La Honda Bilingüe Lectora: Building a Bilingual Ecosystem Through Social Work in a Rural
Community of Pereira

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Abstract

This didactic sequence aims to describe the impact of creating a bilingual ecosystem in the rural community of La Honda through social work, mediated by Content and Language Integrated Learning (CLIL) approach. La Honda Bilingüe Lectora is one of five English workshops whose target population are fifth graders from La Honda school, located in Combia Baja, Pereira, Colombial. In addition, all La Honda Bilingüe projects were created in response to the community's desire to learn English as rural locations lack governmental support and socio-economic resources (Bonilla & Cruz-Arcila, 2013). As a result, eleven learning experience sessions were developed to expose children to literature to foster interaction and communication, following the guidelines and methodology of *Escuela Nueva* model suggested by *Ministerio de Educación Nacional* (MEN). Through the process of creation and development of this project, have arisen some meaningful conclusions in terms of lesson planning, children literature and rural teaching awareness which will be detailed addressed in conclusions, limitations and implications sections.

Keywords: CLIL, children literature, escuela nueva, rural teaching, social work

Resumen

Este proyecto de clase busca describir el impacto de la creación de un ecosistema bilingüe en la comunidad rural de La Honda a través de trabajo social, mediado por el enfoque Aprendizaje Integrado de Contenidos y Lenguas Extranjeras (AICLE). La Honda Bilingüe Lectora, uno de los cinco talleres en inglés del proyecto La Honda Bilingüe, tendrá una población objetivo de estudiantes de cuarto y quinto grado de primaria de la escuela La Honda localizada en Combia baja, Pereira, Colombia. Además, todos los proyectos de La Honda Bilingüe fueron creados como respuesta a los deseos de la comunidad por aprender inglés ya que las poblaciones rurales sufren la ausencia de apoyos gubernamentales y recursos socio-económicos (Bonilla y Cruz- Arcila, 2013). Como resultado, diez experiencias de aprendizaje serán desarrolladas para exponer a los participantes a la literatura para fomentar la interacción y la comunicación siguiendo los lineamientos y metodología del Modelo Escuela Nueva sugerido por el Ministerio de Educación Nacional (MEN). A través del proceso de creación y desarrollo de este proyecto, algunas conclusiones significativas emergieron en términos de planeación de clase, literatura infantil y conocimiento de la enseñanza rural, de las cuales se hará una detallada referencia en las secciones de conclusiones, limitaciones e implicaciones.

Keywords: AICLE, literatura infantil, escuela nueva, educación rural, trabajo social.

Acknowledgements

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Justification

This project intends to create bilingual ecosystems through social work in the community "La Honda", which is located in the rural village Combia Baja - Pereira, Risaralda. The project will be carried out with students of *Escuela La Honda*, aiming to develop a variety of activities related to literacy within a sociocultural perspective. For instance, Bonilla & Cruz-Arcila (2013) highlight some important aspects in the field of English teaching in rural areas such as the economic situation, use of language, levels of formality, social needs and class; relationships, behaviors, cultural and historical heritage. The authors state that socio-cultural aspects are challenging situations for rural English language teachers because the opportunities, elements, and resources that could be used are very scarce, without mentioning the diverse population that suppose a greater challenge. Consequently, this project holds great importance for public-rural education in Colombia, since it will probably allow the target population to develop language skills to keep up in the future with the demands of contemporary society and open their horizons to new opportunities and chances in adulthood.

This didactic sequence identifies a gap in the execution of state resources for the community and their socio-cultural and educational development. This gap is evidenced in ICFES SABER 3° 2012 test results, which present that 75% of students had a minimal performance in the language section. In addition, in ICFES SABER 3° 2014, 100% of the population scored an insufficient grade in the same section. The main drawbacks that La Honda has to face are related to the lack of governmental support and the insufficiency of socio-economic resources. Hence, the community, teachers, parents and students, have expressed their desire to learn English; if we ignore this call, the community could lose not only the disposition to learn but also the hope in strengthening their communicative competence in languages. La Honda requires additional support in educational and

administrative aspects by the government of the city since certain rural zones do not have the opportunity to learn English. As Bonilla & Cruz-Arcila (2013) and Cruz-Arcila (2020) contrasted, education in Colombia as urban-centered and rural schools are one of the most underexplored social diversities in the language education field; this is the reason why this community deserves attention through the exposure to high-quality bilingual education.

Lackin and Gasperini (2004) cited in Bonilla and cruz-Arcilla (2013), claim that rural education in Colombia has important gaps in education and educational resources as well as poor remuneration and bad labor conditions for educators. La Honda community is not the exception, all of these drawbacks have prevented them from having a structured bilingual learning process which allows the community to access quality education in English. In order to carry out bilingual education with this population, it is important to clarify that apart from educational gaps, it is necessary to consider other sociocultural factors including empathy to improve the strategies implemented by teachers and students to have success in both learning and teaching processes.

A sequence of English sessions focused on literature will be developed once a week in a non-curricular context with students from *Escuela la Honda* attending Escuela Nueva methodology. This Bilingual ecosystem will be created by teachers in development as a project required to finish their current program and give answers to desires and needs to learn English in the previously mentioned population. The importance of this project is to provide the rural area of La Honda access to teaching and learning English as a foreign language since rural schools have a big gap in relation with urban schools in terms of infrastructures, professional talent and technological resources. It is important to have awareness about rural education conditions and start to think about rural education from population necessities (Gutierrez, 2019). Additionally, rural education should assign value and academic status to local knowledge at a level similar to that of universal knowledge in order to increase their

identity and the value of the heritage (Arias, 2017). This is a means of social inclusion, intending to guarantee quality education as it is stated as a basic right in the Colombian constitution of 1991.

Through a sequence of bilingual workshops with the community of La Honda under the framework of rural bilingual ecosystem and social work, extracurricular activities will take place, whose main objective is to develop communicative apprehension in English and Spanish skills. Thus, this didactic sequence is titled "La Honda Bilingue". It seeks to generate social justice in this rural area, commonly known as socially vulnerable, by providing scenarios of access to bilingual education, guided by practitioner students or pre-service teachers trained in that area. The achievement of social justice will probably generate in La Honda context equality to education and growth opportunities for members of the community.

Objectives

General objective

To describe the impact of a bilingual ecosystem mediated by literature, through social work, in students from Escuela La Honda in the rural community La Honda.

Specific objectives

- To develop awareness about the conditions of teaching English in a rural context.

- To shape lesson planning skills and English teaching strategies for rural education contexts.

- To build English repertoire about vocabulary commonly used in children's books.

- To develop literacy competences of vocabulary through the exploration of children's literature.

Theoretical Framework

Conceptual Framework

In this chapter, the reader is going to explore some basic terms related to the project to improve the understanding of concepts which will be used through the description of La honda bilingüe lectora. The first main term is bilingual education, which is presented with some important authors' definitions, it is enriched with approaches, definitions and how those are divided in monoglossic and heteroglossic ideologies. In addition, types and models of bilingual education are briefly defined in the chapter and some related terms with the principal concept. The second main term is bilingual education in rural areas and how it is implemented in Colombia. Furthermore, the Escuela nueva model, which is used in several rural schools in Colombia, is extensively explained at the middle of the chapter. Moreover, the last main term is children's literature which, although is difficult to define, brings to the reader a great understanding about what it is and the importance of literature to children's life.

Defining Bilingual Education

Bilingual education was mentioned for the first time in Sissons' book, Bi-lingual schools in Canada (1917). The author talked about bilingual education in Canada and how it was a beneficial process in the development of quality in education as teachers had language barriers at the moment to follow the curriculum content which was in French and their modern tongue was English. To provide a better understanding, it is necessary to explore some definitions of bilingual education from different authors. García (2009) states that traditional language acquisition programs teach the second language as a direct subject, in contrast with bilingual education, which uses a second language as a medium of instruction. Additionally, bilingual education is also described as all of those situations in which students can strengthen their weaker language skills throughout the L1 in a given subject matter (Krashen, 1984). This classroom project is in line with the definition of Corson and

Cummins (1997), who defined the term as the use of two or more languages focused on the content subject rather than content language.

Taking into account the information previously mentioned about the meaning of bilingual education, it is important to analyze its *approaches,* which are divided into two important ideologies: **Monoglossic and Heteroglossic.**

The Monoglossic Ideology.

It is defined as a framework of belief that assumes that legitimate linguistic practices are only those enacted by monolinguals, and the use of two different languages does not represent any purpose for learning processes (García, 2009, p.115). In that sense, the ideology of monoglossic education is divided into subtractive and additive. The first term accounts for the difference of power between two languages where one of them is devalued and considers bilingualism as a problem, supporting monoculturalism. Similarly, additive monoglossic ideology favors the use of two languages in diglossic ways, developing a feeling in which both languages are appreciated and used in different situations by learners.

The Heteroglossic Ideology.

According to García (2009), it is a framework of resources in which speakers can use the languages as a way to teach several languages in order to recognize the multilingualism in their societies. Besides, it takes into account different sociolinguistic aims, whose purpose is to improve, maintain and develop different components of languages; it includes an affective identity related to the mother tongue without forgetting the academic and social aspects in the development of L2. These types of bilingual education show us two different frameworks: The recursive ideology recognizes that bilingualism is not a static process because it is complex and it can take different directions at various times from that of simple shift (Cummins, 2000; García, Morín, and Rivera, 2001 cited in Garcia, 2009). In similar fashion, dynamic ideology supports language interactions taking place on different planes, including

multimodalities and other linguistic interrelationships. In fact, as Garcia (2009) mentioned, this theoretical framework allows the simultaneous coexistence of different languages in communication, accepts translanguaging, and supports the development of multiple linguistic identities.

Types of Bilingual Education.

Considering the frameworks, there are some types of bilingual education to explore. The first one is immersion, defined by García (2009) as the context in which the students are exposed to the second language with an authentic communication by periods of time, using the mother tongue as an instructional tool. This type is useful for students who want to maintain their first language while they are acquiring communicative competencies in the L2. The second is a monoglossic type called transitional, which is explained as the process of students who will learn the L2 when they already have fluency in their mother tongue (García, 2009). The last type in bilingual education is CLIL, which is in charge of teaching a second language, integrating different fields of study such as mathematics, biology, arts, among others (Martinez, 2012). Accordingly, the application of CLIL can bring multiple advantages to this project since it expands the abilities of the students not only in the language, but also in other competencies.

Models of Bilingual Education.

In the Bilingual Education literature, there are three basic *models* of bilingualism. According to Mejía (2002, in Hurajová, 2015) these are the Transitional, Maintenance, and Enrichment models. Each of them describes the relationship between the educational context with the majority and minority language speakers as well as the sequencing of language as the medium of instruction with the program.

Transitional. Bilingual education refers to the shift of the learner from the home minority language to the dominant majority language, with the result of social and cultural

assimilation of the second language. This means that students use more frequently the foreign language than their first language.

      Maintenance. This model has as main aim fostering the minority language in the learner, strengthening cultural identity, and preserving heritage languages in heritage language programs (Garcia, 2009). Students have to take just one class in their native language and the rest of the lessons are in the target language. This model is appropriate for those students who want to preserve their cultural heritage.

      Enrichment. This model of bilingual education is similar to the maintenance; however, it goes further because it not only maintains the first language, but also develops and expands it. It is noteworthy that the enrichment model is related to this project since it seeks to maintain the native language of the community and also enrich it in such a way that it is not left out.

Related Terms

      In order to have a better understanding of the Bilingual Education concept, it is also relevant to define a related term, Language Education. Sánchez (2009), refers to this aspect as the capacity that students develop to communicate naturally in a real context, becoming speakers with no boundaries in the language they are learning. As the author mentions, the area of Language Education goes back to more than five hundred years ago. Since then, a vast variety of methods and techniques have been implemented to achieve language-learning objectives. In this project, we will take into account the different perspectives of language education, so we can adapt and implement the methodologies that best suit our students. Further, it is also important to consider bilingual education focused on rural areas since it is directly related to La Honda Bilingüe Lectora, this construct will be explored in the following section.

Bilingual Education in Rural Areas

Bilingual education in rural areas is another topic of interest in the project. To define this term, a rural area can be defined as a big open swath of land that has few and distanced homes and not many people. The population density in the rural areas is usually very low and since the land is very extensive many services such as shopping, work, medical services, and education tend to be scarce and lack quality. As Bonilla and Cruz-Arcila (2013) argue, rural language education can encounter numerous challenges since rural language teachers usually have unbalanced sociocultural, economic, ethnic, and political conditions (cited in Ramos Holguín and Aguirre Morales, 2016). The most common challenge in rural education is the recruitment of language teachers willing to work there, which is a key element for improving the quality of education.

Rural Education in Colombia

Thirty-five years ago, a new teaching model called Escuela nueva arose in Colombia. This model has helped rural schools to improve education quality in relation with urban schools, which according to the Colombian national statistics department or their acronym in Spanish DANE, gave in 2020 the opportunity to 2.234.258 students in rural zones to study and improve their life conditions. One characteristic of this model is that students from three or more grades are in the same classroom with only one teacher.

Brief History of Escuela Nueva Model.

According to Ministerio de Educación Nacional (MEN), (2010), in 1950's educational policies in Colombia were structured, making rural education disadvantageous with respect to urban education as there were few students per grade, field work, and difficult access zones. In 1971, in Geneva, Switzerland the rural schools program with one teacher per classroom to teach different grades at the same time was approved, the same year Colombia implemented that policy in one rural school in Bucaramanga being the pilot proof of this new

model; six years later it was implemented around the country. Learning guides were elaborated for each grade since teachers in charge of numerous grades spent plenty of time designing the guides. Libraries, laboratories, and teacher training were new elements included in the new model of rural education in Colombia.

Understanding Escuela Nueva. At the beginning of the implementation of this model, it was called "Programa Escuela Nueva", but its methodology and implementation of active pedagogies transformed it into a Model. The implementation of educative flexible models included the participation of vulnerable populations who have few opportunities to access education. Escuela nueva is currently considered as a model because it includes pedagogical, methodological and didactic proposals. (Ministerio de educación, 2010).

Pedagogical proposal. Escuela nueva takes into account the active pedagogies and suggests specific actions in educational situations such as the construction of knowledge in society, the importance of the context to achieve significant learning goals, and the consideration of different learning pace. Contemporary pedagogies have been included recently which start in active and cross to interactive.

Methodological proposal. Community in general is a fundamental part of the educational process in this model. Transversal projects are developed with articulation of curriculum and institutional educational projects, whose acronym in Spanish is PEI; for instance, sexuality, citizens education, human rights and environmental education.

Didactic proposal. The learning guides developed by the Ministerio de Educación consider equally important the function of students, teachers and knowledge which advocates for collaborative learning, evidenced in the activities A, B, C and D found in the guides for each topic. Section A is related to the previous knowledge of the students, section B accounts for expanding their current knowledge and adds new concepts, section C applies what was

learnt to the immediate context of the pupils and finally, section D seeks to focus on the

acquired knowledge and apply it to daily non-scholar situations.

Children's Literature

To find a good definition of children's literature is difficult as some of them are not

directly applicable to the pedagogical study field and others are not correctly bound as is

mentioned by Minguez (2012) in *Defining children's literature definitions from the didactics*

of language and literature paradigm. The concept of children's literature is defined as the

word vehicle which contains arts and creativity in itself and has a clear audience which are

children (Cervera, 1989). On the other hand, Cervera addresses the justification of his article

"Entorno a la literatura infantil" giving some important aspects about why children's

literature is important. The first reason provided by the author is the clarification that

children's literature continue being literature as years ago people used to relate "children's

literature" with low quality literature, using the term in a despective way. The second reason

asserts that all is literature in general, denying children necessities and forgetting who is the

final addressee. Additionally, Cervera affirms that the presence of literature helps to fill the

leisure time, making the school time more beneficial. That is to say, introducing children to

literature helps them to improve in other aspects in an academic environment. Finally,

Cervera cited Cabo (1986) stating that there are no children who had not read books which

are not designed for them; for example, books without didactic content, bad illustrations and

not adequate content. Moreover, there are teachers who believe that these books are didactic

and satisfy the category of children's literature.

The terms presented in this section are relevant to contextualize and understand the

meaning of this project as well as create a general idea about what the reader can expect in

next chapters. Previous constructs are connected with this project as it will be carried out in a

bilingual ecosystem created by two English teachers in development in La Honda primary

school, where the principles of the Escuela Nueva model are applied. This term will be

mentioned in other chapters in order to understand the situation in regards to urban schools

such as grade division, number of students and teachers, and pedagogical aspects. Finally,

children's literature exposes the main objective of this project and how it can be beneficial for

the participants.

Literature review

Three studies will be presented in this literature review. The first one, *"Interrogating the social impact of English language teaching policies in Colombia from the vantage point of rural areas",* is about teaching education in rural areas, and how teachers and students are stigmatized in urban settings. Cruz-Arcila's (2017) qualitative study has as objectives recognize the important job of rural teachers and how non-urban contexts are not taken into account in the construction of ELT policies. In addition, Zakhir carried out a study in 2019 called *"Extracurricular activities in TEFL classes: A self-centered approach"*. This mixed study selected teachers and students from two economic faculties in a Morrocan university with the objective of analyzing the attitudes of both groups of participants in relation with extracurricular activities in English classes. Last, the study conducted by Bernal and Bernal (2020) called *"Using reading to teach English as a foreign language"* in Universidad de Cuenca, Ecuador seeks to report the advantages of reading as a strategy to teach English as a foreign language, and the level of confidence acquired reading both general and academic English.

To begin with, Cruz-Arcila's (2017) study about the social impact of English language in rural areas has as main objectives to provide a standpoint about what is teaching English in rural areas, recognize the rural teachers' professional development, the social issues they manage, how the ELT policies affect these issues, and what is their perspective in this matter. Participants were ten rural teachers, who worked in seven different schools, each one in a different municipality in four different regions of Colombia. Teachers completed one written report with their biographies and attended two interviews. First about their feelings, future plans, work stories and perceptions about community and students, the second interview was about their working environments.

The main source to gather information was to interview rural teachers in two moments as well as investigate their field diaries about personal experiences. Cruz-Arcilla used the positioning theory (Davies & Harré, 1990; Harré, Moghaddam, Cairnie, Rothbart, & Sabat, 2009) as an analytical framework and an ethnographic tool (Green & Bloome, 2004) to enrich teacher's presentations. The author's findings provide an idea of what the perception of people regarding education in rural areas is; Cruz-Arcila claims that although teachers were reluctant to accept a job in rural areas, they changed their perceptions as they experienced what it is really like to teach there. Additionally, teachers and students in the countryside are not perceived as equals in regard to the ones in urban context due to the spread idea that rural citizens are less capable than their counterpart but as said by one of the participants, "*the difference between rural and urban students is not the learning capacities, but the access to information*".

Similarly, Zakhir's (2019) study about extracurricular activities in English classes in Morrocan University has as its principal aim to collect information about teacher and students' attitudes and perceptions about extracurricular activities in a bilingual context. Fourteen teachers and ninety seven students from two economic faculties were selected to participate in the study. Teacher's age was between thirty one to sixty two years old, while the students' age were between twenty to twenty six years old. The results of attitudes caused by out-of-class experiences in participants were analyzed through qualitative and quantitative methods using semi-structured interviews and questionnaires. Besides, to collect information of the interviews and questionnaires to teachers and students, Zakhir employs sociolinguistic and education techniques used by researchers of these areas (Creswell, 2002; Normah, 2017; Zakhir & O'Brien, 2016). The major findings affirm that extracurricular activities are fundamental in teaching English since they not only create a safe and anxiety free environment to learn, but also fight boredom and demotivation; furthermore, students were

more attentive and willing to participate and complete the activities proposed by teachers. Educators stated that they prefer to use a mix of artistic and physical activities to help students to enhance their communicative skills and avoid shyness. All teachers agreed that the lack of resources and materials prevent them implementing the activities properly; therefore, they have to resort to traditional methods to teach.

The contributions of Cruz-Arcila's (2017) study provided useful information regarding the efforts of the government to promote social equality, inclusion and social justice using the ELT program as a means to achieve this goal. However, in practice, these policies only favor students, teachers and institutions in urban areas, neglecting rural ones. Consequently, Cruz-Arcila (2017) suggests it is necessary to invest in social welfare, improve the redistribution of productive lands and provide more opportunities to access higher education in rural areas. On the other hand, Zakhir´s (2019) study contributes with some insights regarding how extracurricular activities can help students to find motivation, overcome shyness, feel more confident when talking in public and improve their performance in school. Besides, since the lack of materials and resources can suppress learning in extracurricular activities, it is important to bear in mind that in La Honda Bilingüe Lectora, there will be no access to resources to implement the activities; acknowledging this, it is possible to foresee problems and setbacks that may emerge while implementing the project.

Equally important, Bernal & Bernal (2020) conducted a cross-sectional study in Universidad de Cuenca, Ecuador with thirty seven students from six different faculties who were taking a A1/A2 EFL course as a prerequisite for graduation. This research seeks to report the advantages of using reading as a strategy to teach English as a foreign language, and the level of confidence acquired reading both general and academic English. The study material was carefully chosen by students and teachers, where six books of academic matters were selected as well as general English readings retrieved from readtheory.org. Additionally,

students were exposed to different reading strategies such as scanning, skimming, mining and reading monitoring; furthermore, pre-reading, while reading and post-reading exercises were implemented to encourage and keep the students engaged in the classes. The assessment was carried out through five reading tests; a grammar, listening and reading evaluation performed before and after the study and finally, a questionnaire in order to measure the level of confidence reading general and academic texts after the study. Lastly, the authors reported although the understanding of academic English texts was higher than general English texts, students had better results in both kinds of readings in comparison with the tests taken before the study; moreover, there was remarkable improvement in the grammar and listening exams, and most of the participants stated they felt more confident about reading both academic and general English texts.

This research is essential for the La Honda Bilingüe Lectora because it glances at how beneficial could be to implement reading strategies to teach EFL as the authors mention, traditional methods are not effective and produce boredom and demotivation on students; besides, Bernal & Bernal provide tips to successfully implement this strategy such as to allow students choose the texts they are going to read for better results, not to underestimate the students capabilities and previous knowledge, and adequate teaching reading habits to reach a higher rate of success.

Methodology

In this chapter, some relevant aspects dealing with the project will be covered thoroughly. Those aspects are the type of project, context related to the rural area of La Honda, participants in the workshops, distribution of the instructional design, resources needed in the learning experience sessions, and finally, the practitioners' role in the project.

Type of Project

Hernández et al. (2010) point out that there are three different research approaches that can be considered depending on the context, the participants and the type of the project as well as the data to be analyzed in the reflection and result stages; those approaches are qualitative, quantitative and mixed. According to Hernández et al. (2010), qualitative research better fits in research when it is necessary to deepen and understand the phenomena in the context, and the experiences and opinions of the participants. Since this project aims to perform social work in a rural area, it takes into account key elements such as the perspective of the participants and their context; consequently, La Honda Bilingue Lectora is aligned with the qualitative approach.

Context

La Honda Bilingüe Lectora will take place in La Honda school, located in the rural area of La Honda, Combia Baja, Risaralda. It takes about 40 minutes to get to La Honda from Pereira, the capital of the department of Risaralda. Thus, this school is one of twelve campuses whose main headquarters is IE Combia, located in Combia. Regarding the description of La Honda school, it's composed of five classrooms, a playground, a library, and a snack shop. Beside the aspects mentioned above, due to the COVID-19 pandemic, the Ministerio de Educación Nacional (MEN) established that a whole classroom will be divided into two sub-groups, calling each group a "bubble". While bubble 1 would have face to face classes, bubble 2 would stay in home attending virtual sessions for one week; then for the

next week, bubble 2 who stayed at home at first would have face to face classes and bubble 1 would stay at home with virtual classes and so on.

One of the classrooms is equipped with a small library which can be a good place to develop the reading workshops of the project since it has enough room for all the students to carry out the proposed activities of each session in a safe place during the pandemic times. Although primary schools have great material to develop sessions, technology resources are limited as electricity is unstable, so a plan B is usually needed. Moreover, in-service teachers have at their disposal a library with a vast quantity of books and learning guides of Escuela Nueva from kindergarten to 5th grade provided by MEN. In addition, there is in progress the construction of a maximum security jail near to the community, it is sponsored by government resources, because of that, some politicians are present in the zone. As a consequence, the population thought that this project was in line with any politician's party, leading them to feel mistrust about the project and lose interest in joining any La Honda projects.

Participants

Students

The target population are fifteen 4th and 5th graders from school La Honda who share the same classroom due to La Honda school is aligned with Escuela Nueva model, which according to the demands of the school and necessity of the community in rural areas, two or more grades are taught by the same teacher. In the first approach to the community, the students showed interest in learning English as they stated that learning a new language is exciting and helpful. Pupils also mentioned that they have to walk around one or two hours to get to La Honda School, and it becomes even harder when it rains because the road floods, blocking sometimes the path to the school.

Pre-service Teachers

The pre-service in charge of the project are two practitioners from the program *Licenciatura en Bilingüismo con Énfasis en Inglés* offered at Universidad Tecnológica de Pereira, located in Pereira-Risaralda. The pre-service teachers are 21 and 26 years old who live in La Virginia and Pereira respectively, attending 8th semester of the program.

Instructional Design

Lesson planning

Learning experience sessions planned carefully with the aim to achieve the project objectives; focusing on the content, and including some of the topics taught in subjects like biology and arts in the school. Thus, the sessions are characterized by CLIL type. The first step to plan the sessions will be to search the perfect book or story for the participants. Hence, the story must be interesting to students with repetitive structures and related to previous topics to make a sequence. A template created by the practitioners used to organize the sequence of the lesson, materials, times and possible plan B. Then, each learning experience enhanced taking into consideration the observation notes, the in-service teachers' feedback and the students' response to the material and activities proposed for each session.

SESSION #1

Topic: Presentation
Objectives
- To create a secure learning environment where students can share their ideas and question with confidence
- To meet the students from La Honda primary school in Combia baja
- To establish the sessions´ rules

TIME	DESCRIPTION	MATERIAL	ANTICIPATED PROBLEMS AND SOLUTIONS

15 minutes	**Presentation** We will introduce ourselves in front of the students and we will ask them what are the benefits of reading in english. At the end of the students' participation, we will explain to them the project of La Honda which is about learning english through books and stories. This first activity will be in spanish.	**Materials folder** Session 1	If students do not share opinions or ideas, we will start to tell the advantages of reading. For example, we can learn stories about our favorite characters, reading with friends etc.
25 minutes	**Activity # 1** We will request students to sit down on the floor doing a semi circle. Then, we will put a little cardboard box in the center. Each practitioner will save three elements he/she likes and they will use expressions such as *"my name is…"*, *"I like …"* to present the elements inside the box, these structures will be an example to students. The instruction will be given in spanish but the expressions will be in english to start the english production. When practitioners finish with their presentations, participants will draw what they like the most and each one will introduce the imagen in the box. The previous activity made by practitioners will be replicated by students. While students make their presentations, one teacher will complete the badge information to recognize each member of La honda bilingue lectora club .	**Badge link** ◘ Badge.pdf	
20 minutes	**Ground rules of La Honda** With students' participation we will create 5 essential rules to our class such as respect classmates and their participation in class, raise the hand to participate and respect teachers.	**Poster rules** ◘ Poster rules.pdf	If students do not suggest rules, we will propose some options.

	We will create a poster which shows the rules selected with participants. Each rule will be illustrated and named in english. We will use this activity as an opportunity to use english. Practitioners will bring the poster previously made with the option to write and decorate each rule to make the students active participants in the creation of the rules by giving ideas, decorating and helping to create one of the most important parts of the class. The creation of the rules will take into account the suggestions of students to encourage the respect of them.		
5 minutes	**Active pause** We will request students to stand up and do some exercises using a song in English called "shoulders, knees and toes" to complete the exercises and make it funnier.	https://www.youtube.com/watch?v=WX8HmogNyCY	
5 minutos	**Time capsule** We will start this activity by talking to students about our goal and plans at the end of the year, which will be to read as many english books as possible and learn several english words. Each practitioner will tell their plans showing the structure which will be used in the activity. Then we will ask the guiding question: What do you want to get at the end of the year? We will show a decorated box which will be called "the time capsule". We will propose to do a letter (draws or words) where they show their wishes at the end of the year. Letters will be saved in the box and they will be read at the	**Time capsule** 🗎 Time capsule.pdf	

	end of the sessions to know what we achieved.		
20 minutos	Students will receive a piece of paper where they will write their letters. Practitioners will participate in the activity too. Pre-service teachers will show their letters and share their wishes to students, then participants will do the same and all must keep the letters in the time capsule. To start to contextualize students about the future character to be presented in La Honda Lectora, we will introduce a cat named *Pete the cat* who will share their goals and wishes. In that way the character will be briefly introduced to the club.		We will bring pencil colors to be used by students who have no materials.
10 minutos	**Close activity:** Sing and dance *"goodbye song"* **Snacks:** Practitioners will give to each student a little snack to be eaten in the established place by the institution.	https://www.youtube.com/watch?v=2O975ewRT7Q	

SESSION #2

Topic: Pete the cat and the white shoes

Objectives

- To introduce english reading in a dynamic and funny way
- To strengthen the bilingual environment with vocabulary and comprehension activities in english

TIME	DESCRIPTION	MATERIAL	ANTICIPATED PROBLEMS AND SOLUTIONS

7 minutes	**Ice breaker** Practitioners will use the song *"veo veo"* and interact with students while the song is playing. When the song asks what animal is it, the song will be paused and students will answer, then the song will continue.	**Materials folder** [Session 2](#) [(334) (2019) Plim Plim - Veo Veo (Animales) - YouTube](#)	If students do not understand the questions or can not follow the activity, practitioners will help them in order to create confidence in themselves.
7 minutes	Pre-service teachers will repeat the song, but now with classroom objects. This activity will be made without music as it must be spontaneous.		
5 minutes	**Story day introduction** Implementers will ask students if they remember Pete the cat who shared their wishes in the previous class. Practitioners will tell students that Pete has a funny story to share, then each student will get little books to follow the tale.		
10 minutes	**ACTIVITY #2** **Storytelling** Pete the cat character will be used in this session. The story will be narrated using the physical books. Students and practitioners will sit on the floor doing a semicircle. One teacher will tell the story and the other one will be mimicking the actions and main events of the story. Also as visual support, some material such as cat ears, flashcards of the mentioned colors and fruits will be used to improve nderstanding. Page change will be indicated when necessary.	[I love my white shoes.pdf](#)	

10 minutes	The story will be told two times. In the second moment, practitioners will ask students if somebody wants to participate in acting the second narration.		
15 minutes	After the previous activity, practitioners will divide students in two lines: one student in front of the other one. Each couple, one student per line, will choose a card which has a number on one side and a question on the other one. *i.e. What color was Pete's shoes when he stepped in the mud?* This activity is intended to be completed in Spanish to analyze the students' English level comprehension and to generate a confidence environment among themselves. First student who answers correctly the questions will get a point to his/her group. The winning group will get a craft medal, but everyone will be congratulated to promote and foster participation.		
5 minutes	**Active pause** Pre-service teachers will ask students to stand up to actively dance a song while everyone does body exercises.		

20 minutes	**ACTIVITY #3** **Story sequence activity** Practitioners will give to each student templates to do this activity. Older students will cut the pieces and younger students will receive it cutted. Students have to organize the story in their chronological order.	📄 **Pete the cat - Story s…**	
10 minutes	When participants have cut the pieces, they must color them according to the text. Practitioners will help students with the tale interpretation in the story sequence. Finally, products will be presented at the end of the class. Practitioners will start to present examples for students' interventions. Students will be congratulated for their job.		If students are not clear about the story sequence and events, pre-service teachers will retell the story once more while they keep working on the activity.
5 minutes	Open space for students to review the topic and what they learnt today: ● Which activity did you enjoy the most? ● Which activity did you not like? ● What did you learn today? **Close activity:** Sing and dance *"goodbye song"* **Snacks:** Practitioners will give to each student a little snack to be eaten in the established place by the institution.	**https://www.youtube.com/watch?v=2O975ewRT7Q**	

SESSION #3

Topic: Three little pigs

Objectives

- To strengthen the vocabulary learned in previous session
- To increase the english repertoire using storytelling as main strategy
- To build an attractive and engaging learning environment through the suggested story of the day

TIME	DESCRIPTION	MATERIAL	ANTICIPATED PROBLEMS AND SOLUTIONS
15 minutes	First, practitioners will greet students, then start the welcoming conversation. Pre-service teachers will ask them about the last topic of the club. Additionally, basic vocabulary taught in the last session will be reviewed. *i.e. Cat, shoes, blue, red.*	**Materials folder** Session 3	
5 minutes	**Icebreaker** Implementers will play the *old macdonald* song to introduce the topic of the session. The visual support for this song will be images pasted on wood sticks which will be shown while the song is playing.	**https://www.youtube.com /watch?v=5oYKonYBujg &t=135s**	
5 minutes	The song will be played for the second time. Some students will have some wood sticks to show while the song is playing.		
10 minutes	A flashcard with a pig will be shown to the class. Practitioners will ask students what they know about that animal.	Flashcards 🗎 Flashcards.pdf	If students do not comprehend the song words, they will receive help from practitioners to show their imagens.

	This activity will be used as an introductory activity for the next storytelling. The guiding question for this activity will be related to colors, animal name, etc. *i.e. Pigs are pink, do you know what the color in Spanish is for pink?* If the activity flows as planned, implementers will continue with other known animals such as cat in order to take advantage of the students' attention span.		
10 minutes	A giant book will be created to tell the story *"three little pigs"*. Both practitioners will tell the story taking turns.	Giant book 📄 Giant book.pdf	
10 minutes	As usual, practitioners will read for second time the story but this time the tale will be mediated by guiding questions such as: *What happened then?* *Who arrived?* *Do you remember this color?* To follow the story events, each student will have a sequence worksheet. Other questions will be asked to practice the vocabulary recently acquired and improve the comprehension of the story. *What color is the pig ?* *What color is the wolf?* *Which house is stronger?*	Sequence worksheet 📄 Sequence worksheet…	
10 minutes	**Active pause**		

	For this break, we will use the song *"el baile de los esqueletos"* in order to exercise and reset the attention span.	(334) El baile de los esqueletos - YouTube	
20 minutes	Each student will receive a worksheet with three houses drawn there as well as three different materials mentioned in the story. The goal in this activity is to assess the understanding of the order of events previously narrated.	🗎 Three houses - work…	
20 minutes	Additionally, students will be provided with another worksheet with the characters of the story to complete the scenario.	🗎 Characters.pdf	
10 minutes	Open space for students to review the topic and share what they learnt today: ● Which activity did you enjoy the most? ● Which activity did you not like? ● What did you learn today? **Close activity:** Sing and dance *"goodbye song"* **Snacks:** Practitioners will give to each student a little snack to be eaten in the established place by the institution.	**https://www.youtube.com/watch?v=2O975ewRT7Q&t=30s**	

SESSION #4

Topic: The odd egg

Objectives

● To introduce general knowledge about other subjects such as science using English as a strategic language.

● To share the knowledge acquired in the classroom with parents creating a cooperative learning atmosphere.

TIME	DESCRIPTION	MATERIAL	ANTICIPATED PROBLEMS AND SOLUTIONS
5 minutes	Practitioners will greet students and ask about their week and family. The students' curiosity will be awakened by asking them what their expectations of the session are.	**Materials folder** Session 4	
5 minutes	As an initial activity, implementers will use the *"clap your hands"* song, repeating the movements mentioned in the lyrics. Practitioners will work as models for students.	Clap Your Hands | Action Songs for Children | The Kiboomers - YouTube	
20 minutes	To start with the main topic of the class, pre-service teachers will ask about the bird's birth. Practitioners will listen to the participants, then the process will be briefly explained resorting to images pasted on the whiteboard.	* Reference imagen 🗎 Reference imagen .pdf	
15 minutes	Previous explanation will contextualize students to start the story called *"the odd egg"* using puppet fingers. Everyone will sit on the floor in a semicircle. Each student will have a text to follow the story events. Implementers will ask questions in Spanish about the sequence of the story. ❖ ¿Qué crees que va a pasar después? ❖ ¿Crees que el huevo está vacío? ❖ ¿Por qué crees que nació un pato y no un pollo?	🗎 finger puppets-.pdf https://drive.google.com/file/d/1e1DGKGKvBTX-4s_EllUzQj0lKPpICGwS/view?usp=sharing 🗎 Chicken life cycle.pdf	

	Practitioners will mention to students that they forgot how birds birth, practitioners will request help from them to remember. To achieve this, some material will be created where the chicken life cycle sequence is explained. Each student will have the molds to complete the activity.		
30 minutes	First, the images must be colored. Then those must be pasted in order. Practitioner will help students in this step in order to review the sequence mentioned in the tale. Lastly, students will paint the chicken practicing finger painting.		
5 minutes	Time for hands cleaning		
20 minutes	When participants finish their sequences, practitioners will request students name their chickens to introduce them in front of the class and tell how they are born. One practitioner will start the activity in english. i.e. *"This is my chick Robert, he was born from an egg, he broke the egg to see the sun, get new friends and meet his mom"* using facial expressions and body gestures.		
20 minutes	Using cardboard, participants will create finger puppets inspired by the characters of the story. Students will take the puppets to their houses in order	📄 Formato .pdf	If parents do not know how to write, practitioners will request to draw. Information about the

	to tell the story to their parents and family. Implementers will repeat the story using the finger puppets to strengthen understanding. Pre-service teachers will give each student a format where their parents draw or write what they understood about the story.		activity will be sent by audio to spread the information and instructions to all homes.
10 minutes	Open space for students to review the topic and what they learnt today: ● Today we learnt about the life cycle of chickens. Do you know how other animals are born? ● Which activity did you enjoy the most? ● Which activity did you not like? ● What did you learn today? **Close activity:** Sing and dance *"goodbye song"* **Snacks:** Practitioners will give to each student a little snack to be eaten in the established place by the institution.	**https://www.youtube.com/watch?v=2O975ewRT7Q&t=30s**	

SESSION #5

Topic: Wild and domestic animals

Objectives

● To extend the English vocabulary related to animals

● To recognize the written form of animals in English

TIME	DESCRIPTION	MATERIAL	ANTICIPATED PROBLEMS AND SOLUTIONS
10 minutes	The session will start interacting with participants about their week and asking them about the	**Materials folder** Session 5	

	storytelling made with the finger puppets in their homes. The format will be collected to be reviewed.		
5 minutos	The initial activity will be the *"freeze dance"* song where participants will have to dance while the song is playing, but they have to stop when the word "freeze" is mentioned.	[Freeze Dance | Freeze Song | Freeze Dance for Kids | Music for Kids | The Kiboomers - YouTube](#)	
20 minutes	*"A responsible hen"* is presented and dramatized. In this story, some animals previously mentioned are presented like chicken, pig, cat as well as new ones such as dog, worms and chick.	https://docs.google.com/document/d/1bLhBHNfEXRzEfHmwzZN3diJkYlC-CItXMLSbK6as81o/edit?usp=sharing	
5 minutes	Implementers will make a list about the animals mentioned in the story. Those will be written on the whiteboard, each one illustrated with flashcards.		
20 minutes	Practitioners will design a lottery game to review and strengthen vocabulary learned so far. Winners will receive a reward and other incentives for participation. Besides, pre-service teachers will design a spelling game to review the letters of each word. When each animal is mentioned in the lottery game, the flashcard will be put on the spelling cardboard game, then the correct letters will be used to complete the word. To assess the understanding of spelling, we will request some students do the activity.	📄 Lottery reference im… 📄 Spelling game.pdf	If students have some difficulties recognizing the name of some animals in English, we will use gestures to dramatize each character mentioned in the lottery.

20 minutes	When the lottery game finishes, we will congratulate students by their skills and knowledge acquired. We will continue working with the spelling game. In this activity each student will spell one word and complete the worksheet, it will include images of animals, students must write the corresponding letters to complete the name of each animal. While each animal is mentioned, we will ask if that animal is domestic or wild.		
25 minutes	The second worksheet will be given to students, the objective is to help animals drawn below to find their home. Students must color, cut and paste animals in the correct environment.	🖹 wild and domestic a…	
10 minutes	Pre-service teachers will ask students about wild and domestic animals to review the topic. Finally, students will be asked to clean their work space.		
10 minutes	Open space for students to review the topic and what they learnt today: ● Which one do you prefer, cats or dogs? ● Which activity did you enjoy the most? ● Which activity did you not like? ● What did you learn today? **Close activity:** Sing and dance *"goodbye song"* **Snacks:** Practitioners will give to each student a little snack to be	**https://www.youtube.com/watch?v=2O975ewRT7Q&t=34s**	

	eaten in the established place by the institution.		

SESSION #6

Topic: Colors and emotions

Objectives

- To use *the color monster* story as a tool to teach vocabulary related to emotions and colors
- To explore emotions which can be felt by students in real life situations and share them in classes
- To identify feelings and emotions and how to express them in English

TIME	DESCRIPTION	MATERIAL	ANTICIPATED PROBLEMS AND SOLUTIONS
10 minutes	The session by talking with the participants about their day and week. Then, review the story told in the last session.	**Materials folder** Session 6	
10 minutes	For the icebreaker and to introduce the topic of the day, implementers will play the song *"if you are happy"* twice. The first time to listen to the rhythm and identify the movements and emotions, the second one to participate actively in the movements.	If You're Happy	Super Simple Songs - YouTube	
10 minutes	Before reading *"the color monster"*, the following questions will be asked to start the storytelling: ❖ ¿Sabes qué son las emociones? ❖ ¿Qué emociones conoces? ❖ ¿Con qué colores las representas?		

	Once the students answer the questions, practitioners will make connections between the emotions and colors. *i.e. Love is red.*		
15 minutes	Pre-service teachers will read aloud *"the color monster"* and make a photographic roll to present the story. Gestures will be an important part of the process to improve the story understanding. The following colors will be presented: *Yellow, red, black, green and blue.*	the-colour-monster-book-	
5 minutes	A reflection about the story will take place, practitioners will ask what is the moral of the story and why it is important to control our emotions.		
20 minutes	**Activity *"El emocionómetro"*** In this activity, each emotion will be illustrated with a different color according to the story. 1) Each student will write their names on a piece of paper, then paste it on a clothespin. 2) Each student will be asked to put his/her clothespin in the emotion which represents their feeling in the current day. Practitioners will start with the activity. This activity will be carried out with sensitivity as children usually use these spaces to express their feelings and possible issues at home.	📄 emociometro- origin…	
20 minutes	**Activity "Recreating the story"**	📄 recreating the story.pdf	

	Implementers will give each student a worksheet where it is requested to draw the face of a girl, color the color monster, and name the jar. This activity will be made altogether with the help of the practitioners. One of them will guide the activity in front of the classroom using imagens previously designed to get the objective of the activity. The other one will monitor and help students who present confusion with the topic.		If students are confused, practitioners will paste flashcards of colors on the whiteboard with the name of the emotion in English in order to associate the color with the word.
20 minutes	Practitioners will tell students that each person has different emotions in different moments and each one expresses it in a different way. Pre-service teachers will make a craft where they will create a monster with different materials. A piece of cardboard is given to each student to design their monster without limits. Some guiding questions will be mentioned while students make the monster. ❖ What is the name of your color monster? ❖ What is the color of your color monster? ❖ What emotion is feeling your monster? The product of this activity will be pasted on the classroom to be presented in the next session.		
10 minutes	Open space for students to reflect on the topic and what they learnt today: ● What is your favorite color and why? ● Which activity did you enjoy the most?	**https://www.youtube.com/watch?v=2O975ewRT7Q&t=34s**	

	● Which activity did you not like? ● What did you learn today? **Close activity:** Sing and dance *"goodbye song"* **Snacks:** Practitioners will give to each student a little snack to be eaten in the established place by the institution.		

SESSION #7

Topic: Colors and emotions

Objectives:

- To use the book *"the color monster"* as a tool to teach vocabulary related to emotions and colors.

TIME	DESCRIPTION	MATERIAL	ANTICIPATED PROBLEMS AND SOLUTIONS
10 minutes	Practitioners will ask the participants how their week was and how they feel. Additionally, students will be asked what they remember about the story of the last session.	**Materials folder** Session 7	
15 minutes	Students will present their color monster with their respective name, the emotion which it represents and what color it is made of. Besides, flashcards with the colors taught in the last class will be presented with their corresponding word representation. Pre-service teachers will present 2 examples of color monsters previously prepared before the lesson. *i.e. The name of my color monster is Flower, she is red and represents love.*		If the students are having trouble presenting their product, they will have support from the practitioners, but encourage them to answer in english.

	Everyone will be congratulated for their hard work and creativity.		
10 minutes	Before the next activity starts, *The color monster* story will be read once more. Students will be asked to pay attention to the colors and emotions that will be mentioned.		
30 minutos	Each student will get half sheet of paper bond where they should draw four emotions of their choice as well as draw every object they remember made of the color associated with each color. For example, *love is represented by red color*, so participants are expected to draw an apple, a heart or a rose. Practitioners will have the role of monitors and help students if they are having troubles.		If the participants are not able to select the emotions, the practitioners will talk to them a bit to help them to discover their feelings.
10 minutes	Some volunteers will present their posters made of colors and emotions. The objective of this activity is to practice the vocabulary of colors and emotions in English while the students present their product to their partners.		
20 minutes	Practitioners will explain to the students that we all are different, we have different emotions, colors and size, the same thing happens with the monsters. Some images will be pasted on the whiteboard with monsters of different shapes and colors. After that, each student will get a worksheet where they have to color the monsters, identifying their shapes in relation with the	📄 color monster works…	

	ones pasted on the board. Then, write the corresponding color beside the monster.		
10 minutes	Open space for students to reflect on the topic and what they learnt today: ● Why is it important to know and control our emotions? ● Which activity did you enjoy the most? ● Which activity did you not like? ● What did you learn today? The closure song will be played as the next activity will take place out of the classroom.		
10 minutes	A poster will be created with the final product of the last activity to make a mural in the school to motivate students to show their work.	📄 color monsters post…	
10 minutes	**Snacks:** Practitioners will give to each student a little snack to be eaten in the established place by the institution.		

SESSION #8

Topic: Colors and planets

Objectives:

● To explore the solar system through children literature and storytelling

● To learn the name and facts of the planets in the solar system

● To foster creativity and imagination while expanding general knowledge

TIME	DESCRIPTION	MATERIAL	ANTICIPATED PROBLEMS AND SOLUTIONS
10 minutes	Practitioners will ask the participants how their week was and how they feel.	**Materials folder** [Session 8](#)	
5 minutes	The topic of the last class as well as the colors will be reviewed. Each student will be called randomly by choosing one colored stick with their names on it. Once a student is selected, she/he should mention what he/she remembers.	📄 colored stick.pdf	
5 minutes	Practitioners will mention that when we think about colors, we relate them to things in our planet, but we forget that outside there is an entire universe. Students will be asked if they know the name and color of the planets in the solar system.		
20 minutes	The story of the day is *"My first voyage through the solar system"* Pre-service teachers will read the first two parts of the story. As visual aids, the practitioners will have scaled illustrations of each character.	[My first voyage through the solar system.pdf](#)	
15 minutes	**What do you think happened next?** Due to the length of the tale, there will not be a conclusion for the story, students will brainstorm and suggest possible endings by drawing on their notebooks. Then, each student will present their ideas.		Given that the participants cannot share complex ideas in English, the practitioners only will use English to communicate, but Spanish is allowed for students in this activity.
5 minutes			

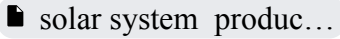|	The colors and planets presented in the tale will be reviewed.		
15 minutes	A worksheet will be assigned to each student where they should have to color the mentioned planets with the corresponding color according to the story. Implementers will walk around to watch the progression of the activity.	📄 Solar system.pdf	
5 minutes	Once the students finish the activity, the solar system will be drawn on the whiteboard to resolve the worksheet all together as well as review the planets and colors.		
20 minutes	A big board game will be used for this activity, each box equals to one point. The group will be splitted according to the total number of students. Each figure (star and circle) will have a set of cards with questions about the tale. *i.e:* ● *How many satellites does Neptune have?* ● *What is the biggest planet in the solar system ?* The first team with more points at the end of the game will win. All the participants will get a reward, but only the winners will get a medal.	📄 solar system board g…	If the questions in English are too complex for students, the same questions will be translated to Spanish due to the objective of this activity is to assess reading comprehension.
10 minutes	**Explanation about oral presentation** To prepare students for the final presentation of La Honda Bilingue, each student will choose one of the tales they		

	enjoy the most, then present a short summary of the events. In the fair, students are expected to bring to school all the material created in the previous lessons as well as visual aids like a brochure or poster. For the next class, each student will present to one practitioner in order to provide feedback to improve the final product.		
10 minutos	Open space for students to reflect on the topic and what they learnt today: ● What is the most interesting planet in the solar system? ● Do you believe that people live there? ● Which activity did you enjoy the most? ● Which activity did you not like? ● What did you learn today? **Close activity:** Sing and dance *"goodbye song"* **Snacks:** Practitioners will give to each student a little snack to be eaten in the established place by the institution.	**https://www.youtube.com /watch?v=2O975ewRT7Q**	

SESSION #9

Topic: Planets
Objectives:
- To conclude the proposed activities for the tale *"my first voyage through the solar system"*
- To practice the vocabulary previously learnt in class through spontaneous oral presentations
- To use handcraft as main resource to analyze reading comprehension and knowledge assessment

TIME	DESCRIPTION	MATERIAL	ANTICIPATED PROBLEMS AND SOLUTIONS
10 minutes	Practitioners will ask the participants how their week was and how they feel.	**Materials folder** Session 9	
5 minutes	The last session will be reviewed including the planets, the information and facts presented in the activity.		Usually, students do not remember all the information learnt, so practitioners will give them clues to help them to remember.
20 minutes	Participants will recap how the tale of the previous session ended. After that, the story will continue from where it was left the last time until the end. The same strategy of the last session will be used to read the second part.		
20 minutes	For this activity, each student will have a piece of black cardboard where they have to color each planet, then complete the solar system in the correct order according to the information mentioned in the story. Pre-service teachers will paste the final product of the students in one of the halls of the school. Each student will write their name to identify their creation. While students do this activity, one practitioner will call each student to provide feedback individually.	📄 solar system produc…	If students forgot this information, practitioners will read the full tale once more. (20 minutes)
20 minutes	To complete the journey through the solar system, the starship of the main character will be	📄 planets template.pdf	This activity will be mediated by guiding

	created and named as *"Prufprof-x60"*. To do so, it is necessary to bring a bottle previously requested to the students. While the students complete this activity, the practitioners will give feedback to the ones who are finishing.		questions to help and guide the students. i.e. *What is this color? What is the name of this planet? Do you need help?*
10 minutes	Each student will present their character in front of the class. The practitioners will begin the presentations to work as models. *i.e. My character is black and green, he has big blue eyes, and 4 small arms.*		If students struggle to express their ideas, the practitioners will support them without losing the main objective which is to learn and practice English.
5 minutes	Practitioners will mention that the next class La Honda Bilingüe Lectora fair will take place. Each student should bring all their products to show them to the public in a stand. Moreover, they also should choose their favorite topic of all the classes to prepare a short presentation with the structures and vocabulary learnt through all La Honda Bilingüe Lectora sessions.		
20 minutes	Students will make a self assessment to reflect about the process, the knowledge acquired and future desires to learn more english. Practitioners will build a traffic light and call each student to stand up in front of the class. Teacher will do some questions and students must select the color which represents the answer. Green is excellent, yellow is good and red needs improvement.	📄 Light trafic.pdf 📄 Self assessment.pdf	

| 10 minutes | Open space for students to reflect on the topic and what they learnt today:
 ● Would you like to live on another planet?
 ● Which activity did you enjoy the most?
 ● Which activity did you not like?
 ● What did you learn today?

 Close activity: Sing and dance *"goodbye song"*
 Snacks: Practitioners will give to each student a little snack to be eaten in the established place by the institution. | **https://www.youtube.com/watch?v=2O975ewRT7Q** | |

SESSION #10

Topic: Practicing for the oral presentations in the fair and general recap

Objectives:

- To acknowledge the work and effort by the participants through positive messages and a honorific diplomas

- To recap the topics and vocabulary seen so far

- To identify strengths and weaknesses presented in Honda Bilingüe Lectora workshops

TIME	DESCRIPTION	MATERIAL	ANTICIPATED PROBLEMS AND SOLUTIONS
10 minutes	Practitioners will ask the participants how their week was and how they feel.	**Materials folder** Session 10	
40 minutes	Students will present their oral presentation in front of the class in order to practice and show the changes made in the previous class. This task will be assessed with a rubric.	🗎 Oral presentation ru…	
		🗎 diploma example - o…	

15 minutes	We will congratulate students by their process made with La Honda. Practitioners will give them diplomas and honorific mentions.		
20 minutes	Implementers will make a semi circle on the floor to share experiences of La Honda. *What did we learn? What did we like the most?* Then, pre-service teachers will open the time capsule to read the letters made by the students and reflect if the goals and aspirations were met. If not, students will commit to keep working on this to achieve the proposed goals. Finally, practitioners will share food and drink.		
25 minutes	Some activities and games will be planned by practitioners in order to close the club of La honda lectora. The intention of those activities is to have a final moment to share with classmates and practitioners.	**Ideas for games:** Hangman, catch the monkey tail, charades, pictionary, guessing games, memory games, hot potato, racing games in the whiteboard, bingo, chinese whispers.	
10 minutes	Pre-service teachers will remain students to bring the materials made in class to the fair. Finally, close the session with final positive comments and messages of gratitude.		
10 minutes	Open space for students to reflect on the process, strengths, weakness and plans for the future ● What was your favorite class? ● What did you learn through all the sessions?		As an option, the students can be selected using the sticks with names or playing hot potato.

	● Do you have any piece of advice for the teachers (practitioners)? ● Mention one strength and one weakness during the process. **Close activity:** Sing and dance *"goodbye song"* **Snacks:** Practitioners will give to each student a little snack to be eaten in the established place by the institution.		

FINAL SESSION

Topic: La Honda Bilingüe Lectora fair

Objetivos :

- To conclude the sessions of the first Honda Bilingüe Lectora through a fair
- To thank publicly to the student community in general for welcoming and allowing the implementations of the workshops

TIME	DESCRIPTION	MATERIAL	ANTICIPATED PROBLEMS AND SOLUTIONS
10 minutes	Practitioners will meet with students in the classroom to explain to them how the fair will be conducted. Each one will have his/her stand decorated with the material made in class. Teachers and students from La Honda will take a look at each stand where students must present the tale they chose.		
20 minutes	This time will be used to refine details in the stands and time frame of activities in the fair.		
5 minutes	Pre-service teachers will request the school population to attend		

	the fair as well as to invite the community to assist.		
60 minutes	In this time each student, teachers, parents and community members will visit each stand.		
10 minutes	Practitioners will call the attention of everyone in order to thank the community for the opportunity to implement La Honda Bilingüe Lectora. **The last dance** Finally, students and practitioners will sing and dance the goodbye song together in front of the visitors.		
15 minutes	Implementers will clean where the fair took place and have the final break.		.

Implementation

Considering the Escuela Nueva model about including every student in activities, the activities that will be proposed in the learning experiences foster interaction and strengthen communication skills based on the students' context and adapted to their level. Accordingly, materials previously made, found or designed by teachers in development will play an important role in implementation sessions as colorful and interactive are some of the essential characteristics of the materials to achieve the goal of carrying out creative learning experiences. Furthermore, both researchers will play the roles of teacher and observer to acquire the experience of teaching in a rural context and hone the act of observing to catch every single detail of a given event. Each week the pre-service teachers will switch roles; however, the roles are not fixed, the observer could intervene to support the teacher if the activity or situation demands it and vice versa.

Assessment

Qualitative Assessment.

Although most of the products of La Honda Bilingue are assessed in a quantitative way, it is worth including qualitative assessment as a mean to diagnose the participants' likes and perceptions to capture not only the experience and opinions of the students, but also the growth in learning outcomes by doing a self-evaluation by the students (Sampieri et al., 2010). The diagnosis criteria will include a qualitative scale from excellent, going through good, acceptable, to needs improvement assessing the following questions in Spanish:

❖ Do you like reading in Spanish?

❖ Do you like English?

❖ Do you understand when you read in English?

❖ Do you feel comfortable reading aloud?

The first qualitative assessment takes place at the very beginning of the workshop, it is intended to set a starting point which works as reference to compare with future results. Then, another assessment takes place in session 5-6 to make sure everything is going as planned or if it needs to be adjusted based on the observations of the previous learning experience sessions. Finally, a final assessment will be carried out to compare the learning outcomes at the end of the project with the results gathered at the starting point.

	🙁 Muy poco	😕 Poco	😬 Más o menos	😊 Bastante	😁 Demasiado
¿Te gusta leer en español?					
¿Te gusta el inglés?					

¿Entiendes cuando lees en inglés?					
¿Te sientes cómodo cuando lees en voz alta?					

Quantitative Assessment.

This stage of the process seeks to assess what did the participants learn and measure the process in a quantitative way through self assessment, co-evaluation and heteroevaluation. This procedure will start in the fourth session and will conclude in the tenth session.

Self assessment.

In the ninth session of the workshops, students will make a self assessment to reflect on the process, the knowledge acquired and future desires to keep learning English. Practitioners will build a traffic light and call each student to stand up in front of the class, then the pre-service teachers will read aloud some questions and students must select the color which represents the answer. Green is excellent, yellow is good and red needs improvement.

Name :	1.0	0.7	0.4	Suggestions and comments
I learnt sufficient words in English to enrich my repertoire				
I participated actively in games				

and activities proposed by practitioners.				
I fulfilled my duties as a La Honda Bilingüe Lectora member.				
I followed the established rules at the beginning of the sessions of the club.				
I showed interest in learning English through stories.				

Coevaluation.

In the tenth session classmates will talk about the process of their partners. Guiding

questions will mediate the co-evaluation to complete the rubric according to participation.

Name :	Always 1.25	Usually 0.87	Never 0.5	**Suggestions and comments**
Classmate participated actively in the activities and games proposed by practitioners.				
The student participated actively in the sessions.				
Participant followed the rules previously established by La honda				

Classmate showed interest in learning english through stories				

Hetero evaluation.

Practitioners will assess five different tasks during the sessions of La honda lectora bilingue to track the level of achievement and the efficiency of the proposed activities and materials.

Fourth session
Storytelling at home.

Name:	Excellent 1.25	Satisfactory 0.87	Needs improvement 0.5
Use of finger puppets The student used the finger puppets to illustrate the story in his/her house.			
Content The student provided sufficient details and gestures to share the real meaning of the story.			
Format The format was completed diligently by parents.			
Use of english or translanguaging The student used english or translanguaging methods to share the information in his/her house.			

Format for parents

Buen dia querido acudiente o padre de familia, en este formato se le pide completar la información requerida de acuerdo a un cuento que su hij@ le compartirá. Escriba o dibuje sus respuestas con la intención de evaluar el proceso de aprendizaje en el club de la Honda Lectora Bilingüe.
Por favor sea sincero para evaluar adecuadamente el proceso del participante. De antemano gracias por su colaboración y compromiso con la actividad.

- Nombre del cuento:
- ¿Uso su hij@ títeres para contarle la historia?
- Comparta en el siguiente espacio un resumen del cuento narrado por su hijo por medio de texto o dibujos
- ¿Su hij@ usó palabras o frases en inglés durante la narración ?

Sixth session.
The color monster worksheet

Name:	Name of the emotion 0.33	Face 0.33	Color monster 0.33
Scare			
Happy			
Sad			
Calm			
Angry			

Ninth session
Prufprof-x60

Name:	Excellent 1.0	Satisfactory 0.7	Needs improvement 0.4
Design The craft is creative, colorful and original. It contains specific			

details mentioned in the story.			
Presentation Student shows security and confidence at the moment to introduce his/her Prufprof-x60.			
Use of vocabulary Student uses the vocabulary learned in class as a resource to introduce the character.			
Pronunciation Student has a clear pronunciation of vocabulary learned in class which allows to understand the message.			

Tenth session.
Oral presentation

Name :	Excellent 1.25	Satisfactory 0.87	Needs improvement 0.5
Visual support Student presents visual support and material made in class to illustrate the story chosen such as brochures, posters, puppets, among others.			
Vocabulary Student uses the vocabulary learned in English during the sessions such as numbers, colors, emotions, animals,			

and planet names according to the story.			
Preparation Student participated in the feedback session and incorporated the changes suggested. Student shows preparation at home.			
Content Student shows knowledge and appropriation of the topic. The summary includes main and relevant information about the story.			

Resources

La honda bilingüe lectora will be a creative learning environment where participants acquire a second language through didactic activities. The main material needed to implement the learning experiences are books and stories acquired through online and physical libraries where different childhood authors will be explored to choose the most suitable options to include in the project. However, physical books, which will be delivered to participants, will be completely original and handcrafted as part of the the material needed to carry out the activities. Besides, didactic material required to implement in the sessions will be adapted by teachers in development to match the students' needs and achieve the expected objectives in each learning experience. On top of the information previously mentioned, it is worthy to mention that there is a scarcity of technological resources and there is no permanent electricity supply in La Honda school and its surroundings. For that reason, only

devices featuring batteries will be used to play songs and audios needed in each session to avoid any inconveniences caused by power outages.

Team's Role

To avoid bias, prejudice, excessive workload and promote the enrichment of different perspectives about the same phenomenon when observing, the pre-service teachers will equally distribute the tasks and duties during the planning and implementation. Sampieri et al. (2010) highlight the importance of observing thoroughly all the details, events and interactions among participants without any type of bias or influence in order to gather all the information how it actually is. Hence, the best strategy to implement and observe the learning experience sessions is that one researcher will play the role of teacher, and the other one works as the observer. In this way the teacher can focus on the activities, the classroom management and avoid awkward silence as she/he writes the observation. On the other hand, the observer could pay attention to every detail and event that occurs with the participants, activities, materials, procedure, methodology or any other aspect that could not be appreciated if the same person were in charge of both tasks, then both researchers will switch roles and so on every week.

Conclusion

Children's literature is one of the most unexplored fields in education since most teachers are not aware of what should be the right material to use in their lessons or the selected piece of literature is not the appropriate one for the level or interest of the students (Cervera, 1989). Additionally, literature is a powerful tool to teach English as a foreign language (EFL) as it fosters emotional, moral and social development (Crippen, 2012) which are essential abilities to ease and speed up the language acquisition process of a second language. Having these important premises into consideration, this didactic sequence has emerged as a response to promote reading habits and an alternative way to teach vocabulary commonly seen in children's literature. Through the process of creation and development of this project, have arised some meaningful conclusions related to professional growth, awareness of the current situation of rural education, research skills and children literacy knowledge.

To begin with, one of the most prominent achievements was the enrichment of our children's literacy knowledge. After exploring some authors in the field like the ones mentioned above, we have discarded wrong beliefs like the idea that children are not able to read texts at younger ages. Actually, with adequate material, body language, facial expressions, pace and voice projection, children are really capable of understanding and following the sequence of events as well as the general idea of a story or tale. Another important aspect we learnt about children literacy which is worth mentioning is the importance of selecting appropriate literature for students; it must be engaging, context related and grammatically simple to raise interest, foster comprehension and improve the attention span of students which are determining factors in the possible success or failure of each session when focusing on literature as means to teach english. Bearing in mind the aspects previously mentioned, the proposed specific objectives regarding building English

repertoire and developing literacy competences are achievable since the recommendations of the cited authors were followed in order to gather the most appropriate material and literature as well as suitable activities/games evidenced in the lesson plans.

Equally important, we also have grown as professionals after concluding the design of this didactic sequence as we have improved our lesson planning skills focusing on rural context. At the beginning it was challenging due to the lack of experience teaching in countryside areas with *Escuela Nueva* methodology. However, after tutoring sessions with our advisor, knowing La Honda community and consulting authors in the field; it was easier to move forward into the creation of material and ideas for activities for each lesson. Moreover, we learnt to look for the appropriate literature sources in journal articles, book chapters and researches where we found in databases such as ResearchGate, ERIC, Google Scholar, JSTOR, SpringerLink and Taylor & Francis Group. Once we found the resources, another aspect of professional growth we fostered was to curate the information to only use the most updated, relevant and related to our interest.

Furthermore, it is important to highlight the issue of free education and the perceived value of it, which was the reason why this project, initially a classroom project, shifted to a didactic sequence; this issue will be deeper addressed in the implications and limitations section. There was uncertainty due to the fact that La Honda community showed interest in the workshops that the whole La Honda Bilingüe team had prepared, but the interest quickly vanished considering that it was totally free, no participant had to pay for the materials, enrollment, teacher's fee to conduct the workshop or any kind of expense. After reflecting on this, we came to the conclusion that it is deeply related to Colombian culture where people do not appreciate what is really important and undermine work and time required to provide quality education, in this particular escenario, La Honda community was more concerned with the political agenda of the moment and how the public resources should be invested in.

Regarding rural education in Colombia, thanks to authors like Bonilla and Cruz-Arcila, we raised awareness about the current situation in these areas such as the scarcity of materials, the lack of support by the government, poor remuneration for teachers and staff in schools, and the educational gap between urban and rural schools. All these aspects were confirmed when we visited La Honda and talked to the in-service teachers who mentioned some of the particularities presented by the authors previously mentioned. It is crucial that the government start focusing on the rural communities by investing in infrastructure, resources, professional talent and better wages for teachers.

Finally, the creation process of this project allowed us to apply the theories, methodologies and strategies learnt during our journey throughout the whole Licenciatura en Bilinguismo program, all these tools equipped us to face the challenges behind designing a didactic sequence. Additionally, teamwork skills, evidenced throughout the career, were strengthened due to both pre-service teachers supporting each other in the process regarding task split as well as the mutual feedback to enrich the project. Besides that, resilience and problem solving skills were vital to overcome the unexpected issues which emerged in each stage of the project..

Limitations

Through the creation and design of this project, we realized the challenges that may arise when implementing La Honda Bilingüe Lectora which are worth mentioning in this section. First, and the main reason why this project began as a classroom project but lately turned into a didactic sequence, was the power issue among the community leaders in and out the school. There were no agreements on the tentative date to start the implementation nor the terms to start working inside the school. At the end, the community was more concerned with the political agenda and the community budget to invest in infrastructure. These were the reasons which led us to switch from classroom project to didactic sequence.

Related to the situation previously mentioned, some aspects to bear in mind are the activities and where they would take place. At the beginning, La Honda community was interested in the workshop, but the same interest diminished rapidly, leaving as the only and last resort La Honda students. As a consequence of this, the proposed activities and suggested lessons only can be developed inside the school, bounding the creativity and type of new possible activities by the teachers or practitioners in charge of implementing this project, this is the reason why the coordinator's approval was crucial.

Similarly, the available resources and the expenses to reach La Honda are other aspects to be aware of. To reach the community, it is necessary to take a bus to Invico, near to the Movich hotel in Pereira, next we should wait for a Jeep which will take us to La Honda, it is said because the cost to implement may be higher only taking into account the transportation cost, even for some pre-services teachers it would be even more if they live in locations like Santa Rosa, Cartago o La Virginia, municipalities of Risaralda. On top of that, the suggested material for this project represents more expenses since the UTP does not provide financial support for materials, nor does the government finances the required

resources to implement this type of projects, all the mentioned expenses must be borne by the

pre-service teachers, at least in the current situation and context by 2022.

Implications

After reflecting on the process of creation of this project, some relevant implications emerged in order to contextualize and guide the practitioners or teachers who are willing to implement La Honda Bilingüe Lectora. The first aspect to bear in mind is the *Escuela Nueva* concept due to this model being present in all rural education settings where teachers have to teach and design lessons for two groups in the most favorable scenario, making teaching in rural areas a greater challenge. Particularly talking about La Honda, in-service teachers and parents have expressed the sense of partnership which characterizes the community. Hence, teachers of La Honda school expect that practitioners should include everyone in the workshops, which it is highly recommended to consider due to it may compromise the overall expected results in vocabulary learning and classroom management. It is important to include the community in the activities, but always making sure the learning objectives with all the participants are realistic and achievable.

Moreover, a decisive factor is the post-covid reality which can affect the implementation and the expected outcomes. For some of the participants, it could be the very first time they meet other kids at school. As a consequence of this, children probably do not know how to behave in a classroom, how to teamwork or follow the rules established in the school. Additionally, practitioners should take into consideration that they have attended virtual classes for almost two years; the methodologies, approaches and assessing paths will differ from face to face classes. Besides that, some of the proposed activities and procedures may be modified or changed since they were thought to be implemented in pandemic settings and norms established by the government such as the use of face mask, social distancing and the maximum capacity of people in the same closed area.

Lastly, as the name of this project suggests, La Honda Lectora is just one workshop along other four projects intended to be implemented in La Honda school and surroundings to

positively impact the community. It is crucial that each La Honda project links with each other to be able to achieve the general objective of this project, for this reason we recommend to slightly modify any of the suggested lessons in order to make a flawless articulation with the other projects. This is the most suitable way to include the community without compromising the objectives of each session of La Honda Bilingue Lectora as it was mentioned in the first paragraph of this section.

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Appendix

Appendix A

[First approach to La Honda community](#)

Appendix B

[Video to spread the word about La Honda Bilingüe workshops](#)

Appendix C

[Proposed material and resources for every session](#)

Appendix D

[Alternative resources](#)