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 titulado Oral Production through EFL Context-Bound Materials
informed by Community-based Pedagogy and Social Conflicts.

presentado y aprobado en el año 2019 como requisito para optar al título de
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TÍTULO COMPLETO DEL TRABAJO: Oral Production Through EFL Context-Bound Materials Informed by Community-based Pedagogy and Social Conflicts.

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PARA OPTAR AL TÍTULO DE: Magister en Didáctica del Inglés.

FACULTAD: Educación

PROGRAMA O POSGRADO: Maestría en didáctica del Inglés.

CIUDAD: Neiva- Huila

AÑO DE PRESENTACIÓN: 2019

NÚMERO DE PÁGINAS: 132

TIPO DE ILUSTRACIONES (Marcar con una X):

Vigilada Mineducación



DESCRIPCIÓN DE LA TESIS Y/O TRABAJOS DE GRADO

CÓDIGO	AP-BIB-FO-07	VERSIÓN	1	VIGENCIA	2014	PÁGINA	2 de 3
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Diagramas__X Fotografías__X Grabaciones en discos__ Ilustraciones en general__ Grabados__
Láminas__ Litografías__ Mapas__ Música impresa__ Planos__ Retratos__ Sin ilustraciones__ Tablas
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SOFTWARE requerido y/o especializado para la lectura del documento:

MATERIAL ANEXO:

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PALABRAS CLAVES EN ESPAÑOL E INGLÉS:

<u>Español</u>	<u>Inglés</u>	<u>Español</u>	<u>Inglés</u>
1. <u>Comunicación oral</u>	<u>oral communication</u>	6. _____	_____
2. <u>materiales definidos por el contexto</u>	<u>context-bound materials</u>	7. _____	_____
3. <u>pedagogía basada en la comunidad</u>	<u>community-based pedagogy</u>	8. _____	_____
4. <u>conflictos sociales</u>	<u>social conflicts</u>	9. _____	_____
5. _____	_____	10. _____	_____

RESUMEN DEL CONTENIDO: (Máximo 250 palabras)

Esta investigación-acción cualitativa tiene como objeto analizar qué es revelado acerca de la producción oral a través de materiales definidos por el contexto, fundamentados en la pedagogía de la comunidad y en los conflictos sociales en grado 11 en un colegio público. Este estudio se realizó con 12 estudiantes del Colegio María Auxiliadora en Guadalupe (Huila). Uno de los principales problemas que orientaron este estudio, fue la ausencia de actividades de producción para fomentar la producción oral de los estudiantes y el aprendizaje desde el contexto de sus realidades. Los instrumentos para recolectar la información fueron los artefactos de los estudiantes, las notas de campo de la profesora y video grabaciones. Los resultados revelaron que se promovió y aumentó la producción oral en los estudiantes, usando fragmentos de la lengua y abordando propósitos pragmáticos para referirse a los conflictos sociales; se evidencio la pertinencia, utilidad y relevancia de los materiales contextualizados en la promoción de la producción oral; y la pertinencia de la pedagogía de la comunidad como fuente para abordar los conflictos sociales, identificar sus causas y proponer soluciones alternativas.

ABSTRACT: (Máximo 250 palabras)



This qualitative-action research study is aimed at analyzing what is revealed about oral production through EFL context-bound materials, informed by community-based pedagogy and social conflicts among 11th graders, at a public school. This study was conducted at Maria Auxiliadora School in Guadalupe (Huila), with 12 students. One of the main issues this study was concerned with was the lack of oral production activities that prevented students from speaking and learning in a real-life context. The instruments to collect data were: students' artifacts, teacher's field notes, and video recordings. The findings revealed that students fostered and increased their oral production, using chunks of language and conveying pragmatic purposes when addressing social conflicts; the appropriateness, usefulness, and significance of the context-bound materials in promoting oral production; and the pertinence of the community-based pedagogy as a source to address social conflicts to identified their causes, and to propose alternative solutions to them

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LOCAL MATERIALS, PEDAGOGY AND SOCIAL CONFLICTS FOR ORAL PRODUCTION

Oral Production Through EFL Context-Bound Materials Informed by Community-based
Pedagogy and Social Conflicts

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Note of acceptance

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Acknowledgments

To my thesis advisor, Professor Astrid Núñez Pardo, the most special expression of gratitude for all her academic support, professionalism, expertise, and commitment along the research process that made this study possible.

To the best parents ever, Israel Rodríguez and Liceiba Martínez, dear siblings Leonardo, Flor Smith and Andrés Felipe and my love, Esneider, thank you for all your encouragement, understanding, love and inspiration during this time.

To professors Diego Fernando Macías Villegas and Gilma Zúñiga Camacho, the coordinators of the Master's program in English Didactics at Universidad Surcolombiana, thank you for offering this Master's degree, and thanks to all the teachers who formed part of this process.

To my fellow students, thank you for the great environment you created and for all your contributions, as part of this learning path.

Abstract

This qualitative-action research study is aimed at analyzing what is revealed about oral production through EFL context-bound materials, informed by community-based pedagogy and social conflicts among 11th graders, at a public school. This study was conducted at Maria Auxiliadora School in Guadalupe (Huila), with 12 students. One of the main issues this study was concerned with was the lack of oral production activities that prevented students from speaking and learning in a real-life context. The instruments to collect data were: students' artifacts, teacher's field notes, and video recordings. The findings revealed that students fostered and increased their oral production, using chunks of language and conveying pragmatic purposes when addressing social conflicts; the appropriateness, usefulness, and significance of the context-bound materials in promoting oral production; and the pertinence of the community-based pedagogy as a source to address social conflicts to identified their causes, and to propose alternative solutions to them.

Key words: oral communication, materials development (context-bound materials), community-based pedagogy, social conflicts

Resumen

Esta investigación-acción cualitativa tiene como objeto analizar qué es revelado acerca de la producción oral a través de materiales definidos por el contexto, fundamentados en la pedagogía de la comunidad y en los conflictos sociales en grado 11 en un colegio público. Este estudio se realizó con 12 estudiantes del Colegio María Auxiliadora en Guadalupe (Huila). Uno de los principales problemas que orientaron este estudio, fue la ausencia de actividades de producción para fomentar la producción oral de los estudiantes y el aprendizaje desde el contexto de sus realidades. Los instrumentos para recolectar la información fueron los artefactos de los estudiantes, las notas de campo de la profesora y video grabaciones. Los resultados revelaron que se promovió y aumentó la producción oral en los estudiantes, usando fragmentos de la lengua y abordando propósitos pragmáticos para referirse a los conflictos sociales; se evidencio la pertinencia, utilidad y relevancia de los materiales contextualizados en la promoción de la producción oral; y la pertinencia de la pedagogía de la comunidad como fuente para abordar los conflictos sociales, identificar sus causas y proponer soluciones alternativas.

Palabras clave: Comunicación oral, desarrollo de materiales (materiales definidos por el contexto), pedagogía basada en la comunidad y conflictos sociales.

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Introduction

This action research study aimed at promoting two oral communication micro-skills (produce chunks of language of different length and use an adequate number of lexical units (words) to accomplish pragmatic purposes among 11th graders at Maria Auxiliadora school through the implementation of context-bound materials (Núñez & Téllez, 2018; Núñez, Téllez & Castellanos, 2017a) informed by the community-based pedagogy and social conflicts. In Harmer's words (2001), language teaching places great emphasis on helping students to use the target language in a variety of contexts as well as on learning language functions. Indeed, oral production constitutes a way of giving not only teachers but students an alternative to express ideas or thoughts in different settings.

After observing several classes and conducting a needs analysis survey (see Appendix A), it was possible to identify that the lack of oral communication activities and the excessive use of materials focused on grammar were having a negative impact in the development of students' oral production. Besides that, the materials were decontextualized and, as claimed by Núñez-Pardo (2018), "This decontextualization implies that the EFL textbooks misrepresent the plurality of both local and target cultures" (p. 1). Without underestimating the value of foreign cultures, it is a need that students learn from their realities and recognize what is happening around them. In that sense, they will have a broader perspective of their target culture.

Considering that every day the society deals with more and different situations, materials for learning should be adjusted accordingly. Therefore, Allwright (1981) underscored that "textbooks can not meet the vast and changing needs of learners and classes around the world" (p. 9). Consequently, I decided to design and implement meaningful context-bound materials that considered students' language needs and real-life experiences as a way to nurture oral production activities. As claimed by Núñez, Pineda, and Téllez (2004), "Indeed, it is teachers in their contact with learners who perceive their most salient characteristics and needs" (p. 130). About the

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previous quote, I would say that there is no more suitable person than the teachers, to know specific features from students. The constant interaction in the class, inform the teacher with different situations that are not easily identified from an outsider. I agree with Núñez (2010), when she affirms that “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). Thence, the context-bound materials proposed in this study considered students’ real-life context and experiences, especially concerning the social conflicts present in the community such as poverty, drugs, discrimination for sexual orientation and race discrimination.

This document is organized into five chapters, chapter I presents the statement of the problem, the research questions, objectives, related studies, the setting, and the rationale. Chapter II deals with the literature review that supports this study. Chapter III relates to the methodological design; the research design, the type of research approach, the type of study, the participants of this study and the instruments for data gathering. It also presents the pedagogical design that includes the pedagogical intervention, the pedagogical objectives, the intervention as innovation, the theory of the nature of language and language learning, the methodological approach underlying the pedagogical intervention, the relation of the pedagogical intervention with the research question, and the pedagogical stages of the intervention. Chapter IV presents the data analysis, which includes the research categories and subcategories revealed, and the evidence from the data collection instruments, framed within the four theoretical constructs that underline in this study. Finally, Chapter V includes the conclusions, one per each research category; the pedagogical implications this study brought; the limitations, and also the question for further research.

Chapter I

Research Problem

Statement of the Problem

The purpose of this action research study is to promote two micro skills of oral production through context-bound materials informed by community-based pedagogy and social conflicts in 11th graders in an EFL classroom. Based on my experience at working at Maria Auxiliadora School, I have observed that 11th graders at this school located in Guadalupe, Huila, are motivated in learning English. Students participate in the activities proposed for the classes, and enjoy learning phrases or words they find useful; also, they are willing to improve their oral communication because most of them are aware of the significance of using a foreign language. Nevertheless, students were used to take their English classes in Spanish, and most of them reported difficulties in understanding what the teacher says in the foreign language. Students also lack the vocabulary and the confidence needed to participate in oral activities and communicate in English.

I identified the previously mentioned issues through direct class observation and the design and administration of a needs analysis survey (see Appendix A). Also, class observation allowed me to realize that students were not used to communicating in English, not even basic information; and the results of the survey administered to 35 students showed that speaking and listening were the least practiced language skills in the English classes. The results also revealed that the students recognized their lack of vocabulary and pronunciation and that their ability to communicate in English was deficient, despite considering it essential. On this basis, I deemed it pertinent to work on oral production and promote communicative activities through context-bound materials informed by the CBP and social conflicts they face.

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Additionally, I asked students about their will to work with context-bound materials, their content, the type of activities they like the most, preferred learning strategies, and class dynamics. Finally, I inquired about the kind of social conflicts they were more interested in working on, based on their context and their realities; those conflicts were discrimination against race, age, national origin, and special learning needs, as well as gender inequality, violence, depression, drug addiction, poverty and discrimination for sexual orientation.

Hence, I decided to design and implement context-bound materials, composed of five lessons, namely vocabulary in context, reading to make sense and assume a personal stance, listening for understanding the causes of social conflicts, and writing and speaking about student's experiences to transform their reality. This workshop is informed by community-based pedagogy and social conflicts aiming to promote oral production, especially to have students produce chunks of language and use an adequate number of lexical units (words) to accomplish pragmatic purposes. Given that, Celce- Murcia (2007) stated that education should rethink the kind of enlightening content that language teaching uses as a means of facilitating the acquisition of communicative competence. In that sense, I consider that social conflicts are suitable to trigger and maintain students' motivation and to promote oral communication in the EFL classroom.

I proposed the development of a context-bound workshop since commercially textbooks do not satisfy my students' needs and contextual requirements. At Maria Auxiliadora School, some English teachers from eleventh and tenth grade are using Textbooks from the series *English, Please!* and some other teachers look for virtual materials, which are usually decontextualized and do not fulfill the sociocultural, academic, economic and political conditions of this context. Referring to *English, Please! 3*, which was suggested by the Ministry of Education (MEN), and whose primary purpose was to facilitate English learning through topics close to the students'

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realities, I have to say that since they were meant to be used in all the public schools in Colombia, there are not issues that belong to the specific community of Guadalupe. Even though English, Please! 3 has an attractive layout, and the images displayed resemble the Colombian context, it only presents descriptive shallow content and lacks activities that help students develop a critical stance of the situations that affect them, or the ones that they live every day.

It is necessary that students not only recognize the conflicts they live in their communities, but also that they identify their causes and effects, and be able to propose alternative solutions to those conflicts. On this matter, Canagarajah (2002) supported that materials should be created “by each community in relation to its history, needs, and aspirations” (p. 199), and Kumaravadivelu (2001) claimed that “to ignore local exigencies is to ignore lived experiences” (p. 539). Along similar lines, Núñez, Téllez, and Castellanos (2013) deemed materials as “socio-cultural resources” (p.10). Therefore, by designing and implementing the context-bound workshop informed by the community-based pedagogy and social conflicts, I expected to foster my students’ oral communication micro skills.

Acknowledging that in public schools, teachers are not allowed to ask students to buy coursebooks, and the currently existing textbooks for secondary students are old and decontextualized, it is a need for teachers to design appropriate materials. The only printed materials we have at Maria Auxiliadora School are the series English for Changing a World, which is old and outdated. In this regard, Hutchinson and Torres (1994) recommended that “good teachers [...] devise their own curriculum and materials (p. 316). In the same spirit, Núñez and Téllez (2009) affirmed that “all teachers are potential materials developers” (pp. 183-184) and that they “should take advantage of their knowledge and creativity to undertake the development of their own teaching materials” (p. 183). Indeed, most of the teachers should consider the option

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of developing their own materials, making use of all the skills they have concerning their discipline and pedagogical knowledge, language proficiency, the use of the technology and their imagination; which with can be merged with the understanding of everyone's' context. Likewise, Littlejohn (2012) advocated “resisting the manner in which uniformity is being imposed” (p. 295) through centralized commercial materials.

Correspondingly, my interest is to develop materials that are responsive to students' profiles and community interests intending to have them develop both their oral production and social awareness that enable them to propose alternative solutions to the problems present in their communities.

This proposal is also a response to the role of the teacher as “a subject of knowledge” (Quiceno, 2010, p. 142), “a public intellectual” (Giroux, 1998, p. 153), “historical thinkers and transformer” (Freire, 1987, p. 52.), a “subaltern intellectual” (Kumaravadivelu, 2014, p. 78) and “agents of permanent change” (Núñez & Téllez, 2009, p. 184) who dares to propose materials underlined by methodologies that are sensitive to the need of the communities. Accordingly, the role of the teacher as a knowledgeable subject is to enable students to participate in their learning process and become critical of the circumstances that surround them.

Research Question

What is revealed about oral production through EFL context-bound materials informed by the community-based pedagogy and social conflicts among 11th graders at a public school?

Research Objectives

General objective: To analyze what is revealed about oral production among 11th graders through EFL context-bound materials informed by the community-based pedagogy and social conflicts at a public school.

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Specific objectives: (a) to describe oral communication micro skills through EFL context-bound materials informed by the community-based pedagogy and social conflicts; (b) to appraise the appropriateness and usefulness of context-bound materials in 11th graders' oral production; (c) to examine the role of the community-based pedagogy in 11th graders' oral communication micro skills at a public school.

Related Studies

As a way to nurture my research study, it was essential to explore and make reference to different research studies that have taken place inside Colombia. The following studies are presented as each one of them contain valuable information about the following constructs: oral communication, materials development (context-bound materials), community-based pedagogy and social conflicts and which at the same time constitute the core of what my research study is about.

Concerning oral communication and contextualized materials, Munévar (2017) carried out an action research study, to explore the impact of contextualized worksheets to foster two oral communication micro-skills. This study took place at Diego Gomez de Mena, a high school located in the north of Bogotá. The instruments used by the researchers to collect the data were student's artifacts, field notes, and audio recordings. As a pedagogical intervention; the researcher implemented a Task-based learning approach, developing six contextualized worksheets focused on the rural context with the purpose to encourage students to speak English and achieve communicative needs. The findings showed that the implementation of contextualized worksheets centered on the task-based approach contributed to start developing two oral communication micro skills: To appropriately accomplish communicative functions according to situations, participants and goals and use facial features, kinesis, body language, and

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other nonverbal cues along with verbal language to convey meanings. The relevance of this study relies on the appropriateness of contextualized materials as they turn into an outstanding opportunity to connect the EFL class objectives with the students' real context and an appealing pedagogical intervention to implement in rural settings.

Likewise, the qualitative action research study conducted by Cárdenas (2006) described the contribution of designing and implementing workshops focused on project work to eleventh graders' oral communication micro skills in a public school. Twenty-four eleventh graders were the participants of his study. Students' artifacts, teacher's field notes, and video recordings were the instruments used to collect data. The findings demonstrated that the contextualized materials (workshops) enhanced the oral communicative micro skills employing the use of chunks of language and cohesive devices while working on small scale projects. This study is useful to mine as it provides theoretical support on two of the theoretical constructs that inform my study: oral communication micro skills and materials development-contextualized workshops. Besides, it models the design of materials that are responsive to the particularities of local contexts.

Regarding materials development, the qualitative action research carried out by Sarmiento (2018) reported the contribution of teacher-made materials focused on the development of oral interaction in a group of ninth graders in a public EFL setting. The data gathering instruments used by the researcher were teacher's field notes, students' artifacts, and video recordings. The findings evidenced that the impact of teacher-made materials on students' oral interaction was undeniable. The SLA principles supported workshops that address students' real linguistic and cultural needs, also promoted the conscious application of learning strategies and triggered students' oral interaction by generating an ideal environment giving students the chance to feel comfortable to speak and to learn the foreign language. This study is pertinent to the current

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research as it provides an account of a localized development of teacher-made materials aimed at fostering oral interaction among students. Besides that, the activities proposed in the materials illustrate the conscious use of learning strategies to foster students' oral communication and production.

About oral production, Peña and Onatra (2009), in their action research study, promoted oral production through activities based on the Task-Based Learning (TBL) approach. It was done with seventh graders in a Public Secondary School in Colombia. The researchers used audio recordings, field notes, and proformas to gather the information. The results let me contemplate mistakes to appraise their learning process since they constitute a learning opportunity to recall and enrich individuals' prior knowledge. Besides, they remarked on transactional and interactional oral activities as an anxiety reducer and a promoter of students' oral interactions. The researchers concluded that getting learners to speak in the EFL classroom is both rewarding and demanding because there are many elements to be considered when dealing with oral skills. The contribution of this study lies in the need to look at the different aspects when the objective is to address oral skills.

Another action research study conducted by Castillo (2007), at Colegio de bachillerato Patria in Bogotá, in a group of eleventh graders, entitled *Improving Eleventh Graders' Oral Production in English Class through Cooperative Learning Strategies*, sought to establish strategies to help students to improve their oral production, and found that students were aware of their responsibility in the speaking process. The instruments used to collect data were field notes, surveys and audiotape. According to this study, students understood that one way to improve speaking is practicing with others, interacting with others, and learning from others. The

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cooperative learning strategies used to promote speaking in this study were jigsaw, think-pair-share, round robin brainstorming, numbered heads, and three-step interview.

Setting and Rationale

Maria Auxiliadora School is the principal public school in the municipality of Guadalupe, a town located in the south of Huila, Colombia. Maria Auxiliadora School is the principal public school in the municipality of Guadalupe, a town located in the south of Huila, Colombia. The schools' population is about 700 students, most of them live in the urban area, but some students come from the countryside in villages located between 10 and 30 minutes by car from the town. The socio-economic population belongs to one and two socio-economic strata; most of the students come from families with low incomes. The English program has 3 English teachers and a program with 3 hours of English classes per week; concerning the English classes, there is a lack of primary material needed for the development of the classes. There is an English lab equipped with 40 computers, but there is no internet connection, and also there are some obsolete textbooks that can be used during the English classes. The books are from the series English for Changing World, but unfortunately, they are out of date since they were produced in 1997, and the content is quite far from the students' realities, a fact that makes students lose interest since they don't see any utility for their context.

The English proficiency level, according to the results obtained in the Prueba Saber in the previous year, is A1 based on the Common European Framework (2002). The school follows a communicative approach and the English curriculum aims at developing the communicative competencies needed to achieve the B1 level stated in the Common European Framework (2002), which allow students to use the foreign language, to acquire knowledge, and to understand and interpret the current society and the world. Regarding the evaluation system, Maria Auxiliadora

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school has a quantitative and summative assessment, on a numeric scale from 1 to 10 being ten the highest grade. According to the Institutional Educative Project (PEI its acronym in Spanish), each area and subject of the program has stated its objectives and content following the institutional horizon to strengthen and develop the human talent, educating man and woman without discrimination, with an attitude of respect and tolerance against others and themselves, contributing to improve their life in community.

As a teacher-researcher, I'm am aware of the importance of providing my teaching environment and my students with new alternatives for language learning. According to Ramos & Aguirre (2014), "In the Colombian context, there is the need to explore the effects of designing materials by Colombian teachers for their specific contexts" (p. 135). Accordingly, my research study is an opportunity for exploring the advantages of considering local classroom needs in terms of language learning expectations and curricula to promote more meaningful pedagogical practices.

Besides, I expect that this research study becomes a resource for informing teachers and principals about the importance of contextualizing content and activities for learning. Freeman and Freeman (as cited in Marquina & Murillo, 2006) that stated, "Critical to any lesson plan is the idea of learner-centeredness. When lessons begin with students' interests and experiences, students are naturally more motivated to engage in learning" (p. 80). Hence, it is essential to start considering the number of possibilities that Colombian education has to start building local and contextualized methodologies and materials that respond to real students learning needs in any subject.

Additionally, it is relevant to account for the challenges that Colombian education has in terms of the building of knowledge and integration. According to Kolb (1984), "Learning is a

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process whereby knowledge is created through the transformation of experience” (p. 38). Indeed, my research study sums to several contributions that other teacher-researchers have done regarding language teaching and by this way, nurture the theoretical foundations for a more appropriate and significant perspective of what considering local needs implies for education.

Moreover, this study contributes to international trends in EFL, more specifically in relation to the postmethod pedagogy, which according to Kumaravaduvelu (2001), facilitates the progress of a context-sensitive language education based on a true understanding of local linguistic and sociocultural particularities. When students are able to recognize their problems, difficulties and the ones from their contexts, they have more possibilities to become critical subjects able to propose ideas to transform their lives by solving different conflicts they face every day.

Finally, this study contributes to the principles of “justice, equity, and inclusion”, “autonomy and empowerment”, and “quality assurance and professional development” stated by Núñez, Téllez and Castellanos (2013). First, this study is focused on attending local specific learning demands via the materials proposed with the purpose of building a more equal and inclusive learning environment. Second, as a teacher-researcher, I am in charge of giving my teaching context the relevance and the importance required for improving language learning through the implementation of materials that favor the use of learning strategies to help the students become more independent learners. Finally, this research study is an opportunity to continue growing in the field of language teaching and research.

Chapter II

Literature Review

In this section, I present the theory behind oral communication, materials development (context-bound materials), community-based pedagogy, and social conflicts. These constructs are developed and analyzed on the light of my research study.

Oral production

It is crucial to account for the relevance of oral production and its effect on the development of communicative competence. Regarding oral production, Burns and Joyce (as cited in Cunningham, 1999), stated that it is an interactive process of constructing meaning that involves producing, receiving, and processing information. Concerning this, teaching to communicate in a foreign language goes beyond the learning of vocabulary, grammar, intonation or pronunciation, it is a complicated process of teaching students how to use the language to attain successful communication. In the same line of thought, Chaney (as cited in Hetawati, 2016), highlighted that oral production is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Thus, oral production becomes a process of meaning negotiation that leads to interpretation and interaction.

However, considering the population for this research study, it is essential to be aware of the constraints that affect fluent or accurate communication (timing, class periodicity, students' previous knowledge, personal or external factors) and in this sense, I relate to Bygates' (2001) view of speaking, who claimed that oral production is the ability to produce sentences in different types of situations. Hence, what is crucial for me as a teacher-researcher is to give students opportunities to communicate successfully at basic levels, to express their thoughts and to make use of the input they have.

Oral communication micro-skills. Considering what has been said, two oral communication micro-skills were selected for this research project. Based on Brown (2001), I decided to focus on: “produce chunks of language of different length and use an adequate number of lexical units (words) to accomplish pragmatic purposes” (p. 272), as both micro-skills represent point of departure for students start gaining confidence in using the target language for oral communication, and they are explicitly recognized, referenced and assessed.

Supporting the importance of the skills in learning to communicate or to produce orally, Harizaj (2015) asserts that “learning grammar is not the primary focus as it is speaking, but it is not said that it should be neglected as it is the core of each language. It is important to practice, and to distinguish linguistic skills, their role in language acquisition and reinforcement of communicative ability” (p. 98). It is necessary to realize that grammar plays a fundamental role in the learning of a language but developing skills or micro skills is crucial in the acquisition of communicative abilities, and students should make use of it to communicate in real life situations. Since speaking is a process of meaning construction, to achieve this, different micro-skills are combined to make sense. However, teachers usually focus on the outcome of speaking and leave aside the speaking process itself. Therefore, for this study, I selected two oral communication micro-skills, considering that producing chunks of language of different length and using an adequate number of lexical units (words) to accomplish pragmatic purposes, are the most frequently used speaking micro-skills at this low level. On this regard, students can convey meaning regardless their length and also, they can be able to use the language accordingly to specific situations.

Oral production in the EFL classroom. Promoting oral production activities in the EFL classroom is a relevant activity not only for language practice but also for language learning.

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According to Erazo (2010), teachers use tasks, role plays and simulations, project work, conversation strategies, dialogues, presentations, and many other activities to promote oral communication among students. Accordingly, these activities are developed for teachers in class, to provide students with multiple options to enhance oral production, keeping in mind that students learn in different ways and in respect of communication, they need to receive feedback from teachers or classmates to correct their mistakes and also, to have different perspectives on what they are doing.

To facilitate oral production in students, they found through the materials, strategies aim at facilitating comprehension, and at the same time, allowed them to become more self-directed learners. According to Oxford (1998), learning strategies are essential for language learning since they are tools that foster active, self-directed involvement, which is fundamental to develop communicative competence and language learning; Oxford and O'Malley (1990) classified those strategies as making associations, placing new words into a context, Grouping, Organising, Getting the idea quickly, Developing cultural understanding, listening for detailed information, Discussing your feelings with someone else, and Cooperating with peers.

Materials Development

Here, I present the conceptualization of materials development as a field of study, the factors that interact in the development of materials, the definition of language teaching and learning materials, the typology of materials, and context-bound materials.

Materials development as a field of study. Several scholars have defined Materials Development (MD hereafter) and agreed on the fact that it entails a difficult process that aims at helping students learn a language. In this respect, Tomlinson (2012) affirmed that "materials development' refers to all the processes made use of by practitioners who produce and/or use

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materials for language learning, including materials evaluation, their adaptation, design, production, exploitation and research" (p. 143). This previous quote means that, materials' development demands a conscious and organized process of verification, evaluation, and observation of the materials in action in the EFL classroom. In the same line of thought, Núñez, Téllez, and Castellanos (2013) argued that "Materials development, as a field of study, demands an informed methodology that allows validating the efficiency, appropriateness, and relevance of materials within the context of learning a language" (p. 10). Thence, teachers deal with several fronts when developing materials for their classes if they want their resources to be suitable, useful, and meaningful for their students. A salient aspect to consider is the outset of a situated methodology that engages students, teachers, and the community in the consensual process of building knowledge.

Factors that interact in the development of materials. It is important to consider that Materials Development (MD) demands from teachers more than a clear and broad perspective of real learning needs. In this regard, Núñez and Téllez (2015) propounded that "reflection, awareness of and MD rationale, affect, motivation, teachers' beliefs, creativity, and commitment are the components that interplay in MD" (p. 57). In other words, the process of developing materials is a complex endeavor that requires teachers' theoretical background, practical insights, imagination, enthusiasm, and a sense of responsibility towards students' learning. Similarly, Núñez and Tellez (2009) contended that "materials development requires designers to be reflective, resourceful, and receptive (RRR) agents about their teaching practice" (p. 174). As noticed, appropriate materials development needs a group of components that work together to achieve usefulness due to the content of the designed materials, suitability obtained in terms of well-planned and structured learning activities, significance attained by the possibility that

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students have to recognize themselves in the materials, and advancement of their learning process. Also, I agree when Núñez (2010) when she mentioned that “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).

Language Teaching and learning materials. Materials are a valuable cultural resource in the process of teaching a language. As argued by Núñez, Téllez and Castellanos (2013), “Materials [. . .] are sociocultural resources that facilitate not only linguistic interaction but also cultural exchanges between the various human groups” (p. 10) and they are “forms of sociocultural mediation that make it possible to get close to the different cultures (p. 7). Since language and culture are two related concepts, the activities proposed in the materials should allow learners to learn about their own culture and other cultures. On this subject, Rico (2010) considered materials as “powerful tools that function as sociocultural mediators” (p. 90) and Gray (2013) understood them as “cultural artefacts 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). Both stances regard culture as a point of departure in materials since every human belief, idea, behavior, response, attitude, and action is underpinned by sociocultural patterns that are necessarily addressed in written or oral texts to be worked in language learning activities included in the materials.

From a more practical perspective, some researchers also consider materials as necessary teaching means to guide language practice aimed at fostering learning. For instance, McGrath (2002) argued that “materials represent the first stage in which principles are turned into practice” (p. 217). Likewise, Núñez and Téllez (2009) deemed materials as “teaching resources and strategies used to maximize students’ language learning” (p. 172). In the same vein, Montijano

(2014) sustained that materials are “elements that bring about a colossal source of practical ideas on how to sequence the different linguistic constituents to teach” (p. 268). Therefore, for many teachers, materials are an essential support in their daily teaching sessions as they provide an organized teaching sequence, a set of contents proposed in written and oral passages, practice activities that allow students to manipulate the language, and an array of learning strategies that may help students to self-direct their learning.

To continue with, materials’ development entails the idea of reflecting upon and responding to specific objectives, points of view, and strategies or methodologies to teach. Xiaotang (as cited in Núñez & Téllez, 2009) claimed that “materials are not just tools; they represent the aims, values, and methods in teaching a foreign language” (p. 58). In this regard, materials for the EFL classroom need to be developed to promote and refine innovative and meaningful methodologies for the learning of a foreign language in the Colombian context. In addition to this, Núñez (2010) attested that “the ultimate goal of developing materials is to guide students’ language learning process” (p. 45) and Rico (2012) remarked on materials as “key tools that help learners develop the language competencies required for the acquisition of any language or culture” (p. 5). In this respect, materials’ development needs to frame the way students approach not only language learning but also the socio-cultural background that language entails. What is more, when developing materials, it is essential to follow a process of constant revision of what is being developed and implemented.

Typology of materials: Authentic vs non-authentic. In general, teachers use any resources available for promoting language learning. According to Tomlinson (2012), materials include, “course books, videos, graded readers, flash cards, games, websites, and mobile phone interactions, though, inevitably, much of the literature focuses on printed materials” (p. 2). Thus,

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there is a diversity of printed materials that can be used for giving students the chance to approach language learning and practicing from different approaches. In this sense, authentic and non-authentic materials provide teachers with valuable resources for language learning and practice.

Authentic materials are those created with non-teaching purpose but that are used by teachers in class. Gilmore (2007) claimed that “An authentic text is a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort” (p. 4). Mass-Media and audiovisual resources that come from an English-speaking community serve as models for students to realize the way language is used for communication. On the other hand, non-authentic materials are those made with a teaching purpose, such as books, audios, worksheets, etc. In Febrina’s (2017) words, “These materials are planned, designed, and produced based on the curriculum and policy in each country” (para. 8). Nevertheless, it is noticeable that the commercial textbooks used for teaching lack the desired and useful content that suits local language learning needs.

Considering what has been said, materials for this research study are non-authentic as they were designed to serve the pedagogical purpose of helping students enhance their oral communicative micro skills broadening the possibilities for language use and communication. In this sense, Carter and Shortall (as cited in Hardwood, 2010) argued that “inauthentic as well as authentic texts are pedagogically exploited” (p. 5).

At a more specific level, teachers find a number of teaching resources. Tomlinson (2012) identified:

Materials can be informative (informing the learner about the target language), instructional (guiding the learner in practicing the language), experiential (providing the

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learner with experience of the language in use), eliciting (encouraging the learner to use the language) and exploratory (helping the learner to make discoveries about the language)²² (p. 143)

The majority of materials used to teach EFL are informative and instructional. Thus, the challenge is to overcome these two categories and start resisting them by proposing eliciting, experiential, and exploratory teaching means that meet the particularities of the teaching and learning contexts. Finally, Núñez and Téllez (2015) offered “materials like a book, a module, a didactic unit, a workshop, a worksheet, a lesson, or a learning task. This typology responds to local needs of teaching settings” (p. 57). So, the proposed context-bound workshops belong to the category of teacher-designed materials that foster a balanced development of the four language skills.

Context-bound materials. To begin with, context and interests are points of departure for the development of contextualized materials. These materials, in Núñez’s (2017) words, “Are those specially developed for particular learners in a given context where the learning and teaching processes take place” (slide 76). Similarly, for Núñez, Téllez, and Castellanos (2017a), “Teacher-developed materials fit into the category of contextualized materials that are context-bound since they are responsive to local needs” (p. 34). Hence, developing materials that address students’ genuine needs is a must for EFL teachers since, as attested by Ur (1996), “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. 191). All in all, contextualized materials bring far more possibilities to meet students’ interest, expectations and real-life experiences as no other materials do, raising thereby, students’ motivation to learn and use the foreign language to participate and interact in the EFL class.

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There are several advantages of contextualized materials. First, they give students the opportunity to work with “meaningful input to ease their language learning purposes” (Núñez, Téllez, and Castellanos (2017a), p. 36); second, they “help students recognize their learning process and raise their awareness of learning strategy use, language skills, and content (p. 36); third, they “are more meaningful and coherent to the sociocultural, economic, and political needs of local contexts” (Núñez, Téllez and Castellanos (2017a, p. 36); and fourth, they “provide learners with rich, contextualized and comprehensible input to facilitate their language learning targets; raise awareness of their learning process and assist their on-going development of a balanced set of skills and content (Núñez, Téllez & Castellanos, 2017b, p. 24). The benefits above, ratify the pedagogical value, pertinence, and appropriateness of developing context-bound materials since they not only help students to become more independent learners, but also guide them in the critical understanding of the sociocultural, economic, and political issues that affect their local contexts.

For this study, the context bound workshop fits in the category of non-authentic contextualized, experiential and elicitation materials, since they are specially designed for a particular group of students in a specific learning setting with precise exigencies. According to Núñez’s (2017) “Workshops [are] made up of several lessons to foster different language skills whose learning activities are completed in the EFL classroom” (slide 76), which is the intention of the pedagogical intervention of this study. As Ecclestone (as cited in Bohemia & Davidson, 2012), argued, “Motivation and approaches to learning cannot, therefore, be isolated from the unstable yet important contexts of learners’ interests” (p. 51). Correspondingly, the context bound workshops represent an innovative and appropriate pedagogical resource and consider

students' needs, interests, and immediate realities as primary sources for informing teachers about what is needed in the EFL classroom.

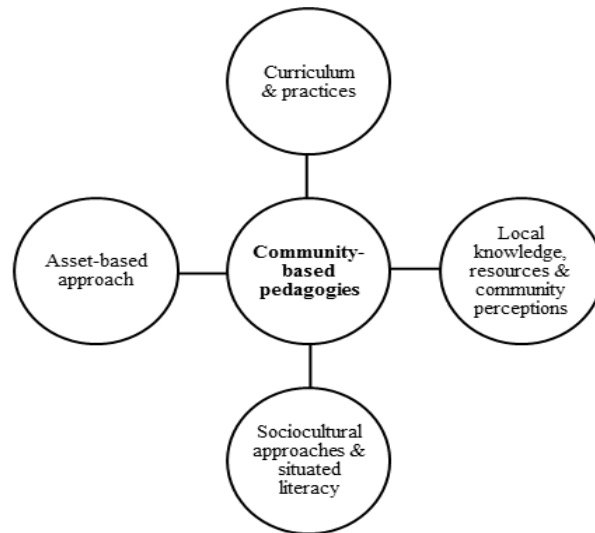
Community-Based Pedagogy (CBP)

Considering that this research study becomes an opportunity for integrating the context and language needs into pedagogical practices, CBP serves as another essential element for informing my lessons. Hence, CBP is defined by Sharkey (2012), as “curriculum and practices that reflect knowledge and appreciation of the communities in which schools are located, and students and their families inhabit” (p. 65). On this matter, it is necessary to highlight that not only teachers but students, parents, administrative staff, previous knowledge, and personal experiences, nurture the possibilities for integration. In addition to this, Kerry (2010) argued that “community-based research involves collaboration between trained researchers and community members in the design and implementation of research projects aimed at meeting community-identified needs” (p. 13). As noticed, CBP becomes an alternative not only to close the gap between the curricula and the community but also to help students become aware of their daily-life experiences within their communal settings, and offers possibilities for the creation of localized knowledge nurtured by the perceptions of the community members, as can be seen in Diagram N° 1.

Diagram

Community-Based Pedagogy - Sharkey (2012)

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To continue with, CBP in this research study focuses on the type of activities and the tools needed for promoting oral production. Kerry (2000) affirmed that “impact is achieved when materials have a noticeable effect on learners that is when the learner’s curiosity, interest, and attention are attracted” (p. 43). Accordingly, finding possibilities for including the educative community is a way to contribute to better teaching, and learning environments as students and external participants have the opportunity to take charge of their educative system. In the same line of thought, CBP is seen by Johnston and Davis (2008) as “any learning that extends class-based learning beyond the school or in which involves children and young people working on community projects” (p. 353). This pedagogy has a very positive aspect, and it is the fact that includes student’s realities and makes them even more aware of their contexts. Another point to consider in this pedagogy, according to Johnston and Davis (2008); is that it helps students make decisions in their classrooms, instead of waiting to be told what to do so. This pedagogy can be seen as an opportunity for students to make choices about what they would like to address in class, an action that would help them feel at ease when working because the topics are going to be interesting, relevant and challenging for them.

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In reference to the teachers' realities in the classrooms, Bomer, Serna, and Gonzalez (as cited in Sharkey, Clavijo & Ramírez 2016), stated that "teachers struggle with ways to connect students' lives to mandated standards that ignore or dismiss local sources, interests, and realities" (p. 1). In many schools, curriculums are designed adopting issues that do not align with the real necessities and contexts from the students, situations that teachers face in everyday life and part of it could be improved by implementing CBP.

The CBP has been implemented previously in different studies, and it has demonstrated to be suitable for the local setting, as can be corroborated in the section about related studies. Under the previous circumstances, Brandsford, Brown, and Cocking (as cited in Sharkey, Clavijo & Ramirez, 2016) affirmed that "learning is foster when teachers allow and acknowledge the knowledge, beliefs, and experiences that students bring with them into the classroom (p. 3). It is worth mentioning that my intention of working with CBP in this study, is to include my students' and the community's interests, needs, struggles and expectations in the design of the materials and activities. These particularities will be addressed and reflected in the English classes, to give students the possibility to transform their realities in search of a better coexistence in which differences are valued and respected. Regarding the integration of the CBP and learning strategies, after students choose and select topics of interests for them and their community, it is also necessary to combine it with the learning strategies that students are more familiar with and with the ones they feel more confident about.

Social conflicts

Here, social conflicts refer to issues that have had an impact on the students, and to the realities that most of the educational settings experience regardless of their conditions. It could be said that language teaching and learning has been changing, and that, nowadays, teachers are not

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only concerned with conventional aspects, such as grammar and vocabulary, but also with different social elements based on the students' realities. Palmer and Sharifian (2007), affirm that, increasingly, language teachers recognize the need to incorporate sociocultural factors into their classroom. However, there is a lack of consensus on how to introduce cultural elements into the lessons, and this fact - probably - causes the omission of this crucial aspect, which gives students the chance to recognize the different situations they experience and to learn how to cope with them. In this regard, it is necessary to clarify that by being aware of the lack of materials available that address the social factors arising in specific contexts, I designed a workshop to work (mainly) on the following social conflicts: poverty, drugs, race discrimination and discrimination on the basis of sexual orientation.

As stated by Dollar, Easterly and Gatti (as cited in Villalobos, 2015), "It is not surprising that during the last decades an increase of social conflicts and strains have been observed in countries, both internally and between them" (p. 51). In this respect, it is necessary for teachers to prepare students to responsibly face the different social conflicts that they may find in their communities, with the aim of providing them with the tools that would enable them to be critical people and to recognize and handle the various situations that the world offers. Hence, Krasner (1999) stated that students could not be considered to have mastered a foreign language until they understand the cultural contexts in which the target language is spoken. For this reason, language teachers should not limit their classes to teaching only the language, as such, but they should also look for strategies that allow them to incorporate aspects that are inherent to their own realities.

When addressing topics related to social conflicts, students can achieve an English level of proficiency, and at the same time, they can understand different situations from their surrounding which are related to their own realities. Concerning the previous ideas, Crawford-

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Lange and Lange (2010) mention that culture is inseparable from language and, therefore, must be included in language study; culture is in the act of becoming and therefore should be taught as part of a process. Apropos of the preceding statement, I agree that by making reference to social aspects that surround people's lives, students can become more critical and aware of those topics that have been contextualized for them.

Considering the term social conflict, some authors have defined this concept. According to Kreisberg, "Social conflict is a relationship between two or more parties who believe they have incompatible goals" (p. 26). Based on this definition, one might then argue that, social conflicts occur when there are different purposes, which entail incompatibility and later conflicts.

Referring specifically to discrimination on the basis of sexual orientation, it is a conflict that LGBT groups experience very often from heterosexual people, and it could be related to the fact that they have incompatible goals and different ways of thinking that generate controversies and conflict. Also, we have Luhmann (as cited in Villalobos, 2015) who stated that social conflicts are "processes showing the opacity of our systems" (p. 54). In this sense, social conflicts also arise because of the inequities of our social systems and if we teach students to see that it is possible to find solutions for them, we are showing fairness and favoring a better society.

Chapter III

Methodological Design

Research Design

This chapter presents the research design, which includes the research approach and the type of study. Both aspects are supported by theory, the description of the participants and the instruments for data collection. It also includes the pedagogical design, which entails the pedagogical intervention, its objectives, the theory of the nature of language and language learning, the innovation of the pedagogical intervention, the methodological approach, the pedagogical intervention and its connection to the research inquiry, and finally the instructional phases.

Type of research approach. The qualitative research approach frames this action research study since it allowed me to understand the problem I identified in the classroom; it helped me to collect the data, reflect on it, and analyze it. Accordingly, a qualitative research approach, as stated by Creswell (2003), enables the researcher to “collect open-ended emerging data with the primary intent of developing themes from the data” (p. 18). The qualitative research approach plays a fundamental role in this study, as the implementation enabled me to gather the information needed to understand if materials’ development informed by community-based pedagogy and social conflicts promote or not oral production in this specific context.

The unaltered social context is essential in qualitative studies. According to Creswell (as cited in Carrie Williams, 2007), the qualitative research approach is described as “an unfolding model that occurs in a natural setting that enables the researcher to develop a level of detail from high involvement in the actual experiences” (p. 67). Thus, this kind of research makes it possible for the researcher to become immersed in the different situations that students live in their contexts, to comprehend their realities better.

Type of study: This study followed the framework of action research, as I considered that it suited my pedagogical intervention. According to Burns (2009), action research is a reflective process that aims to solve a particular teaching-learning problem identified. Thus, considering the issue related to oral production at Maria Auxiliadora School, action research could be a very efficient type of study to tackle the situation by posing questions through a complete and progressive process, not only for students but also for the teacher-researcher. As asserted by Wallance (as cited in Donato, 2003), “Action research is conducted by teachers and for teachers. It is small-scale, contextualized, localized, and aimed at discovering, developing, and monitoring changes to practice” (p. 1). Under such circumstances, action research looks to improve teaching practice, which I consider goes hand-in-hand with the institutional curriculum.

Considering that some of the students who are involved in this study, come from vulnerable contexts, in which they face many social problems, I decided to implement an action research, considering what Carr and Kemis (2004) suggested: “If teaching is to become a more genuinely professional activity, the professional responsibilities of the teacher must be extended, so as to include a professional obligation to interested parties in the community at large” (p. 9). With this in mind, one may think that implementing an action research informed by the community-based pedagogy, and addressing needs from the context, is a big step toward making changes in the teaching practice, which will be even more meaningful for students.

In line with the previous assertion, action research is a process that plays a substantial role, since it allows teachers to unveil circumstances about the process of teaching and learning. As stated by Lakorte and Krastel (as cited in McDonough, 2006), “Action research has been regarded favorably because it can help teachers develop in-depth perspectives about the process of teaching and learning” (p. 34). In this regard, sometimes it could be challenging for teachers to conduct a research study in the classroom, but this process is quite significant as it shows

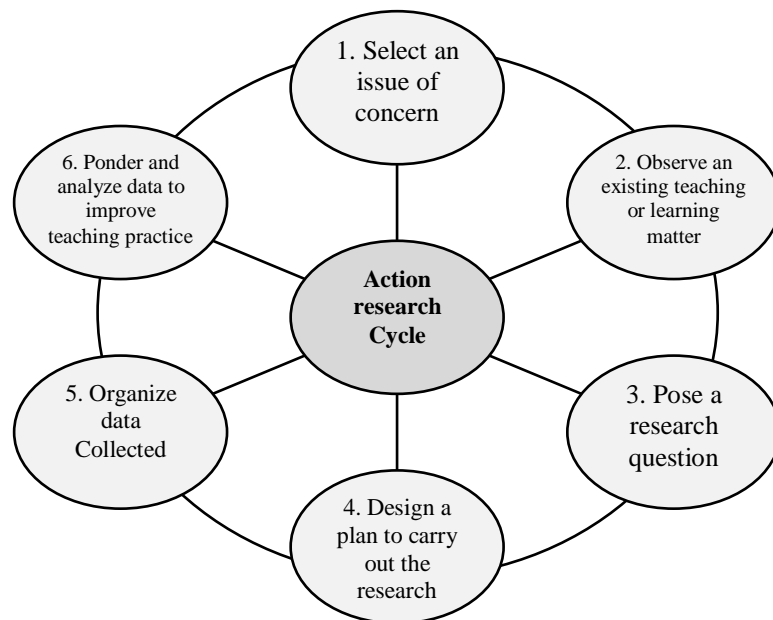
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meaningful perspectives about teaching, that teachers would probably not usually identify through teaching practice alone. On the other hand, Ferrance (2000), affirms that “action research is a process in which participants examine their educational practice systematically and carefully, using the techniques of research” (p. 1). It is worth mentioning that during the process of action research, the teacher is not the only one who reflects on the practices, but also the participants of the study. They analyze their learning process, their strengths, their preferences, their needs, and also the weaknesses they have in certain areas. In this regard, both the teachers and the participants become involved in this process of reflection and at the same time in the process for improvement.

The following diagram depicts the cycle of action research according to Burns, (2009), which was the sequence taken as a reference point for this study.

Diagram 2

Action Research Cycle (Burns, 2009)



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Participants. The participants of this action research study were the students and the teacher researcher.

Students. Twelve eleventh-graders from Maria Auxiliadora School, a public institution located in Guadalupe (Huila) participated in this study. The targeted group comprised five girls and seven boys, whose ages ranged from 16 to 18 years old. Most of the students lived in the town, but some students came from rural areas; the majority of the students belonged to social economic strata one and two. These students have studied English since they were in sixth grade; however, this experience has been a very basic and grammar-centered instruction, which has been designed by the English teachers at the school since they are constantly moving from one place to another, bringing materials from different sources, without following any pedagogical sequence. This decontextualization has affected the proficiency level of the students, which is generally low. There are several social problems in their community, such as insecurity, unemployment, drug consumption, corporal punishment, physical and psychological, violence, and maltreatment in general, which makes it a vulnerable population. For this reason, I decided to work on social conflicts, to help students understand the causes of those conflicts, find alternative solutions, and raise awareness that later improve their life quality.

I implemented this pedagogical intervention with 35 students. However, the selection of the participants was done in the following way: Firstly, the students' parents signed the consent form (see Appendix A) to determine how many students were allowed to participate. Only one student did not get the authorization needed. Secondly, I made a list of the students who wanted to participate in this study and asked them to take full responsibility and be fully committed during their participation. The list was made without considering their English level, just their willingness and desire to improve. Through this convenient sampling technique process, which is

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used to select the participants, I secured the final group of 12 participants. According to Cohen, Manion, and Morrison (2007), “Convenience sampling involves choosing the nearest individuals to serve as respondents and continuing that process until the required sample size has been obtained or those who happen to be available or accessible at the time” (p. 113). In this sense, the sampling was chosen according to the students’ interests and wished to enhance their oral production and also their availability for this study.

Teacher-researcher and text developer. In this study, I fulfilled my role of teacher-researcher through my daily practice of guiding, motivating, and facilitating learning processes in my students, to develop in them their two oral communication micro-skills. In this sense, I agree with Harmer's (2007) assertion when he says that "all committed teachers aim to facilitate learning" (p. 108). Based on Harmer's perception, I would say that many teachers do a great job of facilitating students' learning, thus making this process helpful and achievable. Reflecting on my teaching practice during this study, I deem myself a teacher who helps students to feel at ease, guiding them in their learning process, making them feel confident; I also reflect on my weaknesses in the roles that I undertake in my everyday pedagogical practice.

Moreover, I participated as a text developer, by designing a workshop composed of five lessons, informed by the community-based pedagogy and social conflicts. The materials were assessed and adjusted according to the students’ needs and to give them the chance to talk about some of the social conflicts from their surroundings. I decided to design creative context-bound materials, because as it is said by Tomlinson (2003), “Every teacher is a materials developer” (p. 1). In this regard, I think that every teacher should be a text developer, be able to adjust materials to the students’ real needs and interests, and also able to consider different aspects from their culture. In the same line of thought, Núñez, Téllez, and Castellanos (2017b) underscored that

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teachers are “critical change agents within their institutions’ curriculum” (p. 60). In this regard, one could see this change as a positive aspect, in the sense that teachers are always coming out with new ideas to innovate and are prepared to interpret and, and propose changes for their context.

Finally, I performed as a researcher in this study, taking a critical stance, and transforming my practice to reinforce and provide positive results to the community. In action research, the researcher becomes part of the context studied (Hammersley & Atkinson, 1983). Thus, my role as a teacher was to lead, encourage, and facilitate learning through innovative experiences that motivated students and allowed them to get involved in the process.

Data gathering instruments. One of the purposes of qualitative studies is to describe, through a process, a reality from the classroom that was identified by the teacher. However, to achieve that purpose, it is necessary to collect information by employing appropriate instruments that will be analyzed later and codified to draw conclusions and answer the research questions.

As stated by Merriam (as cited in Lankshear and Knobel, 2004), “Instruments are pieces of information found in the environment that are collected in systematic ways to provide an evidential base from which to make interpretation and statements intended to advance knowledge and understanding concerning a research question or problem” (p. 173). In this regard, data collection is a crucial procedure in a research study, which involves preparation of the instruments, application, and interpretation. The instruments I selected for this study were students’ artifacts, field notes, and video recordings, which were piloted with a group that shared similar characteristics and then they were adjusted; finally, they were validated by an expert (See Appendix D).

Student's artifacts: The students' artifacts in this study, were the result of what students did in class (See sample at the end of this chapter). Students' artifacts are defined by Merriam (2009) as "physical material as a form of a document, broadly defined, consists of physical objects found within the study setting (...) which include the tools, implements, utensils, and instruments of everyday living" (p. 146). The students' artefacts refer to the context-bound workshop composed of five lessons that addressed the four language skills (reading, listening, writing, and speaking). The students worked on a variety of learning activities such as associating words and images, classifying words under topics and using vocabulary in context prior to doing reading and listening comprehension activities focused on social conflicts. Afterwards, they were asked to identify and write the causes of the social conflicts, and propose alternative solutions to them in a poster, and to state their opinion on thought-provoking statements. Finally, the students were asked to give alternative strategies to overcome the social conflicts affecting their school, to hold mini-interviews with three actors of the school, and then, reflect on the self-assessment section for them to know what they had achieved. This instrument allowed me to give voice to the participants, who help me make a better sense of the phenomenon I was studying; this way both the researcher and the students mutually build knowledge. The students' artifacts were evaluated individually at the end of the 12th session, and the self-assessment section followed the criteria based on the four primary theoretical constructs that encompass this study. They are oral production, context-bound materials, community-based pedagogy, and social conflicts.

Field notes: This instrument was used in every single session, and during class observations (See Appendix E). Besides, after every class, there was an analysis and an analytical comment about the experience which was completed by the teacher-researcher. As Hopkins (2008) asserts, field notes provide good on-going records; used as a dairy, they give excellent

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continuity, and they are straightforward to keep. In this sense, field notes are useful as they let us register reliable and detailed information that we would not probably be able to identify through using other instruments. Aspects such as students' reactions towards certain activities, their commitment with the assignments, and the understanding of individual behaviors were registered in the field notes. Thus, this instrument allowed me to address, in a better way, one of the objectives of this study which was to appraise the appropriateness and usefulness of context-bound materials informed by community-based pedagogy and social conflicts in the promotion of 11th graders' oral production.

Video recordings. This instrument was beneficial, as it allowed me to detect both the verbal and non-verbal language of the students during their oral production activities (See Appendix F). Thissen, Sattalury, Mcfarlane, and Biemer (2008) defined audio recordings as “a tool to capture voices for later review, which improved convenience for interviewing” (p. 1). Considering that this study was aimed at promoting oral production in students, during the development of the workshop, there were different activities where they had the chance to interact orally while discussing the causes of the social conflicts present in their community, reflect on those problems and look for alternative solutions to those; these were the sessions recorded. Some of the recordings were done during the whole class, and some other recordings were short and focused on each of the students. Those videos were later transcribed to analyze students' oral production supported by body language during the implementation of the materials. Taking into account that most of the students were underage, I asked the parents to sign an informed consent form to record the students.

Pedagogical Design

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In this instructional design, you will find the pedagogical intervention, which includes six Second Language Acquisition principles that, according to the author, should be considered when we design teacher-made materials. Then, you will see in a very brief way, the instructional Objectives and the intervention as an innovation that is supported by theory. In addition, this fragment entails the theory of the nature of language and language learning, the methodological approach underlying the pedagogical intervention, the connection of the pedagogical intervention with the research question, the instructional stages, a short description of the implementation of the teacher-made workshop and finally a sample of the context-bound workshop.

Pedagogical intervention. It consisted of the implementation of one context-bound workshop developed by the teacher; they comprised five lessons each and were created to promote oral production in students gradually.

Considering that teachers, researchers, and materials developers are continually looking for opportunities to facilitate learning, the lessons created in this workshop aimed to develop two oral communication micro skills, namely, using chunks of the language of different length and use an adequate number of lexical units (words) to accomplish pragmatic purposes. Thus, in each session students had the chance to work on learning activities that consistently promoted communication, enabled them to share their opinions about social conflicts and were expected to propose alternative solutions for the conflicts they found in their particular context. Besides that, students self-selected the content of the workshop and were the main characters of pictures that accompany the different lessons and learning activities, since there were pictures of them in every session, images that were taken by the teacher right before starting designing the material. These materials were underpinned by six Second Language Acquisition (SLA) principles stated by

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Tomlinson (1998), which are used to improve their quality and to facilitate the students' learning, as follows.

Materials should achieve impact: This first principle suggests that the materials should achieve impact by employing novelty, variety, attractive presentation, and appealing content. In this respect, the materials designed for the students was created considering different activities and, the presentation was developed in a creative way using students' images to inspire them and achieve real impact. Therefore, I agree with Núñez, Pineda, and Téllez (2004) when they mention that developing materials “should not turn into a meaningless task, with the sole purpose of enjoying and keeping the students busy. Certainly, we should develop materials that motivate our learners” (p. 130). In light of this, materials developers should make an effort to create appealing materials that engage students in the learning process and generate a positive impact on them.

Materials present a sequence of activities so students can feel at ease: This principle refers to the relevance of pacing the lesson and its sequence; taking into consideration the instruction and exposure for learning, which might take a reasonable length of time. In most of the cases, the less anxious a student is, the better a language acquisition can be. Also, the teacher must make sure to contextualize language input. In this regard, when students know what the content of the materials is, it is going to be easier for them to understand. Accordingly, Tomlinson (2012) mentioned that “learners are more at ease with texts and illustrations that they can relate to their own culture that they are with those which appear to them to be culturally alien” (p. 9). On this matter, I have experienced how challenging it is for students to understand something that they do not even know in their mother tongue. However, about materials when they recognized their culture, and themselves as the main characters of the content and activities, they felt more comfortable, confident, and engaged.

Materials are significant and are related to the students' and the school's interests. As a third principle, it was considered for the design of the materials that they should be aligned with the students' interests. To address this principle, I observed the results of the entry survey, which let me review the students' interests, real-life experiences, and preferences to maintain students interested in the class. On this subject, Tomlinson (1998) underscored that “perceptions of relevant and utility can also be achieved by relating teaching points to interesting and challenging classrooms tasks and by presenting them in ways which could facilitate the achievement of the task outcomes desired by the learners” (p. 10). Accordingly, students' opinions should be taken into consideration so that the classes can be more significant and useful for them.

Materials provide opportunities for outcome feedback. The process of giving feedback to the learners is entirely meaningful, as it increases awareness of their weaknesses. As claimed by Borup, West, and Thomas (as cited in Alvira, 2016) teacher feedback is probably the most common way to support students during the critical period of application of their recently acquired knowledge, a moment when they lack enough understanding to know if they are executing it correctly. It is worth mentioning that in the process of learning, students need support not only from the teacher but also from their classmates to make sure they are using what they learned adequately. In that sense, it is necessary to create an environment in the classroom where there is space for outcome feedback.

Materials present opportunities for communicative purposes: In recent decades, language teaching has been focused on the communicative skill, which implies not only the use of grammar but also the use of it in a specific situation. Hymes (1972) defined communicative competence not only as a basic grammatical competence but also as the ability to use grammatical competence in a variety of communicative situations. Accordingly, teachers should

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promote activities in class that allows students to communicate. They should offer experiences in which they see the necessity to produce orally in real contexts; students should be able to practice what they learn every day so that they can see their learning process as significant, useful and valuable for their lives.

Materials include enough free-practice activities: They offer opportunities for the students to practice the language freely and in an uncontrolled manner, where they can achieve communicative purposes and scaffold through free activities; materials could help learners to be able to use language rather than only practice specific features of it. According to Rutherford and Sharwood (1998), effective materials offer the necessary resources to help students to develop self-discovery. In this regard, the context-bound workshop I developed had different activities in which the students could discuss to create their alternative solutions to social conflicts, for example, about avoiding discrimination. Hence, free practice activities, where learners can develop the ability to communicate freely instead of following a structure or format, could be more appropriate and relevant in terms of language use.

Instructional objectives. This pedagogical intervention contains general and specific objectives that are mentioned below.

General objective. To promote oral production through the development of context-bound materials informed by the community-based pedagogy and social conflicts.

Specific objectives. (a) To foster oral production by means of creating a non-threatening learning environment; (b) to make students aware of the importance of using appropriate chunks of language to convey meaning; (c) to help students to consciously apply learning strategies for activity completion; (d) to encourage students to identify social conflicts present in their

immediate context; and (e) to raise students' social awareness aimed at having them using lexical units or words to propose solutions to existing conflicts in their context.

Intervention as innovation. Considering that oral production is crucial in the second language acquisition process, I thought it necessary to address it in this study, even when research has already been done in this area. However, I would like to highlight that this research includes elements that make it innovative and brings novelty not only for the students but also for the teachers and Maria Auxiliadora School. Here, I am remarking the context bound materials that were informed by community-based pedagogy and a quite interesting topic, which was social conflicts. For this study to serve as innovation, first, I have the context-bound materials, and secondly, I addressed the social conflicts. According to Markee (2001) an innovation implies:

Collecting information, changing old habits of views and observation, deciding about the convenience or the adoption or refusal of such changes, ratifying or disproving the decision the previously made decisions, and planning the educational change considering the individuals and their context. An innovation implies three phases: identifying the area of intervention, planning the pedagogical intervention and implementing. (p. 271).

In the same line of thought, and on the topic of innovation, we have Rogers (as cited in Kirkland and Sutch, 2009), who understood it as “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” (p. 14). With this in mind, implementing in the classroom new and contextualized resources where students can see their images and their realities is significant and original for them. Following De Lano, Riley, and Crookes (1994), there are “four key terms that characterize innovation: change, development,

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novelty, and improvement” (p. 488). Correspondingly, innovation causes a social change that brings progress in ways different from everyday practices.

On the subject of materials developers, teachers can be innovative by putting into practice skills to create ingenious, original, and localized materials that students could enjoy. Núñez, Pineda, and Téllez (2004) affirmed that “Teachers as innovative professionals, have the potential to explore their creativity by designing materials for their classes” (p. 130). The contextualized workshop I designed showed me that teachers could innovate while exploring situations that belong to the context. According to Nuñez, Téllez, and Castellanos (2012), “Innovation has a major role in MD and (...) teacher-developed materials can be seen as an innovative practice in the EFL classroom” (p. 24). Thence, it is necessary to reaffirm the importance of motivating teachers in designing materials for their classes, since it is the teacher in the classroom who knows the students and what could be beneficial for them. By the same token, Nuñez, Téllez, and Castellanos (2012) identified three key reasons that justify why developing materials fosters innovation:

One reason is that it entails a sequence of opportunities for decision. Another reason is that by doing so they become active agents of change in language teaching. The last reason is that in designing them they were able to address their students’ needs and expectations. (p. 27)

Finally, it is a fact that developing materials is a path to innovate in the EFL classrooms. It creates pleasant environments for learning, it fosters transformation in terms of the content seen in class and it also helps students to understand their reality and to be critical about what is occurring around them.

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In the end, by developing contextualized materials for their pedagogical interventions, teacher may grow as both individuals and professionals. Teacher-materials developers, as posited by Núñez and Téllez (2015), “Expanded their knowledge of MD and grew as individuals and professionals” (p. 61). Furthermore, Núñez, Téllez and Castellanos (2017a) remarked on the fact that “MD fosters teacher professional development” (p. 24). Since all the processes carried out by teachers contribute to the growth as a professional, it is undoubtedly that a teacher who devotes time to create and develop context- bound material enhance their professional development.

Theory of the nature of language and language learning. One of the important aspects considered when developing this chapter is having an understanding of the nature of language and language learning. Starting with the nature of language, we have Richards and Rodgers (2001), who present three related theories. Those theories are the structural view, the functional view and finally the interactional view. Considering that this study is an action research, I focused on the interactional view, which as stated by the already mentioned authors Richards and Rodgers (2001), the “functional view calls attention to the semantic and communicative dimension rather than the simple grammatical features of the language” (p. 21). As I started working at Maria Auxiliadora School, I realized that English teachers were focused mainly in the structural view of the language, leaving aside the interaction that facilitates communication.

In regard to language learning, there are several theoretical perspectives that underline this issue. Based on Vygotsky (as cited in VanPatten and Benati, 2015), “Language learning is a socially mediated process and language is a cultural artifact that mediates social and psychological activities” (p. 82). Following Vygotsky’s assertion, learning is a process in which cultural tools are used with the aim of interacting with the surrounding. Therefore, the input that students acquire by means of communication and social interaction in the class, is the mayor data

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source for them to learn the language. I also share VanPatten and Benati's (2015) view, when they affirm that "all learning or development takes place as people participate in culturally formed settings. These settings include schools, family life, peer groups, work places and so on" (p. 82). In this regard, mediation is seen as an interaction with others, where society plays a crucial role, allowing language learning and communication.

Methodological approach underlying the pedagogical intervention. This study followed the community-based pedagogy as a pedagogical intervention, intending to appreciate, recognize, and value the local knowledge and specific situations from that context. The pedagogical intervention started with a mapping to the community, the students visited the most remarkable places and institutions in Guadalupe, took pictures, interviewed people and asked about relevant information from the context to have a broader understanding of the social conflicts from different perspectives. During the mapping, the students went to the police station, where they received accurate information that allowed them to ratify the most current conflicts in the community and have a broader understanding of the context. Thus, as stated by Cochran and Little (as cited in Sharkey, Clavijo & Ramirez, 2016) "the goal of learning with and from teachers includes the co-construction of local knowledge and critical engagement with the research generated by others both inside and outside contexts of practice" (p. 2). In this regard, it is worth mentioning that learning is given by mediation of knowledge from the context where it is being developed, and also from settings from outside. That is way; this pedagogical intervention considered the community-based pedagogy to inform the context-bound material designed.

Relation of the pedagogical intervention with the research question. The pedagogical intervention in this study, which refers to the community-based pedagogy, is addressed in the research question as follow: What is revealed about oral production through EFL context-bound

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materials informed by the community-based pedagogy and social conflicts among 11th graders at a public school? The relation is precise that this pedagogy involves aspects from the context and gives significance to the local knowledge, to later analyze what was revealed concerning oral production employing social conflict.

Researchers as Sharkey, Clavijo, and Ramirez (2016) “stated that “community-based pedagogies are flexible enough to invite teacher autonomy and ownership, and allow multiple entry points for curriculum design and different learning trajectories for teachers and students” (p. 11). Having in mind the idea of adapting the institutional curriculum in which we can address different topics considered relevant for the context, I thought that the community-based pedagogy could mediate and help to find the answer to the research question since it allows flexibility and autonomy in the regards to the curriculum.

Pedagogical stages. The first stage to implement this study was related to the informed consent in which, as a researcher I made aware, firstly, the administrative staff of the school and secondly, the parents who were asked to authorize the students to participate, considering that most of them are still under age. Also, there was an invitation to the students to participate in this study. The second stage, was a needs analysis (See appendix C) related to the identification of the students’ perceptions, needs and interests regarding the design of the materials, the identification of the social conflicts existing in the school, and also, the activities students like the most to develop oral communication. The third stage was to propose the materials development framework, which was the result of comparing and contrasting the existing MD frameworks to build my own proposal. Finally, the fourth stage deals with the evaluation of the materials, to analyze the strengths and probably what has to be changed or adjusted, and the fifth and final stage was related to the implementation of the materials.

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Informed consent. To begin with, I talked to the students in class to explain the action research that I was going to conduct; then, I made clear the process of the pedagogical intervention; and finally, I made them aware of what they were going to do by being part of this study (See Appendix A). Following this process, all of the students showed a very positive attitude in participating, so I gave them a consent form for them to agree to becoming involved in this study and also, to ask their parents for their authorization. Students had the chance to read the consent form, and realize that all the information gathered by the end of the study, was going to be confidential and used only for academic purposes.

Sensitization: During this stage, students were informed in detail about the period of time we were going to devote to this study, the way in which we were going to develop the five lessons from the workshop and, also, I answered some of the questions they had with regard to the methodology that was going to be used in class to develop the implementation. At this point, I also explained to my students that the materials were going to be familiar to their context and according to their expectations and with their own photographs.

Needs analysis: One of the steps to start an implementation is by conducting a needs analysis. In this study the needs analysis (see Appendix C) was conducted by asking students about their preferred topics, activities and strategies to be included in the materials. It is quite fundamental to know our students; their interests, their needs and their perceptions about the topics they are going to deal with. According to Graves (1996), “Different students have different needs, and the information gathered through the needs assessment can help a teacher make choices as to what to teach and how to teach it” (p. 24). In this sense, I could say that the needs analysis I implemented in the class was quite helpful in the way that it allowed me to first identify the main social conflicts students had in the school, second the kind of materials and

activities they preferred to work with in class, and third, the students' interest in improving the oral production in the foreign language, which was very crucial for this study.

Proposed materials development framework. Motivation in students is one of the key aspects in a learning process. Motivation is associated with the strategies the teacher implements in class and also with the quality of the materials that students receive. The materials developer should keep in mind different aspects when elaborating the materials such as the context, the student's interests, the student's English level, the student's needs, among others. During this study, I intended to create materials which gave the students the possibility to develop some communication micro-skills that facilitated discussion topics relating to drugs, poverty, race discrimination and discrimination on the grounds of sexual orientation, which are the main problems the students identified in the school. To develop materials, it was necessary to have ideas about theoretical frameworks, so after completing related reading, I realized that there are some scholars who envisioned materials development frameworks, among them we have Graves (1996), Jolly and Bolitho (1998), Masuhara (1998), Núñez et al. (2004), Núñez and Téllez (2009), Núñez et al. (2009), Núñez, and Téllez and Castellanos (2012). According to Munévar (2017), scholars agree:

On the identification of need analysis, establishment of objectives defining the methodological approach, the selection of content and activities, the physical production or development of the activities; and revision, evaluating or assessing the material.

However, Graves (1996) included resources and constraints. Masuhara (1998) considered the design of the syllabus, and Jolly and Bolitho (1998) added the identification of a problem and the contextual realization of the proposed new materials. (p.47)

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Thus, considering all the aspects scholars establish to develop materials, I decided to relay the aspects that were more likely to facilitate the oral production of my students, considering their context, their social problems and the ones that match their interests, their English level, feelings and habits.

Evaluation. At this point in the process of developing materials, it is necessary to stop for a while to check if what we have created fulfills our and the students' interest, life experiences, expectations. Jolly and Bolitho (1998) affirmed that the evaluation will show whether the materials have to be rewritten, thrown away, or may be used again as they stand with a different group. As it was mentioned before, the evaluation let us know what to do with the materials, sometimes it has to be rewritten, adding important things or just deleting what we consider irrelevant; in other cases, it is definitely not useful for the context and we just have to leave it aside. According to Nuñez et al. (2009), to evaluate the materials, there should be a checklist with aspects to take into account in this process, and it helps the teacher to know if the materials need to be further modified or adjusted.

Implementation of the materials. During this phase, I implemented a context-bound workshop that comprised five lessons with a length of time of 12 hours. The time devoted to each session was divided as follows: two hours for vocabulary and grammar. In this session, students worked on vocabulary related to the four main conflicts they found in the school, which were drugs, race discrimination, poverty and discrimination on the grounds of sexual orientation. Two hours were assigned for reading comprehension, which was composed of four short readings, each one related to one contextualized conflict. There were two hours devoted to the writing part, where students were expected to write about the causes of the different social conflicts in their context. Then, there were two hours for developing the listening activities; during this session,

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students could watch a short video about how some countries could overcome poverty. Finally, four hours were dedicated to the session related to oral production in which students could express themselves.

Considering that communication was the main skill to be fostered in this pedagogical implementation, lesson five required a more significant amount of hours to be developed and it was slightly more complex than the other lessons. It is necessary to highlight that thinking about preparing students gradually to achieve some micro-skills of oral production⁷ was useful, but at the same time challenging. There were minor speaking activities in most of the sessions to prepare them with input that somehow facilitated communication. In this session, students were asked to find possible alternative strategies to solve the social conflicts they found in their community. Finally, the students answered the corresponding self-assessment where they analyzed specific aspects from the different constructs that compound this study. Those items were related to the oral micro-skills, the materials, community-based pedagogy and finally to the social conflicts. **(To see the Sample of workshop No1: Social conflicts that affect our context, go to appendix G).**

Chapter IV

Data Analysis and Findings

This study aims to analyze what is revealed about oral production through EFL context-bound materials informed by the community-based pedagogy and social conflicts among 11th graders at a public school. In this chapter, I will address the process involved in analyzing the data collected through students' artifacts, teachers' field notes, and video recordings. Also, I will present the research categories and subcategories of the analysis carried out in this study.

Data analysis procedures

At this stage, I consider it necessary to mention that the methodology used for this qualitative data was the grounded theory. This approach, as stated by Strauss and Corbin (1994), "Is a general methodology for developing theory that is grounded in data systematically gathered and analyzed" (p.273). Accordingly, grounded theory is focused on developing ideas after the data had been interpreted, analyzed, and understood. In the same line of thought we have Creswell (2003), who stated that grounded theory is a "qualitative research design in which the inquirer generates a general explanation (a theory) of a process, an action, or an interaction shaped by the views of a large number of participants" (p. 83). In this regard, the data gathered served to find commonalities and relationships in the information that could address and respond to my research question.

Also, Charmaz (2006) contended that the "grounded theory methods consist of systematic, yet flexible guidelines for collecting and analyzing qualitative data to construct theories 'grounded' in the data themselves" (p. 2). Given that, grounded theory served to organize the information systematically and find the commonalities that later helped me to give a response to the research question. Now I present the process in which the data was analyzed.

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After having all the data collected, it was time to organize it, synthesize it, and make sense of it. So, first I went over the information from the student's artifacts and their corresponding self-assessment section; then, I revised the data collected in the teachers' field notes, which were very detailed and precise; and finally, I went over the transcriptions of the video recordings. Secondly, I printed all the information and used a color-coding technique to find the most relevant and recurrent information in three data-collecting instruments.

According to Bianco, Gasparine, and Schettini (2015), "The use of color for encoding information can greatly improve the observer's understanding of the information depicted" (p. 85). Concerning the use of color coding, it helped me to find common and recurrent patterns in the information, to start establishing research sub-categories. In the same breath, Zieman's (as cited in Klein (2012) affirms that this technique is "an effective way to begin thematic analysis of written data" (p. 62). In this sense, using the color-coding technique contributed to making a better sense and analysis of the themes identified in the written data I collected during the implementation of the pedagogical intervention. Also, Based on Berghaus (2015) view, Color coding is also regarded as a "concept of supporting open, selective and theoretical coding within GTM research" (p. 119), so it suits the grounded theory approach that was selected to analyze data.

I consider precise to clarify that the triangulation process supported the data analysis done in this study. To reduce bias, triangulation has been used as a strategy to give validity to qualitative research studies. As stated by Freeman (1998) triangulation "means including multiple sources of information or points of view on the phenomenon or question you are investigating" (p. 97). Which, according to Burns (1999) there are some steps classified into: "assembling data, coding the data, comparing the data, building interpretations and reporting the outcomes" (p. 157).

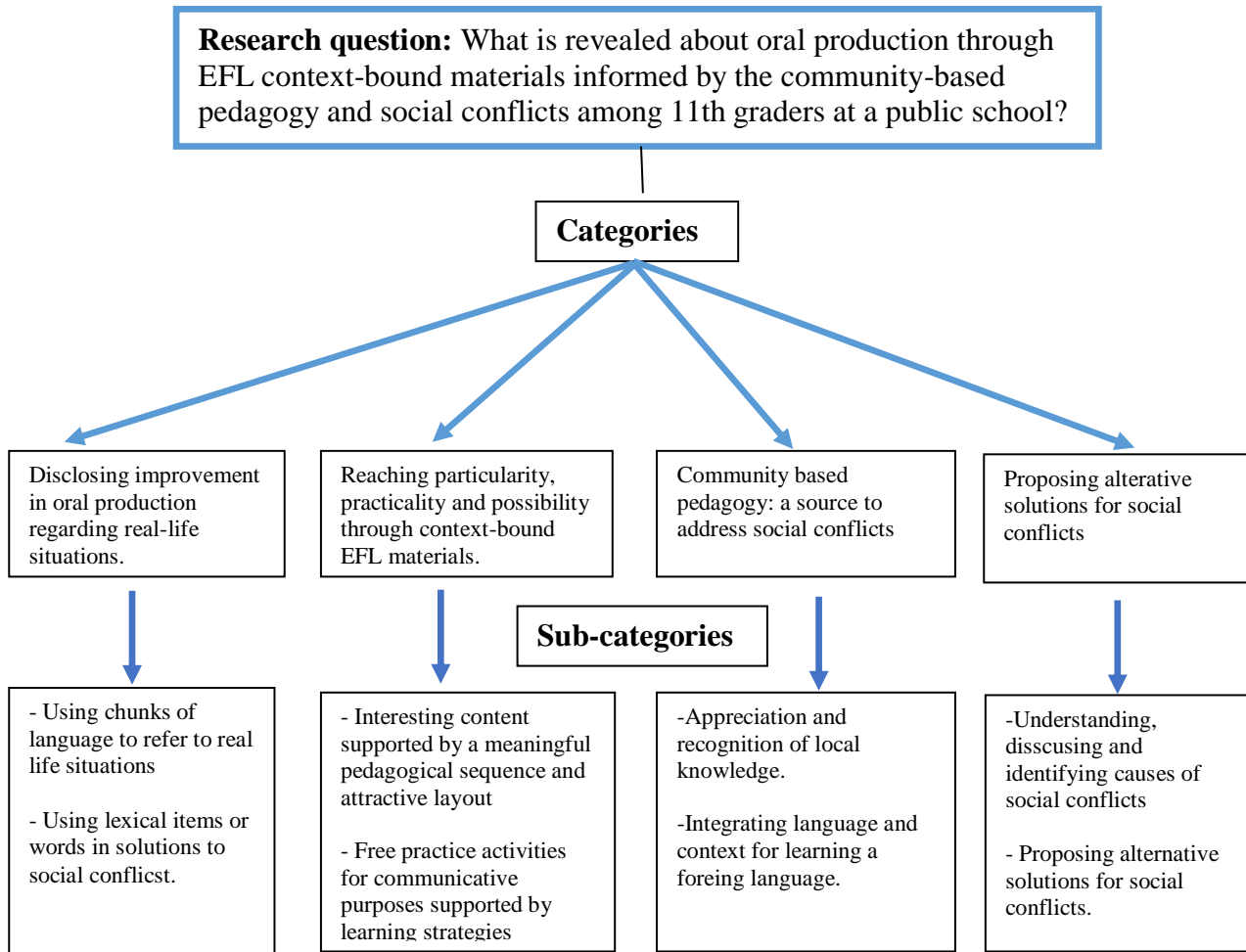
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Thence, triangulation supported this study as the information was gathered through three different instruments to respond to the research question. In the same line of thought, Guion, Diehl and McDonald (2002) state that data triangulation “is a method used by qualitative researchers to check and establish validity in their studies by analyzing a research question from multiple perspectives” (p. 1).

To label the information, I used four different colors, each one according to a construct of my research question. The categories and subcategories about oral production were done in (pink), the ones about context-bound material, were written in (green), the codes related to community-based pedagogy were done in (orange), and the last categories which were related to social Conflicts were written in (yellow).

Research categories

It is worth mentioning that this study looks to understand what is revealed about oral production through context-bound materials informed by the community-based pedagogy and social conflicts among eleventh graders at a public school. In this chapter, there is a detailed description, interpretation and analysis of the research categories and subcategories found in the three data collection instruments used. You will find four research categories supported by two research subcategories each, which were framed within the four theoretical constructs that comprise this study.



Disclosing improvement in oral production regarding real-life situations. This category intends to inform what was revealed about oral production, after having implemented a workshop compound by five lessons informed by the community-based pedagogy and social conflicts, all designed to foster communication among 11th graders. Accordingly, Hymes (1972) defined skill as the capacity to communicate effectively within a particular speech community that wants to accomplish its purposes. In this regard, we can take into consideration the context-bound materials, which served as a specific pedagogical resource to address the issue of social conflicts that students choose according to their real-life situation. It is pertinent to mention that this study

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emphasizes oral production since it was conducted in a public institution, and the observations showed that it was a need among students. Also, this study looks to promote communication, since one of the main objectives found in the suggested English curriculum proposed by MEN (2016), framed the teaching of the foreign language in Colombia from a communicative perspective.

Intending to help the students to increase their levels of communication, regarding social conflicts, it was necessary to design the workshop in a way that allowed students to gradually get input that let them mention the social conflicts they have, talk about the causes of them and also refer to strategies to solve those conflicts. Another aspect considered to contribute to the improvement of oral production regarding the real-life situation was the use of language learning strategies. On this subject, Burns and Richards (2018) referred to language learning strategies as “purposeful mental actions used by a learner to regulate his or her second or foreign language learning” (p. 85). It is worth mentioning that the workshop was compound by five lessons, and each of them has one strategy according to the session, to facilitate learning in students. This research category encompasses two research subcategories, identified after analyzing the data, as follows: *Using chunks of language to refer to real life situations and accomplishing the function of language in solution to social conflicts.*

Using chunks of language to refer to real-life situations. This subcategory shares information and evidence to describe the students’ oral production micro skills that refer to the use of chunks of the language they use to talk about their real-life situations. The first time I asked my students to explain why they get involved in social conflicts, I noticed that just a few students understood the question and the ones who did so, wanted to express their ideas but they did not have the language proficiency to do it. Then, students worked on activities about contextualized vocabulary and grammar, and different activities related to listening

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comprehension exercises, short readings and pieces of writing, that provided input to facilitate the use of chunks of language when referring to their situations.

It is necessary to clarify that oral production is framed in this study under the umbrella term of communicative competence, as “the ability of classroom language learners to participate in the negotiation of meaning and the need for learners to have the experience of communication” (Savignon, as cited in Vaca & Gómez, 2017, p. 60). That is to say that with this study I intended to allow the students to experience the language and being able to negotiate meaning, using chunks of the language of different lengths to refer to the social conflicts they have in their context. The following excerpts are evidence of the attempts students did to use chunks of language to refer to real-life situations.

The image displays three educational artifacts from a workshop. The top-left artifact is a worksheet titled "Workshop No 1" with the subtitle "Social conflicts that affect our context". It features a group photo of students and two bullet-pointed questions: "What social conflicts have you identified in our community?" and "Why do we get involved in social conflict in our community and school?". Below the questions are sections for "General objective" and "Specific objectives", with the latter listing tasks like identifying social conflict vocabulary and discussing alternative solutions. The top-right artifact is a student's handwritten response to a task: "2. Read carefully the statement from the orange bubble which was taken from the video and give us your opinion." The student's response includes a "Learning strategy" (Seeking practice opportunities) and a handwritten opinion: "In my opinion, it is a challenge to get these people out of extreme poverty because they do not have enough economical support." The bottom artifact is a self-assessment table for "Oral Communication" (Comunicación oral) with a criterion: "I can produce chunks of language of different lengths" (Puedo producir fragmentos de la lengua de diferentes longitudes), which has a checkmark in the assessment column.

(Students' artifacts, Workshop No 1, lesson 4)
(Self-assessment section, workshop No1)

I noticed that it was kind of difficult for students to come out with ideas in English, since it was the first activity in which they had to express themselves orally. So, I noticed that students first discussed in Spanish and then they elaborated their opinion in English. [sic]

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(Field notes, session No 8)

In regard to the statement that says that the task of taken people out of poverty is a big challenge, some students said that it is difficult, but other students expressed that it is possible. [*sic*]

Student 3 mentioned that it is hard to help people overcome poverty, but she recognize that if we join and work on that we could help those people. Students 1 recognized that education is the best way of overcome poverty, but he mentioned that the problem is that the government do not support all the people who wants to study.

(Field notes, session No 8)

T: Carefully read the statement taken from the video and give us your opinion. The task of taken people out of poverty is a big challenge

00:15 S11: It is a big challenge but together we can make a change in the world.

00:41 S3: In my opinion is possible taken people out of poverty with motivate people to study and opportunities the world.

00:16 S12: in my opinion is a challenge to get these people out of poverty because they don't have economical support.

00:26 S7: In my opinion we could help people by creating companies and motivation people study.

00:21 S2: in my opinion is difficult for people living in extreme poverty. [*Sic*]

(Video transcriptions, session No 5).

As it was stated before, oral production in this study has been promoted among students to facilitate communication regarding the social conflicts that students face, which are related to their real-life situations. The evidence of the students' artifacts shows that students are using the learning strategies as a tool to facilitate the learning of the foreign language. Also, the students' artifacts reflect that they are using the vocabulary given, to express their opinions about the phrase that mention that the task of taken people out of poverty is a big challenge. Regarding the progress in the micro- skills, the previously samples given contain information that shows how the students increased their communication by giving their opinions and making use of words they learnt in the materials with complete, and even complex, sentences that although included some grammar mistakes helped them expressed themselves; the progress was also evidenced in the assessment of the oral performance which reported that eleven students got passing grades and only one student were given failing scores in the evaluation of their speech.

The main objective of this study is to analyze what is reveal about oral production; however, to gain input is was necessary to include some activities in which students can write. Before take students to communicate there were different activities, and some of them allowed

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students to express their ideas in written way. As stated by Savignon (1997) "a range of both oral and written texts in context provides learners with a variety of language experiences, experiences they need to construct their own "variation space," to make a determination of appropriateness in their expression of meaning" (p. 11). For instance, students are showing how they are making use of chunks of the language of different lengths, to express their thoughts and give meaning even when they make mistakes in terms of grammatical structures.

In the teacher's field notes, it is possible to appreciate that students were making use of the language to communicate, and there is evidence that students helped each other with ideas to complement the causes of the social conflicts. I liked the way the student 1 recognize that it is a big challenge to take people out of poverty, and he is being conscious of the fact than the government to do give enough support to people to study and overcome poverty. In this sense, students are using chunks of language, but also, they are expressing their point of view from a critical point. Regarding the video transcriptions of session number five about the causes of poverty, it is possible to evidence that students could express their ideas and the different opinions freely and clearly. Accordingly, Skehan (1998) states that one of the roles of oral production is that "it provides opportunities for learners to develop a personal voice by steering conversations on the topics they are interested in contributing to" (p. 111). Correspondingly, the oral production acquisition should serve to state opinions, ideas, and thoughts in topics of interests for learners, in this study can be used to talk about the social conflicts that students experience. Additionally, the subcategory using chunks of language to refer to real-life situations was ratified in the video when Students 7 said "In my opinion we could help people by creating companies and motivation people study". It is an example of the way students are using chunks of language to express their opinions about situations from their surroundings.

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After having mentioned the process of the student's accomplishment of the first subcategory related to the use of chunks of language to refer to real-life situations, it is time to reflect upon accomplishing the function of language in solution to social conflicts.

Using lexical items or words in solutions to social conflicts. This subcategory mentions the way students addressed the function of language, to give alternative solutions to the social conflicts existing in this context and to indicate the causes of those conflicts. As stated by Harmer (2007), a language function is “a purpose you wish to achieve when you say or write something” (p. 76). In this sense, it is precise to mention that work on oral production is a hard endeavor that includes many aspects that will not be achieved in a short period. The previous idea explains the reason why I decided to include precisely two oral communication micro skills, and one of them refers to how students use an adequate number of lexical units (words) to accomplish pragmatical purposes. This subcategory was developed due to all the activities proposed in the workshop that provided the opportunity for students to gain input and construct meaning to refer to the social conflicts. At the very beginning of the implementation the students found the question: How do we get involved in social conflicts in our community and school? I would say that only a ten percent of the population could answer that questions, the other students wanted to do it, but they did not find the words to do so; thus, most of them ended up answering in Spanish; in contrast, after the implementation the students could mention alternative solutions to their conflicts.

When referring to how students accomplish pragmatic purposes, I evidenced that they did it by using lexical units, not forgetting that students had their mistakes when trying to communicate. On this matter, as stated by Vaca and Gómez (2017), “Learners use language for authentic and meaningful communication as classroom tasks have a communicative purpose, oral and written fluency is an important aspect of communication and learning is a process of construction involving trial and error” (p. 60). To accomplish the functions of language, students

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had to begin with different input activities that gradually exposed them to the language and enabled them to achieve communicative purposes, with errors and learning from their partners and considering the teachers' feedback. Next, I show samples and transcripts that illustrate this subcategory.

1. Work in groups to ask and give information about alternative strategies to solve the social conflicts that affect our school.

Learning strategy: Combining words to share ideas.

a. Get in groups of 4 to look for strategies that help the students to stop consuming drugs.

How can we help those students?

- How could their parents help those students to leave drugs?
- What should the school do for those students?

Think in 2 alternatives to overcome poverty in your context and share them with your partner.

- Creating Companies to give people the opportunity to work.
- Easy access to public education.

I can use an adequate number of lexical units (words) to accomplish pragmatic purposes.
Puedo usar un número adecuado de unidades léxicas (palabras) para alcanzar propósitos pragmáticos.

(Students' artifacts, Workshop No 1, lesson 5)

(Self-assessment section, workshop No1)

I could evidence that students used an adequate number of words to accomplish pragmatic purposes. When they had to give alternative solutions to the conflicts, they referred expressly to those aspects, proposing good ways to overcome those conflicts. [sic]

(Field notes, session No 2)

Regarding oral production, I can say that students were accomplishing the functions of the language by answering correctly the questions they found in the material. [sic]

(Field notes, session No 4)

T: T: what are the causes of drugs' use in your school?

00:18 S6 I think the causes of drugs by school amm social amm factor and spiritual factor and psychology factors. [sic]

S4: What should the school do for those students?

00: 31 S5: I believe that we could prevent young people consume drugs, making activities for young people use your time. [sic]

(Video transcriptions, session No 5).

As stated above, this subcategory presents some facts that evidence how students achieve the pragmatic use of the language, by using a number of words to answer questions about the social conflicts addressed. If we revise the artifacts above from workshop N° 1, it starts with

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different activities that comprise words to provide input about the four social conflicts students found in their context, so when students had to refer to poverty, drugs, race discrimination and discrimination for sexual orientation, they had already been exposed to vocabulary that enabled them to talk about it. Thus, what they expressed in the video recordings, was done using the vocabulary previously presented and worked. Regarding the field notes, I could evidence that students achieve the communicative function of language because they made use of different words and the answer they gave was coherence, with some grammatical mistakes but one can understand the sense of what they express.

In regard to students' artifacts, the field notes, and the video recordings, all of them are showing information to understand how students accomplished the language function; for example, in the video transcriptions one can see that students are using chunks of language to convey meaning and they are expressing their ideas and proposing solutions to their conflicts. Besides the evidences provided above, another sample comes from student 5 who said: "I believe that we could prevent young people consume drugs, making activities for young people use your time" and student 3 stated, "the causes of poverty in the Guadalupe Huila Ummm are inequality umm unemployment." The previous examples show the way students are giving their opinions, first, on how to prevent people from drugs consumption; and the second, giving an opinion about the causes of poverty in Guadalupe; both students are giving meaning and answering the question that was asked.

It is necessary to mention that teachers currently are not only teaching the language as such but educating students to make them aware of their problems and preparing them to be critical subjects. According to the general Law of Education in Colombia, Ley 115 de 1994 (as cited in Núñez, 2010), "The need of individuals who can use a second language which would

allow them to participate in the current world” (p. 33). In this regard, for activity completion students consciously applied the learning strategies given to developing each activity, and they were able to express their ideas to provide solutions to poverty and to the other conflicts they identified in Guadalupe, in spite of their grammatical mistakes (they do not interfere with meaning).

So far, I have described, interpreted, and analyzed the first category along with the subsidiary subcategories. Next, the second category and the conforming subcategories are presented.

Reaching particularity, practicality and possibility through context-bound EFL materials. The context-bound materials developed for this study aim to address specific situations that are present in students’ background, and which cannot be found in commercial materials produced locally or abroad. Since it is a need to address institutional goals and situations from the everyday life, that reach particularities of the context, to design and implement context-bound materials is entirely meaningful not only for students but also for the institutions that want to show their realities. Particularity, practicality, and possibility are the parameters of a postmethod pedagogy stated by Kumaravadivelu (2010), for second language learning and teaching.

Particularity has to do with a language that is relevant and meaningful to a specific context, so as stated by Kumavaradivelu (2001), “language pedagogy to be relevant, must 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 embedded in a particular sociocultural milieu” (p. 538). Accordingly, for education to be practical local, particularities have to be considered and implementing materials that contain situations from the localities, means to respond to the

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genuine needs of the context in search for students' recognition, identification, and engagement.

Another parameter that was considered in the context-bound workshop was practicality, which according to Kumaravadivelu (as cited in Mingyao Chen, 2014) refers to the pedagogy that seeks to enable teachers to theorize from their practice and practice what they theorize. That is to say that the workshop was designed taking into account theory and also experiences from previous practices. As stated by Freeman (as cited in Kumavaradivelu, 2001) "theory and practice mutually inform, and together constitute, a dialectical praxis, an affirmation that has recently influenced in L2 teaching and teacher education as well" (p. 540). The parameter of practicality, has to do a lot with something that I could mention as action and thought; it is not only about what I do, but also about the theory that I as a teacher have in mind.

Finally, the parameter of possibility has to do with the characteristics of the context-bound workshop, since it looks to empower students to recognized the social conflicts they have and find alternative solutions to solve them, in this sense Giroux (1988) emphasize on "the need to develop theories, forms of knowledge and social practices that work with the experiences that people bring to the pedagogical setting" (p. 134). In this regard, possibility could bring a social transformation, since it refers to the learning processes of the classroom that involves political, social, cultural, and economic backgrounds of the students and teachers. Hence, the fact that the materials entail social conflicts means that they fulfill this parameter. The subcategories involved in this category are *interesting content supported by a meaningful pedagogical sequence and attractive layout and free practice activities for communicative purposes supported by learning strategies*.

Interesting content supported by a meaningful pedagogical sequence and attractive layout. Since the very beginning, the context-bound materials developed were interesting and

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meaningful for students because the topics were related to their realities, and they were the ones who choose the content. The speaking activities proposed were significant for the students, since they had the chance to reflect, discuss, and express their opinions and possible solutions freely, supported by suggested expressions provided in the workshop. To this respect, Núñez, Téllez, Castellanos (217b) stated that “teachers-generated materials are more likely to provide learners with rich, contextualized and comprehensible input to facilitate their language learning targets, raise awareness of their learning process and assists their ongoing development of a balanced set of skills and content” (p. 24). In a sense, the proposed activities were engaging, contextualized, and meaningful for the students since they followed a pedagogical sequence that assists the progress of learning the language in an experiential way.

The attractive layout of the context-bound workshop was a key aspect to draw students’ attention and interest, mainly because they found their own photographs on every single page of the materials; they also appreciated that it was colorful and presented the activities organized in a pedagogical sequence. It is well-known that materials should have an attractive layout, so in this regard Núñez et al. (2004) purported that “a crucial aspect on the design of materials concerns the visual layout” (p. 133). It was evidenced during the implementation that an attractive layout keep students engaged and willing to work on it. A material that seems attractive to students call the attention and motivates them to work on it, colorful images, well structure activities and sequence are aspects that make a material enjoyable and appealing for students. Here you will see the evidence that supports this subcategory.



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Lesson 1: Vocabulary and grammar in context


1. Label the pictures below. Use the following list.

- Poverty
- Drugs
- Race discrimination
- Discrimination for sexual orientation


Learning strategy: Associating words with images


Discrimination for sexual orientation.



Poverty



Race discrimination



Drugs


Facts about poverty in Colombia

Colombia is a beautiful country but poverty here is still a problem. Below there are some facts about poverty.

1. more than three out of ten Colombians still live in poor conditions.
2. Colombia is the country with the highest unemployment rate in Latin America after Venezuela.
3. Colombia have been experiencing violence and displacement for more than 50 years.
4. Nearly 30% of all families in Colombia don't have adequate homes.
5. The unequal distribution of resources affect Colombian people and bring poverty to the country.

C. What is the general purpose of the writer with the text?

1. To show the unemployment rate in Colombia
2. To show the consequences of displacement from rural areas
3. To inform different facts about the Colombia's poverty problem



It is useful, attractive and presents appealing content for me. <i>Es útil, atractivo y presenta un contenido llamativo para mí.</i>	✓
It presents a sequence of the activities, so I can feel comfortable. <i>Presenta una secuencia de actividades de manera que me puedo sentir cómodo.</i>	✓

(Students' artifacts, Workshop No 1, lesson 1, Lesson 2)
(Self-assessment section, workshop No1)

Some of the students expressed that they liked a lot the readings, they said that those were colorful, short and quite related to their context. [sic]

(Field notes, session No 3)

First they were fascinated about the attractive layout, also they expressed that they like the sequence of activities and that it has contributed to their improvement in regard to their oral production. [sic]

(Field notes, session No 4)

00: 33 S1: The materials was beautiful, I like the photos of we, the activities and the video. [sic]
(Video transcriptions, session No 5).

The evidence previously presented, which refers to the students' artifacts, the field notes, and the video transcriptions, states the way students perceived the context- bound materials and let me conclude that it was fascinating for them. The previous idea is presented mainly because the students felt identified when found their pictures through the materials, because they expressed that the content was close to their realities and because for them it was colorful and attractive. During the implementation, I noticed how engaged the students were with all the

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activities proposed in the materials, and one of the reasons of that commitment was that students liked the activities, the pictures of themselves and the content. Here I would like to clarify that before designing the materials, I as a teacher took pictures to all the students that were later used in all the activities proposed in the workshop. If we revise the materials, there are no images from another person different from the students; all the pictures belong to the participants of this study in their own context.

In the video recordings, one can observe when the student No 4 said that it was the first time they saw their pictures in the materials, here I could see in his face an expression of excitement and happiness. Regarding the students' artifacts, lesson No 2, which was about facts of poverty in Colombia, I would say that it was understandable for the students and showed them the reality that most of the Colombians face, including themselves. Concerning the field notes, they stated that the students expressed that they like a lot the materials, they highlighted the creativity of the readings and also how colorful it was. For learning to happen, it is necessary that students feel empathy with the activities proposed, hence researchers such as Tomlinson, stated that “If the learners do not feel any emotion while exposed to language in use, they are unlikely to acquire anything from their experience” (as stated in Tomlinson, 2010, p. 89). Among the chief characteristics of the materials used in this implementation is that those had an attractive layout, which influenced positively in the students' emotions, facilitating their learning.

Free practice activities for communicative purposes supported by learning strategies.

This subcategory presents the way students developed some communicative activities freely and in a non-controlled manner during the implementation. After having provided enough input to students and knowing that they had internalized part of it, it was good to present activities in which the students communicated without restriction, exposing their ideas and ways of thinking,

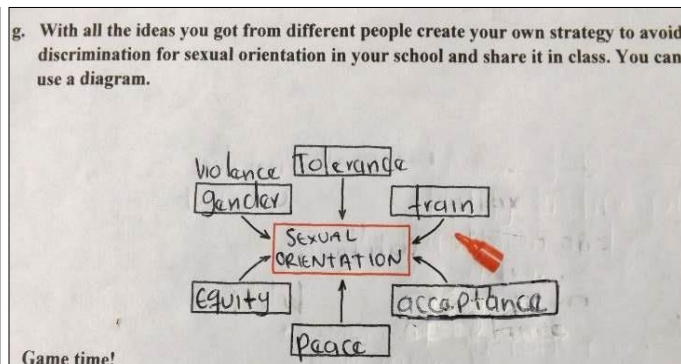
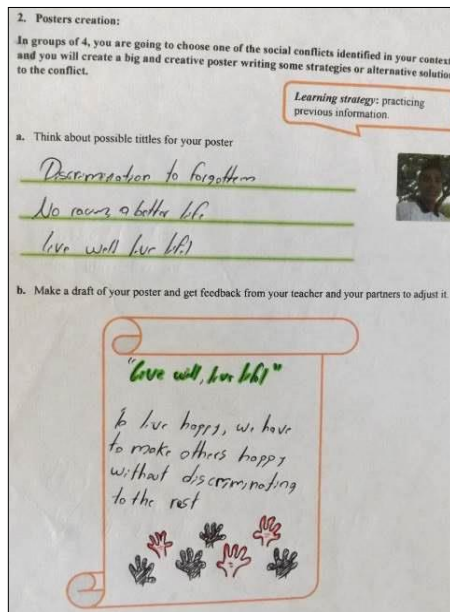
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and playing an active role in the process of learning. I agree with Honkimäki & Tynjälä (2007) when they mentioned that “the constructivist conceptions of learning and teaching have achieved greater prominence in higher education. According to this perspective, students are seen as active and reflective agents responsible for their own learning” (p. 184). In this sense, offering free practice activities to students, where they communicated according to their understanding, helped them to be autonomous and critical at the same time.

Another relevant aspect of this subcategory has to do with the use of learning strategies, that in this study were making associations, placing new words into a context, grouping, organizing, getting the idea quickly, developing cultural understanding, listening for detailed information, discussing your feelings with someone else, and cooperating with peers, which were included during the five sessions. Those strategies were presented with students’ images at the beginning of each session and were chosen according to the activities proposed in the workshop in each lesson, those learning strategies explained and gave a more extensive understanding of the activities to the students. In this regard, Chamot (as cited in Montaña-González, 2017) defined learning strategies as “procedures that facilitate a learning task; they are most often conscious, and goal driven” (p. 480). Oxford (1990) “Learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations” (p. 6). As Núñez (2010) claimed, “Using learning strategies not only facilitates learning but also makes the student aware of the way they construct knowledge, which may lead them to self-assess and regulate their own learning” (p. 36). Canagarajah (2002) affirmed that by “making students aware of learning strategies will motivate them to discover their typical learning styles” (p. 142). Nunan (2015) asserted that “when a learner has practiced a particular strategy to the point where he or she can apply it

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automatically, without consciously having to do so, we can say they have acquired the strategy as a skill” (p. 70). Therefore, using learning strategies guide students to a better comprehension of their processes, and in this study, served to students to achieve the outcome. As mentioned previously, the learning strategies used were making associations, placing new words into a context, grouping, organizing, getting the idea quickly, developing cultural understanding, listening for detailed information, discussing your feelings with someone else, and cooperating with peers. Those learning strategies relate to oral production since they are procedures that allow students gain input in a meaningful way, enabling them to produce orally. The following excerpts are evidence of the way students understood the learning strategies in the sessions and also the free practice activities they had.



The lesson includes enough free-practice activities.
La lección incluye suficientes actividades de práctica libre.

(Students' artifacts, Workshop No 1, lesson 3, Lesson 5)

(Self-assessment section, workshop No1)

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I explained that what they found in the rectangles at the beginning of each session, were strategies for them to understand better the activities, and some students said that they seemed easy to understand and helpful to have a clearer comprehension of the activities. [sic]

(Field notes, session No 1)

Since I started to read the criteria, they showed quite pleased and said that they consider that most of the aspects of the criteria were met. However, some students expressed that they wish they have had more free practice activities, because most of them were proposed in the materials. [sic]

(Field notes, session No 12)

T: Do you think that all the aspects by the self- assessment were met during the implementation?

00: 21 S1: Yes teacher, pero I think no many free practice activities for me. [sic]

(Video transcriptions, session No 5).

As observed in the instruments presented in this subcategory, the students' artifacts showed that during the implementation there were some activities where students could create, design and express spontaneously, and even if there were not enough free practice activities because of the time devoted to this implementation, students took advantage of it by showing their points of view regarding specific social conflicts. In this regard, the students chose one of the social conflicts and designed a poster writing some strategies or alternative solutions to those problems. Thus, the context-bound materials fulfilled the flexibility they should offer. Materials should be, as expressed by Tomlinson (2013) "flexible, in the sense that they should provide learners with the possibility of choosing different activities" (p. 57). Considering what was stated previously, it is necessary that students find the option of proposing their ideas, interests and show their viewpoint freely in learning activities that are helping them to construct knowledge. Hence, the evidence of the students' artifacts in lesson 3, ratify that students had free practice activities, and I observed how they all created different posters, each one stating their opinions and perceptions.

Alternatively, this subcategory shows how students saw the learning strategies as an opportunity to comprehend better and complete the learning activities proposed in the materials because as they said and was registered in the field notes, learning strategies were an easy and helpful way to understand the activities offered. As stated by Seinker (as cited in Montano-

Gonzales, 2017) learning strategies belong to the five psycholinguistic processes that shape the Interlingua system and “are used by second language learners as tactics to make the new cognitive demanding linguistic system simpler” (p. 480). Learning strategies are, in a sense, mental procedures teachers have to make learning take place in the EFL classroom in an effective and productive way by students. Concerning the video transcriptions, it was interesting to see that some students expressed that they would like to have more free practice activities, from this expression one can analyze that some students have brilliant ideas and want to materialize them freely instead of following formats.

Having addressed the first category with the corresponding subcategories, the following section is devoted to the third category on the CBP that underpinned the pedagogical intervention of this study.

Community-based pedagogy: a source to address social conflicts. This category refers the way in which the community-based pedagogy served as a tool to give direction to the social conflicts by integrating language and context at the same time to improve the oral production of ninth learners. During the pedagogical intervention, the community-based pedagogy was crucial in the development of speeches about the social conflicts, aspect that was found after analyzing the data collected. Also, community-based was the pedagogy that allowed students to observe their surroundings, starting with a mapping that students did around the most recognized places in Guadalupe. According to Warburton and Martin (1999), Community-based pedagogy “includes the way people observe and measure their surroundings, how they solve problems and validate new information, the processes whereby knowledge is generated, stored, applied and transmitted to others” (p. 110). Chosen a pedagogy that took into account the context was a novelty for students, since it facilitated the understanding of issues that surround them and from which they had a referent in the mother tongue.

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By the same token, Lastra, Duran and Acosta (2018) stated that “Community based pedagogy teaching and learning programs in teacher education are implemented in good faith that they will facilitate and enrich an authentic learning environment for students” (p. 357). Addressing social conflicts, was a fact that created an environment of different emotions, reflection and controversies among students, it was also very positive since they could talk about the social conflicts, because they were familiar with them and because they were the ones who selected those conflicts that represent local knowledge. Warburton and Martin (1999) underscored that:

local knowledge is a collection of facts and relates to the entire system of concepts, beliefs and perceptions that people hold about the world around them. This includes the way people observe and measure their surroundings, how they solve problems and validate new information. It includes the processes whereby knowledge is generated, stored, applied and transmitted to others. (p.10).

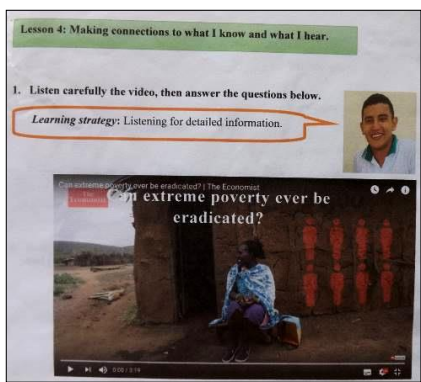
During the implementation it was interesting to see the students’ participation, because as I already mentioned the students’ referred to the conflicts appropriately and had a clear perception and understanding of them so as to be able to reflect, and propose solutions to those.

This category yields into two subcategories as follows: *appreciation and recognition of local knowledge and Integrating language and context for learning a foreign language.*

Appreciation and recognition of local knowledge. European power and colonialism have permeated all around the world; education is nowadays getting a different horizon, leaving aside something fundamental, which is local knowledge. This subcategory let me conclude that it is significant to refer to and appreciate the local culture, instead of working on issues that are alien to students. When students start recognizing first what they have in their surroundings, it is easier for them to gain a wider perspective of international issues. There was a reading in the materials

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that referred to poverty in Colombia, giving the students a chance to first recognized some of their realities, and second, to watch a video about how other countries have overcome poverty. Starting with local knowledge in the previous example, gave input and a broader understanding to refer and have a critical standpoint to talk about other contexts because students firstly recognized their locality and then could relate it to foreign situations. In this regard, researchers such as Canagarajh stated that “people generally develop extra-institutional discourses in everyday life about how to negotiate this relation in their own terms” (p. 243). It was noticeable that addressing social conflicts present in students' context in which they experience everyday life, give recognition and value to it. The following excerpts show this issue:



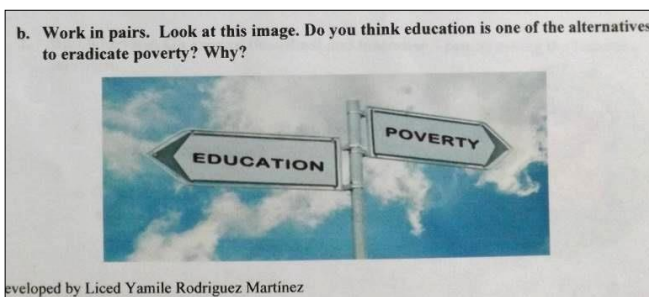
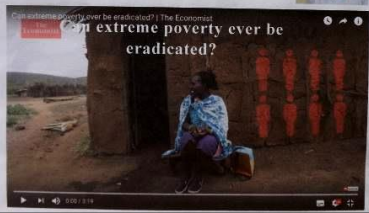
Lesson 4: Making connections to what I know and what I hear.

1. Listen carefully the video, then answer the questions below.


Learning strategy: Listening for detailed information.

Can extreme poverty ever be eradicated? | The Economist

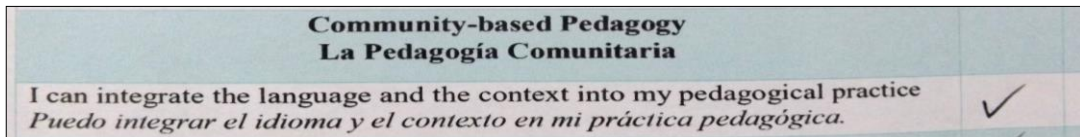
Can extreme poverty ever be eradicated?



b. Work in pairs. Look at this image. Do you think education is one of the alternatives to eradicate poverty? Why?



Developed by Liced Yamile Rodriguez Martinez



Community-based Pedagogy
La Pedagogía Comunitaria

I can integrate the language and the context into my pedagogical practice
Puedo integrar el idioma y el contexto en mi práctica pedagógica.

✓

Students' artifacts, Workshop No 1, lesson 5, Lesson 4)
(Self-assessment section, workshop No1)

In this session I recorded most of the students to hear their opinions giving alternatives solutions to help people overcome poverty, they answered that it is difficult but some of them also said that it is possible. I liked the fact that most of the students see education as a way to overcome poverty, in this sense this research could have an impact on them. [sic]
(Field notes, session No 8)

T: Do you think education is one alternative to eradicate poverty? Why?

00:37 S11: I think that if people have education, they will have more opportunities to get, to get a job. [sic]

00:41 S5: because we study, we have many possibilities to get a job and not depend on anyone. [sic]

(Video transcriptions, session No 4).

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In the excerpts taken from the students' artifacts, the field notes, and the video recordings, it is possible to evidence that for students, it is significant to refer to the conflicts they live every day in their community. Regarding the video transcriptions, I could see how students stated their positions concerning education, which for them is one of the best ways to overcome poverty. The previous aspect let me consider that students are critical people by giving importance, value, and recognition to education as a way to overcome poverty in their context; in this sense, they recognize what they have in their locality, which is the chance to be educated. In the same way, regarding students' artifacts in lesson No 5, activity b, and students observed, described and interpreted an image of education and expressed their ideas shortly but concisely and clearly about their way of seeing the school. Finally, concerning the video transcriptions, it is possible to observe that students are expressing their standpoints in a clear way, and very concisely.

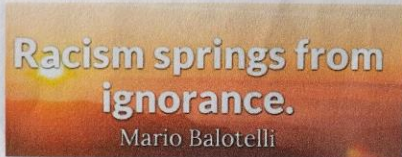
Integrating language and context for learning a foreign language. In most of the cases, English language teaching is done using foreign cultures that are mostly unknown by the students and the context in which the students inhabit is left aside. One of the ideas of this research study was to describe oral communication micro skills through context-bound materials informed by the community-based pedagogy and social conflicts; then regarding the previous information, this subcategory reveals that it was possible to integrate language and the context not only to communicate but to propose an alternative solution to the contextual realities students face.

As posited by Núñez-Pardo (2018a), materials should make room for the “analysis and treatment of social problems ... to generate a ... critical and emancipatory conscience - both on the part of students and on the part of English teachers” (p. 239). In this sense, if there is a good command of the language, and students have input that let them refer to the context, it is going to be possible to address situations that happen in their surroundings. As stated by Tudor (2001), the

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sociocultural dimensions of communication and the cultural contents intervene significantly in the language use. Accordingly, I refer to the context as comprehensible input, because since we start working on the materials, the students found empathy and connection with the topics, seeing them as significant and understandable. Since the students received the context-bound workshop, they showed a positive attitude and during all the sessions carried out most of them were participating actively, asking questions among them and to the teacher, completing the activities proposed, discussing in groups to come out with relevant ideas and also, they were always interested in the content that was actually meaningful to them. For instance, cultural contents should be considered when planning and designing the curriculum, because it is possible to integrate it with language and give a better sense to what is being taught. The excerpts are a sign of the issues presented previously.

d. Race discrimination is one of the conflicts present in Maria Auxiliadora school. Read this quote and share your ideas with a classmate.



e. Now think in one strategy to avoid racial discrimination in your context, write it and then share it in class.

Be respectful with others and be tolerant.

I can talk about experiences from my context in class. ✓
Puedo hablar sobre experiencias de mi contexto en clase.

(Students' artifacts, Workshop No 1, lesson 5)
(Self-assessment section, workshop No1)

In this session students read the quote about racial discrimination and in pairs they created one strategy to avoid it, they wrote it and then they share the idea to their partners. [sic]
(Field notes, session No 8)

T: Mention one strategy to avoid racial discrimination in your context?

00:31 S7: One strategy avoid discrimination here is to teach people to treat others equal. [sic]

00:37 S2: one strategy is to give training for people who discriminate and help them to watch others in the same way. [sic]

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(Video transcriptions, session No 4).

This session allowed me to evidence that integrating language and context brings positive aspects because as stated in the evidence presented previously, students feel confidence when talking about issues that are familiar to them. The evidences provided above illustrate the fact that when the referring to strategies to avoid discrimination for sexual orientation learners performed in a better way if compared with their performance before the implementation; for example, student 6 said "In my view, what should parents do are help and understand" and student 4 said, "share time with that person" which correspond to more elaborated ideas with better accuracy and fluency. Despite the challenge of expressing their opinions correctly, students were able to come out with these ideas as they were referring to a situation they were familiar with. However, as we can notice, there are few mistakes in terms of grammar structures, but they do not interfere with the message, it is possible to understand their point and see the progress they have made since at the very beginning of the implementation they could not give those types of answers.

Resorting to the community-based pedagogy, which refers specifically to the context, give the idea of including the students' background and facilitate somehow their commitment and participation in the activities proposed, facilitating the learning of the foreign language. The students' artifacts from lesson five, show that students were able to write their ideas about race discrimination in an appropriate way. The field notes are evidence that students created a strategy to avoid racial discrimination and that they shared it with their classmates through oral communication. Finally, we have the video transcriptions, where students proposed their strategies by stating their points of view and expressing their opinions about racial discrimination. Therefore, by integrating the context and the language, students were offered

opportunities to use the known vocabulary and their previous knowledge to refer to social conflicts.

So far, the third category along with its subcategories has been discussed. Next, the final category and the corresponding subcategories are presented.

Proposing alternative solutions to social conflicts. Acknowledging some of the characteristics of the context where some students inhabit, it was necessary to design a pedagogical intervention that helped them to create alternative solutions to the social conflicts, enabling them to face and know how to handle difficult situations they may experience. Giroux (2013) claims that “The role of critical education is prepare students to question in a critical way the institutions, policies, and values that shape their lives, and the relationship with others” (p. 65). In this regard, I consider it necessary to highlight that the role of teachers goes beyond that of merely teaching grammar or vocabulary, it is also important to help students become critical and prepared to challenge the adversities that the context offers.

After conducting the needs analysis, I observed that students lived in a context where different social conflicts exist, which is typical in small towns, where all the locals know each other well and tend to use this to criticize others. This situation arises because everyone has different ways of thinking and because there is lack of respect and tolerance toward others. Augoustinos and Reynolds (2001) stated that, “Groups within societies differ in their values, goals and beliefs, and at times these various interpretations of social reality lead to prejudice and social conflicts” (p. 178). According to the analysis of the data, students were able to propose alternative solutions to their social conflicts, by making use of the foreign language to do it. As a result, these are the subcategories identified to support this category: *Understanding, discussing*

and identifying the causes of social conflicts and proposing alternative solutions for social conflicts.

Understanding, discussing and identifying the causes of social conflicts: This subcategory is related to how students identified the causes of the social conflicts they have in their own context and to later think of alternative solutions. Elias (1978) thought of conflicts “not as liberating or creating element, but as a social problem meant to be resolved” (p. 53). With this in mind, if we see social conflicts as situations that can be solved, then we have to firstly identify its causes to later create alternative solutions. For students to arrive at the point of finding the causes and expressing them in the foreign language, they were involved in a process in which they developed different activities that provided input to them. Students were asked to give alternative strategies to overcome the social conflicts affecting their school, to hold mini-interviews with three actors of the school, and then, to reflect on the self-assessment section for them to know what they had achieved. Those activities allowed them to identify language, to later give meaning to the causes of the conflicts they have. After the students worked on the different activities to acquire vocabulary and understand some of the causes of the various conflicts, they had discussions in small groups. Each student stated their viewpoints and, finally, after hearing the different opinions from the group, they could identify the leading causes of the conflicts in their local area. The following excerpts provide evidence that the students could identify some of the causes of the social conflicts in their local context.

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Vocabulary	Poverty	Drugs	Race discrimination	Discrimination for sexual orientation.
unemployment	✓			
Inequality	✓			
Exclusion				✓
Displacement	✓			
Prejudice			✓	
Suicide				✓
Violence				✓
unequal			✓	
Consuming		✓		
Impoverish	✓			
Relationship		✓		
Poor	✓			
addiction		✓		
Brain damage		✓		
death				✓
resources	✓			

8. Work with a partner, mention two causes of poverty in Guadalupe, Huila. You may need to use these expressions:

- I think that...
- I believe that...
- In my opinion, ...
- One cause of poverty in Guadalupe is...
- Another cause of poverty in Guadalupe is...



Different social conflicts from our context are mentioned in the class
Diferentes conflictos sociales de nuestro context son mencionados en la clase. ✓

Students' artifacts, Workshop No 1, lesson 5, Lesson 1, lesson 3) *(Self-assessment section, workshop No1)*

After having worked on different in-context vocabulary and grammar activities, students developed the activity number eight, in which they had to work in pairs and mention two causes of poverty in Guadalupe. Also, in the materials, they had some vocabulary to express their opinions in case they wanted to. It was the first activity where students had to communicate through oral communication, so it was difficult for them, and some students were nervous and scared, but shortly after, they were able to mention the causes of poverty. [Sic]

(Field notes, session No 8)

S3: Mention very briefly some causes of poverty in Guadalupe

00:29 S5: I believe that some causes of poverty in Guadalupe is the is the lack of opportunity and of employment. [sic]

00:41 S7: I think from my opinion the main cause of poverty in Guadalupe is the mentality of the people. [sic]

01:38 S3 From my opinion the main cause is are inequality in resources. [sic]

02:32 S2: From my opinion the main cause of poverty in Guadalupe is unemployment. [sic]

(Video transcriptions, session No 5).

Following the information gathered by using the previous instruments, it is possible to notice that students identified the causes of poverty in Guadalupe, and most of them agreed on the reasons to the poverty they face in that locality. In the students' artifacts, the students wrote some of the causes of each social conflict that was presented to them. Some students did it very

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briefly, and others were a little more elaborated. In some cases, there were a few grammatical mistakes, but were able to express their ideas. To identify the causes of the social conflicts, students got in groups of three, and first, they discussed in Spanish what everyone considered as a cause of the conflicts according to their experiences, and then they had to write in lesson 3 from the workshop the causes. To do it, students supported themselves on the learning strategy 'Using previous knowledge to identify causes.' Also, some students used the dictionary to complete their ideas and then, after writing, they had to sit on a circle, and the teacher asked them to mention what they had already discussed in groups, in this activity the students could participate producing orally and spontaneously the causes they had already identified.

Concerning the field notes, and considering that it was the first time students had to produce the language orally during the implementation, most of them were nervous and fearful because it was an activity in which they had to analyze the topics, and among them, identify the leading causes of those conflicts. As stated by Lai (2011), "Educators should use open-ended tasks, real-world or "authentic" problem contexts and ill-structured problems that require students to go beyond" (p. 2). The latter quote shows that it is necessary to ask students to work on problems from their context and take them to go farther than simply reading a text and answering a question. That is the reason why they were asked to find the causes of their social conflicts. Regarding the video recordings, it is possible to observe in session one, that students identified the relevant issues, that according to their perceptions and experiences were the causes of their conflicts, and they achieved this after a process of understanding their realities, group discussions and their own conclusions.


Proposing alternative solutions to the social conflicts. This last subcategory addresses the way, and the process students carried out to finally came up with possible solutions to the

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conflicts after having acquired input and having identified their causes. It is worth mentioning that having developed context-bound materials addressing different features of the context, more specifically relating to the social conflicts, has generated a broader understanding of the students' culture. In this sense, Gomez (2015) stated that “deep culture embraces invisible meaning associated with a region, a group of people or subcultures that reflect their own particular sociocultural norms, lifestyles, beliefs and values” (p. 168). Accordingly, I created materials in which students had the chance to delve in-depth around cultural issues, instead of limiting the content to superficial cultural aspects, such as holidays, tourism or typical food which leave aside other essential elements that affect students in their everyday lives.

Asking students to propose alternative solutions to their conflicts had a positive impact on their oral production and critical thinking, and it could be an opportunity for students to transform their lives, and become critical thinkers. As stated by Sternberg (as cited in Lai, 2011) critical thinking is “the mental processes, strategies, and representation people use to solve problems, make decisions and make new concepts” (p. 8). On this subject, enabling students to propose alternative solutions to the conflicts they experience daily is an excellent way to prepare them for the future, to understand social differences and to be tolerant and respectful towards others. The following excerpts exemplify the way in which student's proposed alternative solutions to the conflicts they have in their context.

a. The teacher will have pieces of paper in a bag on which social conflicts are written. You students should sit in circle, take out a piece of paper and according to the conflict that you get, should mention one cause of that conflict and one alternative strategy to solve it.




Thank You!

f. Mini interview. Go around the school and interview 3 people asking the following questions:

a. Do you think is it fair to judge people because of their sexual orientation?

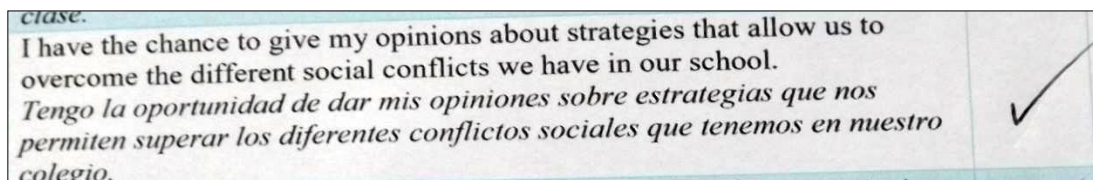
b. What strategies could we implement in the school to avoid discrimination for sexual orientation?



d. Apply strict rules for people who discriminate

- Be respectful with others and tolerant.

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Students' artifacts, Workshop No 1, lesson 5, Lesson 1, lesson 3)
(Self-assessment section, workshop No1)

At first, my students were anxious because they knew that it was the time to express themselves orally by sharing what they considered to be the causes of the social conflicts, and to offer alternative strategies to solve them. [sic]

(Field notes, session No 11)

Students used appropriately an adequate number of words to accomplish pragmatic purposes. When they had to give alternative solutions to the conflicts, they expressly referred to those aspects, proposing good ways to overcome those conflicts. [sic]

(Field notes, session No 11)

T: think of two alternatives to overcome poverty in your context.

00:41 S5: I think create companies to give people the opportunity to work. [sic]

T: Mention one strategy to avoid race discrimination in your context?

00:31 S7: One strategy avoid discrimination here is to teach people to treat others equal. [sic]

T: What strategy could we implement in the school to avoid discrimination for sexual orientation?

00:41 S3: We could teach people to respect other, accept people other differences. [sic]

T: Do you think is it fair to judge people because of their sexual orientation?

00:27 S2: I think is not fair because they do not choose to be like they are we should accept everyone. [sic]

00:41 S12: They are normal people like any other human being and if their sexual preferences are different that doesn't make them bad person. [sic]

(Video transcriptions, session No 5).

The former information collected as part of the students' artifacts, the field notes, the video recordings, and the corresponding self-assessment reveal how students proposed different solutions to the conflicts they observed in their context. To begin with, I am going to mention the students' artifacts. In lesson 5, exercise 2, which corresponds to the last activity consisting of a game where students had to take out a piece of paper and propose an alternative solution to the corresponding conflict, students were able to share solutions and ways to overcome the social conflicts existing in their context by giving the following answers to those statements or questions, “Mention one strategy to overcome poverty in Guadalupe Huila,” the answer students

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number 6 gave was “create the company to hire people to opportunity to work and easy access to public education.” To the statement Do you think education is one alternative to eradicate poverty? Why? Student number 11 said, “I think that if people have education, they will have more opportunities to get, to get a job.” And also, student 7 mentioned one strategy to avoid race discrimination in their context, by saying “one strategy prevent discrimination here is to teach people to treat others equal”.

The field notes state the way students share, in class, some of the alternative solutions to the existing conflicts, since by making use of situations taken from their surrounding is a way of teaching a foreign language. For students to offer solutions to their conflicts, they read short texts related to the conflicts, they watched a video about Singapore, and they developed other activities. Accordingly, as stated by Gomez (2015), “Teachers and materials makers should take advantage of real-life resources such as newspaper, literature, documentaries, history, and movies to study topics related to race, discrimination, social class struggles and human rights” (p. 179). Thus, various activities taken from real-life resources allowed students to gain vocabulary and input to finally respond to the general objective of the materials, which was to look for strategies to transform the social conflicts into solutions. Finally, the audio recordings ratified that students found alternative strategies to solve the conflicts. For example, student 3, expressed his alternative solution to avoid race discrimination, and despite his mistakes regarding grammar structures, one can identify his point and recognize that his solution to the conflict is entirely meaningful and consistent.

Chapter V

Conclusions and Pedagogical Implications

This chapter presents the conclusions and pedagogical implications, the limitations of the study and the question for further research. To reach this point, it was necessary to bring together the following: oral communication, context-bound materials, community-based pedagogy, and social conflicts. The combination of these elements would help answer the research question posed:

What can be revealed about oral production through EFL context-bound materials informed by community-based pedagogy and social conflicts among 11th graders at a public school?

Conclusions

Enhancing and promoting oral production in schools is a need that can be achieved with the use of appropriate materials and effective content, in particular the type of content that is familiar to the students and their realities. Oral production is being defined by Hymes (1978), as the capacity to communicate effectively within a particular speech community that wants to accomplish its purposes. Hence in this study, data showed that oral production is responsive to the communication among the students which enables them to talk about social conflicts in their surrounding and to look for strategies to transform those conflicts into alternative solutions.

In regards to the first research category, having worked on oral production through context-bound materials informed by community-based pedagogy and social conflicts revealed that students fostered and increased their oral production. This was achieved through making use of chunks of language to refer to their real-life situations and also by addressing pragmatic purposes when identifying the causes and the alternative solutions to the social conflicts. Students

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could express different ideas and opinions about alternative solutions to solve the problems, even when they made mistakes in terms of grammatical structures. Besides, students gave coherent answers to the questions and, although they made their mistakes concerning grammatical structures, they were able to preserve the meaning of their ideas when communicating.

Concerning the second category, it is relevant to highlight that the findings show the usefulness and significance of the content-bound materials, which fulfilled the three parameters of the postmethod pedagogy proposed by Kumavaradivelu (2001), in particular practicality, and possibility. It was possible to evidence that the context-bound materials were significant, as their development was informed by community-based pedagogy and social conflicts, and this included valuable content taken from the community. The materials also had an attractive layout and meaningful pedagogical sequence, which drew students' attention and kept their interest and motivation to work in class, because it was a novelty for them to find pictures of themselves all over the activities. As stated by Montijano (2014), "Teachers- made materials are undeniably the best materials that students may enjoy: personalized, as they cater for different learning styles, and relevant because they respond to the students' needs as no other materials can do" (p. 281). The materials offered meaningful information and free practice activities, where they could express their ideas and thoughts freely.

Concerning the third category, community-based pedagogy served as a source to address social conflicts, thus being a novelty since it facilitated the understanding of issues that surround the students and allowed for the appreciation and recognition of local knowledge. Barton, Hamilton, Ivanic and Gee (as cited in Sharkey, 2013 stated: "our notion of community-based pedagogies and literacies is also informed by sociocultural approaches that highlight language and literacy as situated, cultural practices that permit participation in social realms" (p. 2). In this

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sense, students had empathy and connected with the topics because they were about social realms taken from their surroundings. Also, the interplay between language and context for learning a foreign language helped students not only to communicate but to propose alternative solutions to the contextual realities they face.

With respect to the fourth research category, it was unveiled that students identified the causes of the social conflicts and proposed alternative solutions to them. This was expressed in both a brief and more elaborated way by the students. It is worth mentioning that for students to be able to propose alternative solutions to the conflicts, they had to understand, discuss with their partners, and then identify the causes of those conflicts. Villalobos (2015) pointed out that "conflict is a typical element of the mismatch or decoupling between social, organizational structures and the way subjects process these structures" (p. 54). This category shows a crucial element, and it is the fact that students recognize their local social conflicts, but also that they are looking for strategies to overcome them. The former idea represents a change in the students' ways of thinking, and helps them to become critical people in relation to social issues, and to look for better ways to live their daily lives.

To conclude, the literature review, composed of four constructs, and the four research categories identified after analyzing the data, revealed my research concern, and responded to the research question. The four categories are tightly related to each other, and provided meaningful and relevant insights in relation to oral production, to the context-bound materials, to community-based pedagogy and to the relevant social conflicts considered in the study

Pedagogical Implications

I would say that this action research allowed me to grow professionally, since it gave me tools to understand issues from the teaching process, that were not clear to me prior to

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undertaking this study. I learned that including topics from the local context in the classes, has a very positive impact on the students and facilitates their learning and understanding. This is because when the content is familiar to them, they can relate to it more easily when compared to working on issues from abroad. I also became aware of the importance of creating my own materials, addressing the needs of the context, and helping students to be critical regarding aspects that affect their daily life. In this way, Núñez Téllez and Castellanos (2017) stated that "teachers learn about the importance of MD, particularly its concept, demands, typology, text developers and reasons to write materials" (p. 24).

Another crucial learning point from this study, was the fact that it is possible to use the foreign language with students to refer not only to superficial issues, but to address matters that can have an impact on their lives and can contribute to minor changes in situations that benefit the whole community. Finally, I would like to mention that for me the most important contribution from this study was related to the way in which students became part of this intervention: by recognizing the conflicts they have and also by acknowledging that there are alternative solutions to it, and that it is possible to make changes that allow us to live in a better and more tolerant society.

Limitations

During the implementation of this research study, the primary limitation students had was related to the lack of time devoted to the implementation of the context-bound workshop. Since it was quite short, some of the activities had to be developed with some restrictions.

Further Research

Considering the findings and the results of this study, and keeping in mind that there is not much evidence in relation to social conflicts, I would propose the following question in a

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further research study : How does the implementation of context-bound materials informed by social conflicts enhance students' critical awareness ?

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Appendices

Universidad Surcolombiana
School of Education
Master's program in English Didactics

Appendix A: Consent Form

Autorización

Investigación: Promoviendo la producción oral a través de materiales contextualizados fundamentados en la pedagogía basada en la comunidad y en los conflictos sociales.

Maestría en Didáctica del Inglés Universidad Surcolombiana

Yo, Liced Yamile Rodriguez Martínez, me dirijo a usted para informarle sobre el proyecto de investigación **“Promoviendo la producción oral a través de materiales contextualizados fundamentados en la pedagogía basada en la comunidad y los conflictos sociales”**, dirigido a grado once en la Institución Educativa María Auxiliadora, del cual su hijo (a) hace parte. Esta investigación se desarrollará en diferentes sesiones de clase durante el cuarto periodo del presente año. Por consiguiente, presento a su consideración este documento, como constancia de su consentimiento para que su hijo (a) participe en este, mi proyecto de investigación.

Si usted autoriza la participación de su hijo/a, el estudiante formará parte de una serie de entrevistas grupales con otros estudiantes, el diligenciamiento de encuestas y la escritura de reflexiones con el fin de verificar el logro de los objetivos del proyecto. Las grabaciones y en general la información recolectada, se analizará sin hacer referencias personales ni ninguna acción que conlleve a atentar contra el buen nombre e integridad del participante.

Agradezco su comprensión y colaboración al autorizar a su hijo en este proyecto de grado. Sin embargo, es de anotar que la participación en este estudio es voluntaria y su hijo (a) puede retirarse en cualquier momento. Si decide hacerlo, su decisión no afectara de ninguna manera la relación actual con su docente de Inglés.

Autorización

He leído y comprendido la información anterior. Voluntariamente doy mi consentimiento para que mi hijo (a) _____ participe en este proyecto de investigación. “Promoviendo la producción oral a través de materiales contextualizados fundamentados en la pedagogía basada en la comunidad y los conflictos sociales”.

Firma padre de Familia: _____ Fecha: _____

Firma de Investigador: _____ Fecha: _____

Appendix B: Informed consent form

Guadalupe (H), septiembre de 2018

Especialista

FABIOLA HURTATIS CORDOBA

Rectora

I.E María Auxiliadora

Guadalupe-Huila

Atento saludo

Comedidamente me dirijo a usted con el fin de solicitar su autorización para que yo, LICED YAMILE RODRIGUEZ MARTINEZ realice una intervención pedagógica en el grado 1101 como aplicación de la tesis de la maestría que curso en la universidad Surcolombiana en el programa de Maestría en didáctica del inglés. El título de la tesis es: **“Promoting Oral Production Through Context-Bound Materials Informed by Community-based Pedagogy and Social Conflicts.**

La aplicación de la intervención que pretendo realizar hace referencia a la importancia de promover la producción oral en Inglés, a través de materiales contextualizados fundamentados en la pedagogía basada en la comunidad y en los conflictos sociales.

Durante la intervención, los estudiantes deberán participar de entrevistas, encuestas y reflexiones con el fin de verificar el logro de los objetivos del proyecto. La información recolectada se analizará, sin hacer referencias personales ni ninguna acción que conlleve a atentar contra el buen nombre e integridad de los participantes. A los padres de familia se les enviara una carta con el fin de que consideren autorizar a sus hijos en la participación el proyecto.

Finalmente, cabe mencionar que este estudio fue aprobado por el Programa de Maestría en Didáctica del Inglés y es un requisito para obtener el título de Magister.

Cordialmente,

Liced Yamile Rodriguez Martínez

Appendix C. Entry Survey (Need analysis)

Estimado estudiante:

La siguiente encuesta está dirigida a estudiantes de grado once de la Institución Educativa María Auxiliadora con el propósito de conocer acerca de sus intereses, opiniones y necesidades relacionados a la producción oral en el idioma Inglés, al uso de materiales contextualizados, a la preferencia en cuanto a actividades en clase, a los conflictos sociales que se están presentando en la Institución y a la pedagogía basada en la comunidad. La información recolectada será utilizada únicamente con fines académicos. Le solicito responder cada pregunta con total sinceridad.

¿Te gusta la clase de Inglés?

- Si
- No

1. Si tu respuesta es afirmativa, ¿Cuáles de los siguientes recursos pedagógicos prefieres o cuales son los que más te gustan? Señala 5.

- Juegos
- Canciones
- Ejercicios gramaticales
- escritura de textos cortos
- Debates sobre temas de importancia
- Exposiciones
- Comprensión de lectura
- Comprensión de escucha
- Otros _____

2. **¿Qué tan importantes considerarías los siguientes aspectos, en el diseño de los materiales elaborados por el profesor para el mejoramiento de la comunicación oral en Inglés?**

Marca con una X el valor que mejor represente tu opinión.

Indispensable de mucha medianamente de poca
importancia importancia importante importancia

Los materiales deben:

- a. mantener la atención y el interés de los estudiantes.
- b. lograr en el estudiante un bajo nivel de ansiedad.
- c. Lograr que lo que se enseña, sea visto por el estudiante como relevante y útil.
- d. requerir un esfuerzo por parte de los estudiantes.
- e. presentar al estudiante un lenguaje en uso autentico.
- f. tener en cuenta que los estudiantes difieren en estilos de aprendizaje

3. **¿Cuál de las siguientes habilidades practicas con más frecuencia en clase?**

- Escucha
- habla
- Lectura
- escritura

4. **¿Crees que es necesario aprender a comunicar en Inglés?**

- Si
- No

¿Por qué? _____

5. **¿Cómo consideras tu habilidad para comunicar en Inglés?**

- Baja
- aceptable
- Buena
- Muy buena

6. ¿Crees que poder expresarse oralmente utilizando frases de diferente duración y lograr adecuadamente funciones comunicativas según las situaciones, los participantes y los objetivos te ayudarían a mejorar la comunicación en Inglés?

- Si
 No
 Tal vez

7. Selecciona 3 aspectos en los cuales presentas mayor dificultad al comunicar en Inglés.

- Vocabulario
 Gramática
 Pronunciación
 Falta de fluidez
 Falta de motivación

8. ¿Crees que el trabajo con materiales contextualizados (diseñados de acuerdo con las necesidades de aprendizaje de los estudiantes), facilitaría la producción oral en inglés?

- Si
 No

¿Por qué? _____

9. Selecciona con una X la frecuencia con la que utilizas los siguientes materiales en clase de inglés.

Tipo de materiales	Siempre	casi siempre	Nunca
Material Tecnológico			
Libros de texto			
Guías ya elaboradas			
Materiales contextualizados			

10. ¿Selecciona los aspectos que menos te agraden de los materiales con los cuales has trabajado en clase de Inglés?

- el diseño
 la complejidad
 duración de las actividades
 temas de poco interesantes
 temas descontextualizados
 La monotonía en las actividades

11. ¿Qué entiendes por conflictos sociales?

Selecciona 3 de las respuestas que mejor describan este concepto.

- Combate entre grupos sociales
- Lucha por lograr un estatus, un poder o recursos escasos.
- Agresión física entre individuos por obtener un bien.
- conflicto individual por defender un derecho.
- Proceso complejo entre la sociedad y el estado.

12. ¿Consideras que el hecho de trabajar con temas relacionados a conflictos sociales podría desarrollar la habilidad oral en Inglés?

- Si
- No

¿Por qué? _____

13. Selecciona cuidadosamente 4 conflictos sociales que más se manifiesten en su entorno escolar.

- Discriminación racial
- Discriminación de edad
- Discriminación por origen Nacional
- Discriminación por orientación sexual
- Discriminación de género
- Inequidad de género
- Violencia física o psicológica.
- Consumo de drogas
- Pobreza

Thanks for your cooperation and honesty.

Appendix D: Field notes

School: Population: Students:	Date:	Topic: Piloting Section:	Complementary Materials:	Workshop # 1:
<p>Research question How is oral production promoted through context-bound materials informed by community-based pedagogy and social conflicts in 11th graders at a public school? General research objective: To promote oral production through context-bound materials informed by community-based pedagogy and social conflicts in 11th graders at a public school.</p>			<p>Specific research objectives. Specific objectives: (a) to describe the development of two oral communication micro skills (produce chunks of language of different lengths and accomplish the communicative function of language) through context-bound materials informed by community-based pedagogy and social conflicts; (b) to appraise the appropriateness and usefulness of context-bound materials informed by community-based pedagogy and social conflicts in the promotion of 11th graders' oral production; (c) to explore the contribution of community-based pedagogy in the development of two oral communication micro skills in 11th graders at a public school.</p>	
<p>General Observations</p>			<p>Analysis</p>	

Appendix E: Video Recordings transcriptions

<p>School: Maria auxiliadora</p> <p>Population: 12 students</p>	<p>Date:</p>	<p>Topic:</p>	<p>Complementary Materials:</p>	<p>Workshop # 1:</p>
<p>Research question</p> <p>What can be revealed about oral production through EFL context-bound materials informed by community-based pedagogy and social conflicts among 11th graders at a public school?</p> <p>General research objective: To analyze what is revealed about oral production among 11th graders through EFL context-bound materials informed by the community-based pedagogy and social conflicts at a public school.</p>		<p>Specific research objectives.</p> <p>Specific objectives: (a) to describe oral communication micro skills through EFL context-bound materials informed by the community-based pedagogy and social conflicts; (b) to appraise the appropriateness and usefulness of context-bound materials informed by the community-based pedagogy and social conflicts in 11th graders’ oral production; (c) to examine the role of the community-based pedagogy in 11th graders’ oral communication micro skills at a public school.</p>		
<p>Transcriptions</p>		<p>Analysis</p>		
Empty space for transcriptions		Empty space for analysis		

Appendix F

Record Validation by An Expert

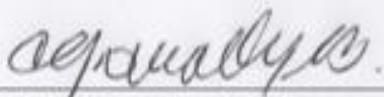
I, Liced Yamile Rodríguez Martínez, identified with Colombian ID number 10.04.089.000, hereby testify that I hold an undergraduate diploma in Licenciatura en Educación Básica con Énfasis en Humanidades y Lengua Extranjera Inglés. I am currently employed by Secretaría de Educación Departamental del Huila, in the position of English teacher.

I hereby certify that I have agreed to the review and assessment of the following research instruments by Dr. Carlo Granados-Beltrán: Students artifacts, teacher’s field notes and video recording forms, which support the research study entitled *Oral Production Through EFL Context-Bound Materials Informed by Community-based Pedagogy and Social Conflicts*. 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, I am submitting my assessment in relation to the criteria below.

	Poor	Satisfactory	Good	Excellent
Appropriacy and pertinence of students’ artifacts (context-bound 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 Tomás


Date: 3rd June, 2019.

Location: Bogotá, D.C., Colombia.

Appendix G: Workshop No 1. Social conflicts that affect our context.

Workshop No 1

Social Conflicts that Affect our Context



- *What social conflicts have you identified in our community?*
- *Why do we get involved in social conflict in our community and school?*

<p>General Objective:</p> <p>To talk about some social conflicts from our surroundings and to look for strategies to transform them into alternative solutions.</p>	<p>Specific objectives:</p> <ul style="list-style-type: none">• To identify and use vocabulary related to social conflicts such as race discrimination, drugs, discrimination for sexual orientation and poverty.• To understand some social conflicts from the Colombian context in passages.• To write about causes of social problems in our school.• To identify how some countries have overcome some social conflicts.• To ask and give information about alternative strategies to solve the social conflicts present in our school.
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Developed by Liced Yamile Rodriguez Martinez

Lesson 1: Vocabulary and grammar in context

1. Label the pictures below. Use the following list.

Learning strategy: Associating words with images.

- Poverty
- Drugs
- Race discrimination
- Discrimination for sexual orientation



5. Select the words from the box that are related to discrimination for sexual orientation.

Learning strategy: Grouping vocabulary.

Death		exclusion	
Inclusion		relationship	
Suicide		acceptance	



6. Relate each word to its definition.

Learning strategy: Relating words and meaning



- Prejudice the unfair situation in society when some people have more opportunities than others.
- Violence absurd opinion or feeling, especially without enough thought or knowledge.
- Impoverish actions or words that are intended to hurt people.
- Inequality to make someone very poor.

7. Check the previous activity with a partner and compare the answers. Then ask the following questions:



Have you identified poverty in your neighborhood?

Do you think violence is a problem for the society?



8. Classify the previous vocabulary into the following topics. Mark with an X under the right topic.

Learning strategy: Classifying words according to topics.



Vocabulary	Poverty	Drugs	Race discrimination	Discrimination for sexual orientation.
<i>unemployment</i>				
<i>inequality</i>				
<i>exclusion</i>				
<i>displacement</i>				
<i>prejudice</i>				
<i>suicide</i>				
<i>violence</i>				
<i>unequal</i>				
<i>consuming</i>				
<i>impoverish</i>				
<i>relationship</i>				
<i>Poor</i>				
<i>addiction</i>				
<i>brain damage</i>				
<i>Death</i>				
<i>resources</i>				

8. With a partner, mention two causes of poverty in Guadalupe Huila. You may need to use these expressions:

- *I think that...*
- *I believe that...*
- *From my opinion, ...*
- *One cause of poverty in Guadalupe is...*
- *Another cause of poverty in Guadalupe is...*

Lesson 2: Understanding different issues from my context

1. Read the 4 passages carefully and underline the words that relate to social conflicts.

Learning strategy: Identifying main ideas.

**Drug consumption prevalent in
Colombia's schools: Study**

Colombia's National University, warned that **consuming** drugs at a young age can have serious **health repercussions**.

Miguel Cote, director of the Department of **Psychiatry** of the National University, noted that drug use can have serious effects on the adolescent body such as **addiction**, cardiovascular problems, **brain damage** and specially heart attacks.



2. Based on eh reading, choose the correct option.

a. *Colombia's National University, warned that:*

1. Consuming drugs don't have serious repercussions.
2. Just some drugs can have negative effects.
3. Consuming drugs at young age can have serious health repercussions.

b. *According to Cote, what is the main problem with Nicotine Specifically?*

1. Cardiovascular problems and brain damage.
2. The main problem is addiction.
3. High risk of heart attack.

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Facts about poverty in Colombia

Colombia is a beautiful country but poverty here is still a problem. Below there are some facts about poverty.

1. more than three out of ten Colombians still live in poor conditions.
2. Colombia is the country with the highest unemployment rate in Latin America after Venezuela.
3. Colombia have been experiencing violence and displacement for more than 50 years.
4. Nearly 30% of all families in Colombia don't have adequate homes.
5. The unequal distribution of resources affect Colombian people and bring poverty to the country.

c. What is the general purpose of the writer with the text?

1. To show the unemployment rate in Colombia.
2. To show the consequences of displacement from rural areas.
3. To inform different facts about the Colombia's poverty problem.



d. The death of Sergio Urrego, a 16 years old students from Bogota, was caused according to his mother because:

1. He was very sick in the school.
2. He was excluded after discovering that he had a relationship with a classmate.
3. He belonged to the L.G.B.T community.



The Fight to Protect L.G.B.T. Students in Colombia

Two years ago, 16-year-old Sergio Urrego jumped to his death from a shopping center in Bogotá, leaving as his suicide note a Facebook post "Goodbye Cruel World." His death was the origin of a controversy that irritated Colombia this week, as the effort to expand L.G.B.T.

After his death, Mr. Urrego's mother, Alba Reyes, accused school officials, faulting them for excluding her only son after discovering that he and a classmate had an intimate relationship.

Rise in Violence

The rise in violence against black Colombians is the result of long-standing racial **inequality** and **prejudice**, and the effect of the country's decades-old civil war.

The war has also displaced millions of Afro and indigenous Colombians, from the **impoverished** areas along the Pacific and Caribbean coasts, to major urban centers where they face discrimination and violence. The two dancers murdered in Bogota in April had fled to the capital in 2013 from the southwestern provinces of

e. the violence against black Colombian people is the result of:

1. Inequality, prejudice and the effect of the country's civil war
2. Displacement of millions of people
3. Paramilitary groups and narco cartels.



3. After reading the texts, check true (T) or false (F) to each statement.

Learning strategy: Identifying true and false statements

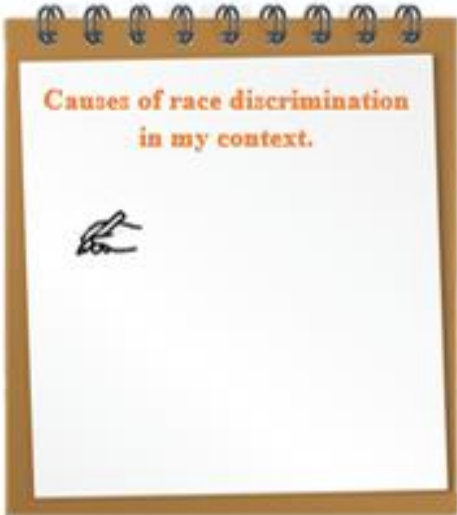
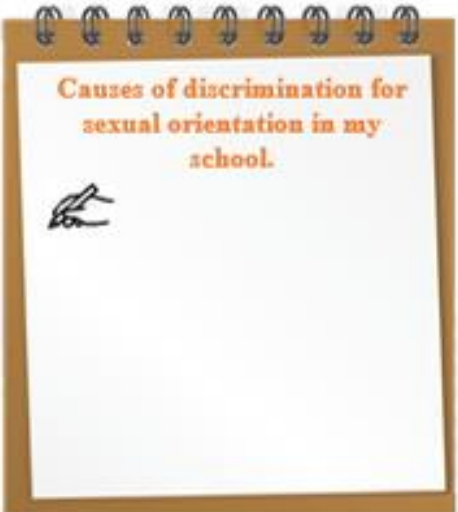
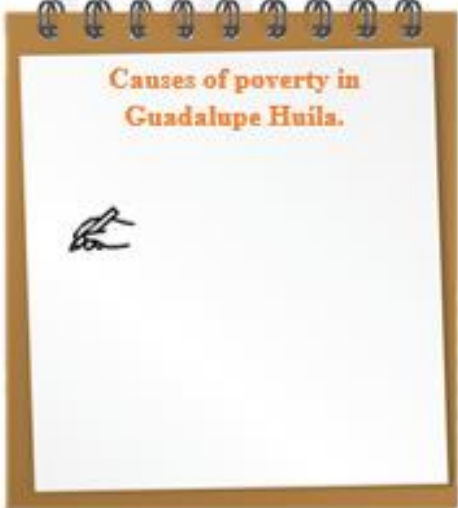
Statement	T	F
Nicotine is particularly addictive when used at an early age.		
The unequal distribution of resources doesn't affect Colombian people.		
Colombia is a beautiful country with a landscape marked by rainforests.		
Schools nationwide are called to develop clearer policies to prevent discrimination.		
Same- sex marriages haven't been legalized in Colombia.		
The war in Colombia hasn't has displaced millions of Afro and indigenous.		



Lesson 3: Materializing my ideas and thoughts.

1. Group work. In pairs, discuss and then write about the causes of the social conflicts that you find in your school.

Learning strategy: using previous knowledge to identify causes.



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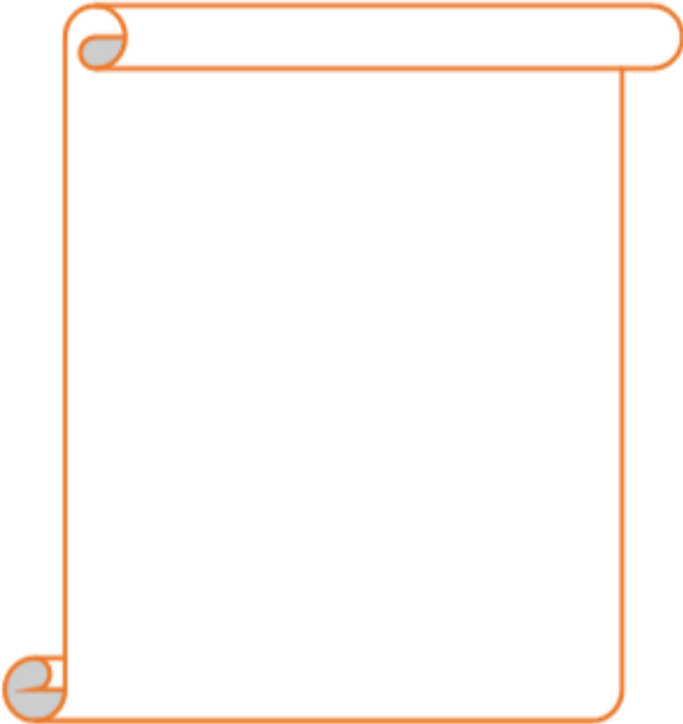
2. Posters creation: In groups of 4, you are going to choose one of the social conflicts identified in your context and you will create a big and creative poster writing some strategies or alternative solutions to the conflict.

Learning strategy: Using resources for receiving and sending messages

a. Think about possible titles for your poster



b. Make a draft of your poster and get feedback from your teacher and your partners to adjust it.



Lesson 4: Making connections to what I know and what I hear.

1. Listen carefully the video, then answer the questions below.

Learning strategy: Listening for detailed information.



a. According to the word bank, people living on extreme poverty are unable to afford:

1. Cars, expensive clothes, shoes and medicine.
2. Basic food, clothing, healthcare and shelter
3. Houses, clothing, motorcycles and candies.

b. In the 1980s people in those countries were living in extreme poverty, now those countries have overcome poverty. Which countries are they?

1. Japan and China
2. India and Singapore
3. China and India

c. What is Asia doing right now to fight against poverty?

1. Moving people to factory jobs in cities
2. Moving people to work in the countryside
3. Investing in free education for everyone.

d. What is preventing people in African cities to find jobs and getting education?

1. A lack of infrastructure, public transport, and essential services.
2. A lack of education, food and governments.
3. A lack of houses, streets and private transportation.

2. Read carefully the statement from the orange bubble which was taken from the video and give us your opinion.

Learning strategy: Seeking practice opportunities



The task of taken people out of poverty is a big challenge.

In my opinion, ...



Lesson 5: It's time to express myself

1. **Work in groups to ask and give information about alternative strategies to solve the social conflicts that affect our school.**

Learning strategy: Combining words to share ideas.



- a. **Get in groups of 4 to look for strategies that help the students to stop consuming drugs.**

How can we help those students?

- How could their parents help those students to leave drugs?
- What should the school do for those students?

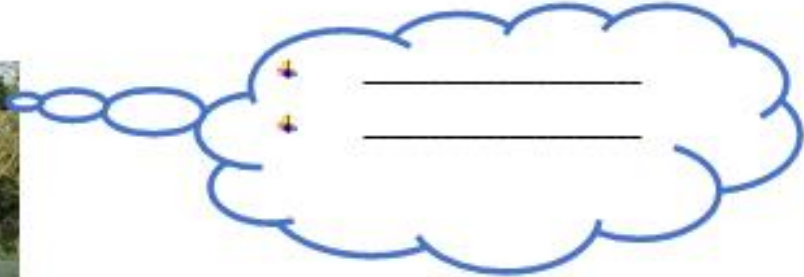


- b. **Work in pairs. Look at this image. Do you think education is one of the alternatives to eradicate poverty? Why?**



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- c. Think in 2 alternatives to overcome poverty in your context and share them with your partner.



- d. Race discrimination is one of the conflicts present in Maria Auxiliadora school. Read this quote and share your ideas with a classmate.



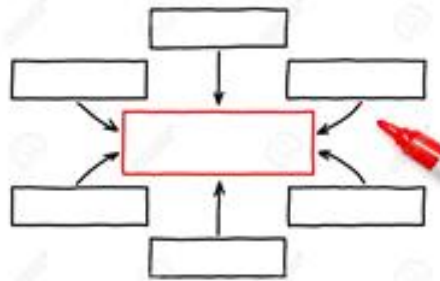
- e. Now think in one strategy to avoid racial discrimination in your context, write it and then share it in class.

- f. Mini interview. Go around the school and interview 3 people asking the following questions:

- ✚ Do you think is it fair to judge people because of their sexual orientation?
- ✚ What strategies could we implement in the school to avoid discrimination for sexual orientation?



- g. With all the ideas you got from different people create your own strategy to avoid discrimination for sexual orientation in your school and share it in class. You can use a diagram.



2. Game time!

- a. The teacher will have pieces of paper in a bag on which social conflicts are written. You students should sit in circle, take out a piece of paper and according to the conflict that you get, should mention one cause of that conflict and one alternative strategy to solve it.



Thank You!

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Self-assessment Autoevaluación		
Criteria	✓	x
Oral Communication <i>Comunicación oral</i>		
I can produce chunks of language of different lengths <i>Puedo producir fragmentos de la lengua de diferentes longitudes.</i>		
I can accomplish appropriately communicative functions according to situations, participants and goals. <i>Puedo realizar funciones comunicativas apropiadamente de acuerdo a situaciones, participantes y objetivos.</i>		
The workshop <i>El taller</i>		
Is useful, attractive and presents appealing content for me. <i>Es útil, atractivo y presenta un contenido llamativo para mí.</i>		
Presents a sequence of the activities, so I can feel comfortable. <i>Presenta una secuencia de actividades de manera que me puedo sentir cómodo.</i>		
Is significant and is related to my interests and the interests from my school. <i>Es significativa y está relacionado a mis intereses y a los intereses de mi colegio.</i>		
Provide opportunities for outcome feedback. <i>Proporciona oportunidades para la retroalimentación.</i>		
Provide opportunities for communicative purposes. <i>Proporciona oportunidades para propósitos académicos.</i>		
The lesson includes enough free-practice activities. <i>La lección incluye suficientes actividades de practica libre.</i>		
Community-Based Pedagogy La Pedagogía Comunitaria		
I can integrate the language and the context in my pedagogical practice <i>Puedo integrar el idioma y el contexto en mi practica pedagógica.</i>		
can talk about experiences from my context in class. <i>Puedo hablar sobre experiencias de mi contexto en clase.</i>		
I can see a collaboration between the teacher and the students for choosing the topics for the class. <i>Puedo ver colaboración entre la profesora y los estudiantes para elegir los temas para la clase.</i>		

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The activities are focused on giving tools needed to communicate. <i>Las actividades están enfocadas en dar herramientas necesarias para</i>		
Social conflicts Los conflictos sociales		
Different social conflicts from our context are mentioned in the class <i>Diferentes conflictos sociales de nuestro context son mencionados en la clase.</i>		
I have the chance to give my opinions about strategies that allow us to overcome the different social conflicts we have in our school. <i>Tengo la oportunidad de dar mis opiniones sobre estrategias que nos permiten superar los diferentes conflictos sociales que tenemos en nuestro colegio.</i>		
Now I have a wider view of the different social conflicts in our context and how some countries have overcome some of them. <i>Ahora tengo una visión más amplia de los diferentes conflictos sociales de nuestro contexto y como algunos países han superado algunos de ellos.</i>		

Images taken from:

- <https://colombiareports.com/drug-consumption-prevalent-colombias-schools-study/>
- <https://borgenproject.org/10-facts-about-poverty-in-colombia/>
- <https://takingnote.blogs.nytimes.com/2016/08/12/the-fight-to-protect-l-g-b-t-students-in-colombia/>
- https://en.wikipedia.org/wiki/Poverty_in_Colombia
- <https://es.kisspng.com/kisspng-hetbj/>
- <https://es.kisspng.com/kisspng-cc7jmi/>
- <https://www.dreamstime.com/royalty-free-stock-images-dictionary-image26249509>
- <https://ru.kisspng.com/kisspng-upfcs0/>
- <http://secondlineblog.org/2015/11/education-and-poverty-the-conversation-that-doesnt-exist/>
- <https://apgs2013.wordpress.com/2013/12/05/thank-you-for-your-participation/>

