exits for the toilet, sink, washing machine and other water disposal points

Second Step: Start tracing down the canals. Along the path you have already marked begin to put the pipe system in, do so with a chisel and a hammer, to wherever the water entries and exits are.

Third Step: Measure and cut the pipes. The pipes are cut according to the recommended heights of water entries and possible exits.

Fourth Step: Weld the pipe system to the accessories. It is highly recommended that you only place the pipe systems until you are completely sure it fits and is placed correctly. Then you may being welding the pipes.

Fifth Step: Placing the faucet, valves and taps. The faucets, valves and taps are attached to each end corresponding to their assumed end point.

Sixth step: Your hydro-sanitary system should hold and is ready to begin construction of the other elements near it.

Writing down a construction project

9. You will now write a construction process you have studied before and want to share with your group.

Elaborate a step by step of a construction process you have studied before.

Name of the project: Making a beam

Materials: What materials and tools will you use for your project?

steel	Hammer
wire	pliers
Cement	hacksaw
Sand	
wood	

Learning Strategy: Writing down previously known information

Step 1: We measure the steel with the flexometer, cut with the saw and bend.

Step 2: We start the assembly of the beam by securing the straps with wire on the steel bars.

Step 3: We assemble the beam framework with the wood, securing it with nails.

Step 4: We make the concrete mix with cement, sand, water, and smelt.

Final steps: We remove the wood slowly and obtain a beam

Learning in a community *Aprender en una comunidad*	I do	I can improve
helps me to identify different cultural practices, traditions and procedures carried out at SENA and our community *me ayuda a identificar las diferentes prácticas culturales y procedimientos llevados a cabo en el SENA y nuestra comunidad*	X si	X NO
I can implement the strategies seen in the module for my professional development *Puedo implementar estrategias vistas en el módulo para mi desarrollo profesional*	X	

Student's artifacts, Workshop N• 2 and Self-assessment section)

*(*Students showed great interest in activity 5 and 6 of the reading section of the construction module. Student 8 (Jorge) who is an expert in hydro-sanitary systems stated that he felt happy to see his field of work appear in EFL materials because they were never exposed to anything like this before. In general, students worked as a team and commented on how they previously developed a Hydro-sanitary system at SENA as shown in the pictures, thus making the learning of words related to the activity more meaningful according to them. [*sic*]
Field Notes, -workshop N•2)

During the last part of the intervention, student 2 and 14 (Diego and Arlex) approached one of the teachers to try to promote an idea they had to develop at SENA installations. They said that they wanted to do something for the community to show how much they had grown in their construction practice as well as using vocabulary taken from the workshop implementation in practice. Their ideas were to set some cement bases near some trees at SENA to create a place for everyone to sit. [*sic*]
(Field Notes, Workshop N• 2)
Well, I think that these construction topics about pit latrines and sanitary systems are never discussed in English [classes], because, you see, here, most of the time, we are not taught anything about that and seeing

now that we are reading exercises as the one that you showed us with the material vocabulary and the step-by-step of something we already knew is very exciting. Reading the content, I felt really comfortable, because, well, there are many words that look like if they were in Spanish and that I frequently use when I am working in the countryside. […] It was, I think, a really meaningful activity for all of the ones who work in constructions and that want to improve and learn more little things about a new language such as English. *(Think-aloud Protocol No. 8, Jorge)*

Yo creo que darle a la comunidad del SENA unos sitios donde sentarse cerca de todos esos árboles es algo muy bueno porque nos damos a mostrar nuestro trabajo como constructores y ponemos en práctica profesional todo lo que trabajamos con ustedes en este workshop. Creo además que siempre es importante poder hacer algo por los demás y de paso eso nos ayuda en nuestro desarrollo profesional. *(Think-aloud Protocol No. 9 Diego)*

This excerpt from Workshop N° 2 shows how the content of the unit entitled re-building our community, implemented during intervention reflects students' real-life context and clearly understands and identifies cultural community practices. In the reading section students were exposed to vocabulary about construction materials and settings in which they have to directly engage in the use of everything learned through the entire course. Activities 5, 6 and 7, displayed above, provided the students with a reading passage and a reflection on an activity they have carried out previously. The use of the participants' pictures exhibited in these two activities, helped as a strategy for students to generate this sense of community involvement and, at the same time, allowed them to remember the construction process in detail. On this matter, Comber (2014) argues that, by participating within their community, "students are explicitly encouraged and assisted to connect their prior everyday knowledge with new and academic forms of knowing across the learning areas" (p. 7). Therefore, we suggested that, as it is expected from a CBP approach, knowledge presupposes some degree of practice and involvement with the community.

In connection with the self-assessment, we evinced that participants marked that these activities and the vocabulary they learnt were pertinent to their field. Additionally, participants manifested that the workshop tackled cultural practices and traditions that were locally relevant for SENA students. In this sense, Kumaravadivelu (2016) highlights the importance of designing "context-specific instructional strategies that take into account the local historical, political,

social, cultural, and educational aspects" (p. 81) are appropriate to counteract hegemonic forces that seek to privilege foreign ELT practices.

Furthermore, in the teachers' field notes, we confirmed that participants showed "great interest in Activities 5, 6, and 7" and that this interest was propelled by previous involvement with the community, as evidenced in the pictures where they are constructing the hydro-sanitary systems. From revisiting the field note, it is also clear that participants developed a stronger sense of community through these practices as they "worked as a team" and shared a common goal. In connection with the abovementioned, we could also evidence this developing sense of community from the Think-aloud Protocol No. 5, when Jorge expressed that "it was a really meaningful activity for all of the ones who work in constructions" highlighting that his experience was very likely to be perceived similarly by his classmates who were majoring in construction. Johnston and Davis (2008) recommend"to build a shared understanding of the intentions of community-based [practices]" (p. 357), so that students can have a clear direction of what they are doing in their community, but without limiting their autonomy as active and transforming social agents.

Making sense of the community funds of knowledge and cultural and social identity.
This subcategory deals with the way in which the participants made sense of their community and developed both a cultural and individual identity through funds of knowledge. To begin with, making use of funds of knowledge involves teachers and students' engagement "in collaborative, action-oriented, etnographic research in the communities surrounding their local school settings" (Rodríguez, 2013, p. 106), to facilitate the recognition of the assets and value the richness in these communities. Although there is no such thing as a rigurous etnographic research carried out by the students in this study, we could evince in the following samples of data different moments in which they made sense of their communities while working on the modules.

(**Student's artifact Workshop N•2 and Self-assessment section**)

During the fifth and final implementation of the construction module, students carried out the writing activity in which they needed to create a construction project that offers benefits to the community. In this activity we noticed that students were totally immersed in the creation on their projects. Student 4 (Diego) proposed the construction of a wall to cover one of the zones of the construction site at SENA. He proceeded to explain how this wall could be used as a way to improve the view of the zone from exterior zones of SENA. [*sic*]
(**Field Notes, Workshop N• 2**)

From my point of view, I think that the work done with this module, especially with the speaking section, and the fact that we saw our politicians' fails in public constructions helped us reflect upon how this could have been done better or how to avoid this kind of mistakes. This is something that we do not even do in the *cursos transversales*. As I worked on the module, I was constantly thinking about those workers who died because of the poor planning when the Stadium fell apart. It was terrible, teacher. This was a critical exercise that made us see a serious problem that we had in the city. [*sic*]
(**Think-aloud Protocol N• 11, Maritza**)

The construction artifact offered a critical view of the context the students were immersed in the city they live in. Here we found how the material focused on providing students with contextualized information regarding well-known construction sites in Neiva and the cultural influence they have. In the self-assessment, we observed that the participants recognized the use of content in real context, the importance of their community, and identified cultural practices. This was also evinced in the artifacts as participants reflected on the positive and negative impact of these constructions and expressed their opinions about them critically. The reason why participants addressed this part of the workshop by using these construction landmarks in Neiva was influenced by Thomas (2014) when she suggests that using locally relevant materials "give your students opportunities to engage in critical thinking and cross-cultural nuance by adding deep culture topics such as attitudes, perceptions, and values" (p. 17). This critical engagement was also evinced in both field notes and the think-aloud protocol.

In the teachers' field notes, we noticed how the planning of "project[s] that [would] offer benefits to the community" was the beginning of this engagement in getting to know more about the community, by considering the immediate needs that should be met within it. Among the proposals the participants planned, we recorded Diego's case as "he proposed the construction of a wall to cover one of the zones of the construction site at SENA". Here, we could perceive a great concern about improving the conditions of the community, considering that Diego's proposal intended "to improve the view of the zone" at SENA.

Similarly, in the Think-aloud Protocol No. 11, we evinced the construction of social identities by listening to Maritza's opinion about the corruption case around the *Estadio Guillermo Plazas Alcid*. Maritza reflected on how this kind of buildings "could have been done better," if planning had tended to benefit the community, instead of just taking public money dishonestly. Maritza also mentioned that "this was a critical exercise that made [them] see a

serious problem that [they] had in the city," which, analogously, allowed us to notice the necessity to openly bring these problems to light in the classroom. On this matter, Benavides (2016) raises awareness about the importance of developing "activities in the classroom that allow students to unveil their identities and discuss certain topics with others" (p. 15). For this reason, the *Estadio Guillermo Plazas Alcid* was a vital issue to discuss and unfold in the workshop, as it addressed serious local problems that needed to be considered in our community, and it raised students' social awareness (Freire, 2005) and led them to a construction of a social identity as critical agents.

Disclosing improvement in vocabulary learning. Participants' improvement in vocabulary learning in this study was boosted through their interaction with the workshops designed for the pedagogical implementation. Regarding vocabulary, researchers such as Smith (1969), Nunan (1991), and Cameron (2001) argued that vocabulary learning plays a major role in language acquisition; this means that, by having students learn a fair amount of vocabulary, they will have a repertoire to draw on it to improve their language use. In the case of our participants, we discussed with them their different learning strategies, and based on their comments, we resorted to these strategies (Oxford & Crookal, 1990; Lawson, 1996; Núñez, Téllez & Castellanos, 2012) by reviewing the literature available on the subject. In this category, we discuss the following two subcategories: *Incorporation of conceptual and grammatical knowledge in specific situations, and the pronunciation and use of words in the right situation through diverse language skills.*

Incorporating conceptual and grammatical knowledge and recalling words in the right situation. It seems, as we evinced by talking to other English teachers that there is a tendency in students to learn several words but, more often than not, these words are learnt out of a context or a proper situation to use them. Pressley and McCormick (1995) recommend that students make

use of learning strategies to monitor their vocabulary learning in full consciousness, so that they can start using vocabulary in more strategic ways. For this reason, different learning strategies throughout the workshops encouraged students to use all the vocabulary they studied. By means of using these strategies, the vocabulary could be linked to specific contexts that responded to words usage in the specific situation. The aforementioned aspects are confirmed in the following evidences.

(Student's artifacts Workshop N•2 and Self-assessment section)

During intervention 3 of the agricultural module, participant 2 (Jesús) helped two classmates (Juan David and Angie) to remember words of the vocabulary to complete exercise 8 and 9 of the reading section. Jesús seemed to have assimilated the vocabulary and finished the exercise before anyone else. [...] The learners completed task 3 of the vocabulary section in the construction module and were able to recognize most of the vocabulary used there. They said the words in English followed by their literal translation. [*sic*]
(Field Notes)

In the Word Search Puzzle exercise, I felt really confident because I have really good memory skills and I was able to remember all those words that we saw with teacher Juan. I could find all the words easily because I already knew them in Spanish and some of them are written almost the same in English. [*sic*]
(Think-aloud Protocol No. 9, Carlos)

As it was shown in the vocabulary section, in Workshop N°2, students are asked to apply the grammatical and conceptual knowledge they have acquired through the implementation of the materials to categorize the vocabulary. The right-hand side evinced that students recalled previous words and used them to name the objects found in the picture. The participants were asked to "recall previous words and used them to name the objects found in the picture" by means of placing words in context, a direct learning strategy that allowed them to associate previous vocabulary they have learnt with the pictures displayed in the module. Regarding the self-assessment, the participants marked that Workshop N°2 allowed them to understand the basis of the vocabulary there and to recall vocabulary to be used through different language skills. On this matter, Yongqi (2003) claims that students "should carry on, with metacognitive choice of words and treatment, to encode the new word together with the context where it appears" (p. 15). This is a strong way to link words with their surroundings.

In the teachers' field notes we evidenced that "the learners completed activity 3 of the vocabulary section in the construction workshop and were able to recognize most of the vocabulary used there." More specifically, in this field note we mentioned the case of Jesús, a student who finished activity 3 from Workshop 2 before all his classmates, and was actively cooperating; thus achieving common goals (Richards, 2001) to benefit one another. Additionally, we could realize that the participants reported, at the end of the class, that they were able to use the words in context and they also were knowledgeable of their translation in Spanish.

We found a connection between this data in the field notes with the one reported by Carlos in the Think-aloud Protocol No. 9 when he manifested that he was able to memorize the vocabulary easily thanks to the resemblance of the words from his L1 and how the words in the module were "written almost the same in English." In other words, Carlos resorted to *cognates* that facilitated the learning of several words that, for him, looked alike in Spanish and English.

Carlos allowed us to observe here a clear case of the "psychological process by which learners rely on the L1 system to construct the L2 system" (VanPatten & Benati, 2015, p. 197); this is also known as *L1 Transfer,* in which Spanish words helped him to learn new English ones.

Oral production by using words in the right situation through diverse language skills.
In this subcategory, we elaborated on how we evidenced participants' oral production development by integrating the different language skills in the workshop. Idaryani and Tesol (2013) argued that "we always use a language particularly speaking to interact with others, but it does not mean that the other three language skills (writing, reading and listening) are not engaged in our conversation" (pp. 123-124). This suggests that, no matter what the nature of the language-learning activity is, language users, when speaking, they integrate different language skills. Accordingly, when our participants developed the different activities in the two workshops, the use of language skills such as writing, reading and listening, resulted in the enrichment of speaking and oral production.

The teacher-developed module … *El modulo desarrollado por el maestro …*	It does	It can be better
allows me to make use of the words through the different language abilities (reading, writing, listening and speaking). *Me permite hacer uso de las palabras por medio de las diferentes habilidades del lenguaje (lectura, escritura, escucha y habla).*	✕	

Regarding vocabulary learning…	I can	I can improve
Allows me to use vocabulary related to my field of work *Me permite usar vocabulario relacionado a mi campo de trabajo*	✓	
I can spell the words correctly. *puedo deletrear correctamente las palabras.*	✓	
I understand words when they are spoken or written. *entiendo las palabras de forma oral y escrita.*	✓	

(Student's artifact N° 1 and Self-assessment section)

During the review of the vocabulary revised in the construction module, students heard the teacher pronounce the words and instantly proceeded to pronounce the best way they could with a certain degree of success. Some of them did not engaged in the act of repeating the words because they were ashamed of experiencing bullying according to them. […] All the students of the agricultural group were engaged in the listening activity with good results. They presented their projects created during the exercise to the rest of their classmates using the words learned and with the help of the teacher who encouraged them to lose fear and participate more. [*sic*]
(Field Notes)

I felt really confident during the exercise and learning about the technical vocabulary, because I like English very much and I listen to a lot of songs in English; that is why it is easy for me to pronounce beautifully, ha, ha, ha. But seriously, teacher, I like English very much and it is easy for me. Even in the listening exercise we did in which your voice was recorded, I was able to understand the words that you said and I completed the exercise. [*sic*] (*trans*)
(Think-aloud Protocol N°. 4, Alejandra)

In this excerpt of the writing section of Workshop N° 1, this activity promoted the use of the contextualized and technical vocabulary learned through the activities proposed as well as the use of such words in situations focused to student's professional development. Students made use of vocabulary and understood the use of words regarding their context as well as their meaning. In this artifact we have a real application form that SENA students need to fill if they are interested in getting some funds from the institution to finance a project that will eventually attain self-sustainability. In relation to the self-assessment, participants manifested that Workshop N° 1 enabled them to use the words learnt through different language skills; it also allowed them to use words related to their job and to understand spoken or written words. Although oral production is not explicitly present in filling this sort of forms, the presence of language skills such as listening, reading and writing, which are solidly contextualized in this pedagogical or non-authentic

materials, allowed participants to see how language reflects its context (Gilmore, 2007, Montijano, 2014) and, in this particular case, with how SENA students got to use the language in an authentic and real sense.

In terms of pronunciation, in the teachers' field notes, we found that students did not only engage in using the words in the right context, but they also made big efforts to pronounce words properly. In this excerpt from the field notes, we observed how students from the agricultural group did a listening activity that was later on linked to one of speaking. We have another example of how a language skill such as listening may influence oral production (Idaryani & Tesol, 2013), considering that, once students were done with the former, they were able to develop the latter with less fear or anxiety.

In a similar fashion, we found that, in protocol No. 4, Alejandra reported that, during a listening activity, "[she] was able to understand the words that you [the teacher] said and [she] completed the exercise". By having ourselves recorded for the listening activities, we intended to raise awareness about English varieties (Jenkins, 2003), in particular, a decolonized alternative such as Colombian English (González, 2007) and appreciation of our own Colombian accent when speaking the English language. As a result of this sensitization, Alejandra was able to "built confidence" not only for reception during the listening activity, but also for the subsequent production in speaking activities. We believed that this confidence was achieved thanks to the proximity and familiarity of our accents in the listening activities, considering that the participants were not compelled to imitate an accent as such, but they were more encouraged to pronounce appropriately and sound intelligible.

Having discussed the findings of this study, we continue with the conclusions and pedagogical implications of the current study.

Chapter V

Conclusions and Pedagogical Implications

Now that we have widely elaborated on the literature, the pedagogical implementation, the data analysis and the findings underlying our study, in this chapter, we start by discussing how a reflective exercise about the research study led us to write the main components of the conclusions. Then, we provide the pedagogical implications and the impact of the research on the teacher-researchers, the students and the community. Finally, we describe in detail, the limitations we faced while carrying out the study. To conclude, we propose a research question for further research that may encourage new studies.

Conclusions

This study has discussed the reasons for designing contextualized teacher-developed materials (non-authentic ones) supported by CBP for vocabulary learning. The research objectives sought to (a) assess the appropriateness and usefulness of teacher-developed materials to foster students' learning of vocabulary; (b) to appraise the appropriateness of CBP to the learning of vocabulary among SENA students, and (c) to analyze the learning of vocabulary in terms of basis, size, pronunciation, understanding in spoken and written form, recalling, use and correctness. Additionally, the theoretical constructs underpinning this study were constituted by materials development (Núñez et al. 2004; Núñez & Téllez, 2009, 2015, 2018a, 2018b; Rico, 2005; Tomlinson, 2012), CBP (Johnston & Davis, 2007; Medina-Riveros, Ramírez-Galindo, Clavijo-Olarte, 2015; Sharkey, Clavijo-Olarte, & Ramírez, 2016), and vocabulary learning (Wilkins, 1972; Cameron, 2001; Schmitt, 2008). This theoretical framework, along with data analysis and the findings, helped us answer sub questions as follows.

First, we identified that teacher-developed materials that achieved particularity, practicality and possibility (Kumaravadivelu, 2014) facilitated vocabulary learning for our

participants; they also favored the construction of theory grounded on our pedagogical practice, and led students to transform their contextual realities. In this regard, Reza (2012) suggests that "contextualized vocabulary learning is more effective than learning words in lists" (p. 2305), and this was evident during all the pedagogical implementation. Concerning the participants, instead of being asked to learn isolated words, they were encouraged to link the vocabulary with the community practices they were used to do in SENA. This had a positive influence in the way the participants learnt the vocabulary, as they were constantly giving account on the strong connections they were developing with the workshops and the activities they carried out day by day within their own life and academic settings.

Second, we observed that CBP are pedagogies that are very suitable for educational settings in rural areas. Sharkey (2012) claims that "if we seek to reclaim the role of local knowledge in teaching and learning we must take up the intricacies involved in working in and with populations in flux" (p. 13). This certainly involves getting the community and the local assets to work together to make them even more visible. In this fashion, we evinced that the participants increased their awareness about the local richness of SENA and its surroundings by learning the vocabulary that was relevant for their context.

Finally, we want to highlight the importance of providing students with topics, learning activities and a variety of vocabulary learning strategies. When students use these strategies, they also learn to replicate these strategies for different types of vocabulary that are eventually individualized (Mishal & Temmis, 2015), and they can apply them whenever they want. We noticed that, through the different learning strategies all over the workshops, we guided our participants towards the development of practices that are not only useful for this study, but are also practices they can use in future English classes whenever they are required to learn new vocabulary.

Pedagogical Implications

This study contributed to our understanding of vocabulary learning in SENA by using contextualized materials. In this sense, we recognized that, as teacher researchers, we need to reconcile materials and curriculum with community practices (Sharkey, 2012), so that our view of teaching reflects the reality of our contexts. Advocating for this community practices, they must turn to be something of great interest for teachers, considering that this sort of practices will help us leave traditional teaching behind, and facilitate new ways of teaching. For this reason, we believe that our study will be of interest for those teachers who are looking for new practices for materials design and vocabulary learning that illustrate the local richness of their contexts.

On the other hand, we observed that the pedagogical implementation of this study was well received by the students. The relevance of this study lies on the fact that students were able to learn vocabulary by interacting with their "immediate learning community (…) as a place to learn" (Medina-Riveros, Ramírez-Galindo, Clavijo-Olarte, 2015, p. 46), and this helped them link all the workshops they were involved in with their jobs, their educational settings, their landmarks, among others. By the end of the study, we noticed an overall satisfaction from the students with the implementation, and we clearly associate this satisfaction with the relevance that this vocabulary had for them.

Limitations

The pedagogical implementation of our study was not exempt from some limitations. On this matter, we were not so much concerned with limitations regarding the participants, as they were really interested in actively participating in the study. However, there were several limitations regarding stakeholders at SENA, as sometimes they got on the way of the pedagogical implementation, because they did not want us to devote a lot of time from the classes to carry out our study. For this reason, surveillance was a recurrent shortcoming during the implementation.

Additionally, there were some issues related to the participants' economic situation who were really motivated to participate, but at some point, they had some difficulties to attend English classes because of the lack of money to afford transportation.

Questions for Further Research

We believe that this study should be repeated in different rural contexts such as the one from SENA *La Angostura,* so that we can generate a teaching community of material designers concerned with raising students' awareness towards the richness of local contexts. Accordingly, we propose a research question that may bring new relevant information and findings in this specific field: What does the implementation of Community-Based Pedagogy (CBP) materials grounded on environmental literacy reveal about vocabulary learning and environmental awareness among SENA students?

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Appendix A
Survey

SENA
Encuesta sobre contenido para workshop
Nombre: _____
Programa: _____

Encuesta para aprendices sobre el desarrollo de material para intervención pedagógica.

Querido aprendiz, agradezco tu interés y disposición para resolver la siguiente encuesta, por favor lee las preguntas cuidadosamente y contéstalas en su totalidad, selecciona la respuesta más adecuada de acuerdo a tus experiencias en clase.

1. ¿Cuáles de estas actividades considera usted que son las más difíciles de desarrollar en clase de inglés?
❑ Actividades enfocadas en hablar.
❑ Actividades enfocadas en escuchar.
❑ Actividades enfocadas en lectura.
❑ Actividades enfocadas en escribir.
❑ Actividades enfocadas de recordar palabras.

2. ¿A la hora de aprender palabras nuevas en inglés que es lo que más le causa dificultad? (marque las respuestas que considere necesarias)
❑ deletrear las palabras correctamente
❑ recordar las palabras cuando se necesite
❑ usar las palabras con su significado correcto
❑ entender las palabras en forma oral y/o escrita
❑ escuchar y pronunciar las palabras adecuadamente
❑ conocer la forma y uso gramatical de las palabras
❑ todas las anteriores

3. Los materiales en inglés motivan su aprendizaje cuando…
❑ tienen un diseño llamativo y novedoso
❑ los contenidos están relacionados con temas de la realidad y nuestra cultura
❑ los temas y contenidos son relevantes y útiles para los estudiantes
❑ ayudan al estudiante a desarrollar autoconfianza
❑ Fomentan el trabajo autónomo
❑ Todas las anteriores
❑ ¿Otro? _____

4. **Cuál o cuáles de las siguientes estrategias de memoria considera usted facilita el aprendizaje de vocabulario en inglés** (puede marcar una o varias opciones)
- ❐ agrupar palabras de acuerdo a su significado
- ❐ unir palabras con imágenes
- ❐ ubicar nuevas palabras en oraciones o frases cortas
- ❐ repetir las palabras una y otra vez
- ❐ organizar palabras alrededor de gráficos.
- ❐ todas las anteriores

5. **Cuáles de las siguientes actividades considera agradables para el aprendizaje de vocabulario** (puede marcar una o varias opciones)
- ❐ unir, completar y clasificar
- ❐ cortar y pegar
- ❐ colorear y dibujar
- ❐ escoger falso o verdadero/ correcto o incorrecto
- ❐ todas las anteriores
- ❐ otra? _____

5. **El aprendizaje es significativo cuando**
- ❐ Aprendemos a través de las emociones y sensaciones
- ❐ utilizamos nuestros sentidos (el gusto, la vista, el olfato, el oído y el tacto)
- ❐ hay una relación entre lo que el estudiante conoce y el nuevo aprendizaje
- ❐ es relevante para el estudiante y logra generar respuestas positivas
- ❐ todas las anteriores
- ❐ otro? _____

6. **Desarrollar hojas de trabajo en inglés que hablen de usted y de las cosas que le rodean, le gustaría:**
- ❐ Poco
- ❐ Mucho
- ❐ Me es irrelevante
- ❐ No me gustaría

7. **Cuáles son los términos más frecuentes que surgen al leer textos en inglés de su área de estudio?**

Área de estudio: _____

_____ _____ _____
_____ _____ _____
_____ _____ _____
_____ _____ _____
_____ _____ _____
_____ _____ _____

Appendix B

Informed Consent Form

Neiva, Huila (SENA)

Aprendices
Centro de Formación SENA

Estimado Aprendiz:

Cordial salido.

Nosotros, GUSTAVO ADOLFO NOREÑA MEDINA y JUAN DAVID ESCOBAR ZAPATA, docentes de Inglés y vinculados a la institución, nos dirigimos a ustedes con el fin de solicitar su colaboración y autorización para desarrollar en la institución nuestro proyecto de investigación de la Maestría en Didáctica del Inglés de la Universidad Surcolombiana denominado *What is unveiled on teacher-developed materials informed by the Community-Based pedagogy (CBP) in relation to vocabulary learning among SENA students?.*

Nuestro proyecto surge dada la necesidad de los estudiantes de los grupos de agricultura y construcción, en la cual se evidencia que el contenido de vocabulario enseñado a los estudiantes no se encuentra contextualizado en el área de cada uno y, por ende, no se dan a cumplir los logros establecidos en el currículo de la institución. La propuesta busca ayudar a los estudiantes a mejorar el aprendizaje de vocabulario a través de material contextualizado y novedoso basado en estrategias de aprendizaje.

Agradecemos su amable atención y oportuna colaboración.

Cordialmente,

_____   _____
GUSTAVO ADOLFO NOREÑA MEDINA   JUAN DAVID ESCOBAR ZAPATA

Yo _____identificad@ con cedula de ciudadanía No. _____ de _____ doy mi autorización a participar del proyecto *What is unveiled on teacher-developed materials informed by Community Based pedagogy (CBP) in relation to vocabulary learning among SENA students?* desarrollado en SENA por los docentes GUSTAVO ADOLFO NOREÑA MEDINA y JUAN DAVID ESCOBAR ZAPATA durante las horas de clase de inglés.

Appendix C

Record Validation by an Expert

We, Gustavo Adolfo Noreña Medina and Juan David Escobar Zapata, identified with Colombian ID number 1.075.262.545 and 1.075.274.262, hereby testify that we hold an undergraduate diploma in Licenciatura en Educación Básica con Énfasis en Humanidades y Lengua Extranjera Inglés. we are currently employed by Servicio nacional de Aprendizaje SENA, in the position of English teachers.

We hereby certify that we have agreed to the review and assessment of the following research instruments by Dr. Carlo Granados-Beltrán: Students artifacts, teacher's field notes and think aloud protocol forms, which support the research study entitled *Teacher-developed Materials Informed by the Community-based Pedagogy for Vocabulary Learning among SENA students*. The aim is to consistently respond to the objectives set as part of the research study and to analyze the information collected for that purpose.

Following completion of the relevant observations, we are submitting my assessment in relation to the criteria below.

	Poor	Satisfactory	Good	Excellent
Appropriacy and pertinence of students' artifacts (contextualized teacher-developed materials).				✓
Consistency of the questions.				✓
Accuracy and clarity of the questions in connection with the research objective.				✓
Relevance of the questions in relation to the instrument in use.				✓

I hereby certify that the information given above is true and correct as to the best of my knowledge.

Carlo Granados-Beltrán
PhD. in Education
Universidad Santo Tomas

Date: 4th June, 2019.
Location: Bogotá, D.C., Colombia.

Field Notes		
Date:	**Workshop No. 1**	**Topic: Vocabulary in context**
Research Question What is unveiled on teacher-developed materials informed by Community-Based Pedagogy (CBP) in relation to vocabulary learning among SENA students?	**Specific objectives**:(a) To assess the appropriateness and usefulness of teacher-developed materials to foster students' learning of vocabulary; (b) to appraise the appropriateness of CBP to the learning of vocabulary among SENA students; and (c) to analyze the learning of vocabulary in terms conceptual and grammatical knowledge, pronunciation, recalling, use and correctness.	
General Observations	**Analysis**	

Appendix F

Think Aloud Protocol Session

Servicio Nacional de Aprendizaje SENA
Universidad Surcolombiana
Maestría en Didáctica del inglés
Proyecto de Investigación Gustavo Adolfo Noreña y Juan David Escobar,

Estimados aprendices:

El siguiente es el protocolo diseñado para identificar sus percepciones sobre el aprendizaje de vocabulario en inglés soportado por materiales de aprendizaje de inglés desarrollados por los profesores y fundamentados en la pedagogía de la comunidad (*Commuity-Based Pedagogy*). Agradecemos de antemano su colaboración al responder estas preguntas con total honestidad.

1. Como se sintió durante la implementación de los talleres desarrollados por sus profesores?

2. ¿Qué opina de esto talleres contextualizados en relación con el aprendizaje de vocabulario?

3. ¿De qué forma ha cambiado su manera de comprender y aprender vocabulario contextualizado en inglés en las áreas de agricultura y construcción como resultado de la implementación de estos materiales?

4. ¿Cómo le parecieron las temáticas y las actividades de aprendizaje que fueron incluidas en el material?

5. ¿Cuál es su opinión de pedagogía como enfoque comunitario (*Community-Based Pedagogy*) utilizada en el desarrollo de los talleres contextualizados?

 6. ¿En qué medida estas actividades de lectura se relacionaron o no con su área de trabajo?

Gracias