

Sembrando Sueños, Cosechando Vida. Didactic Sequence for the Production of an Audio-visual Product About the Cultivation Process of Vegetables Grown at Home by Escuela Nueva Students from the Rural School Patio Bonito in La Celia, Risaralda

Classroom Project

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Licenciatura en Bilingüismo con énfasis en inglés

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Trabajo de grado como requisito para obtener el título de Licenciado en Bilingüismo con
Énfasis en Inglés

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Abstract

Along Colombian history, the countryside has been one of the less favored sectors in terms of education. This is due to the lack of support that the government has provided them to increase their educational levels, and the remoteness of their territories from the main cities in the country. In the field of English as a second language, few resources have been directed to develop second language competencies in rural populations. For this reason, this didactic sequence was designed for students from a rural setting immersed in a multigrade classroom in the department of Risaralda. It aimed to guide students to produce an audio-visually recorded oral text, in which they give a detailed explanation of the seeding and cultivation process of vegetables grown at home. The characteristics of the modality Escuela Nueva were taken into consideration while designing the material that helped students to achieve the integrative task, which exposed learners to an authentic use of English in their own context.

***Keywords:** Escuela nueva, audio-visual, didactic sequence, second language, rural education.*

Resumen

A lo largo de la historia colombiana, la zona rural ha sido uno de los sectores menos favorecidos en términos de educación. Esto se debe a la falta de apoyo que el gobierno les ha proporcionado y a la lejanía de sus territorios con respecto a las principales ciudades del país. En el campo del inglés como segunda lengua, pocos recursos han sido destinados a desarrollar las competencias en segunda lengua de la población rural. Por esta razón, esta secuencia didáctica será diseñada para estudiantes de contextos rurales inmersos en aulas multigrado, pertenecientes a una comunidad campesina del departamento de Risaralda. Esta busca guiar a los estudiantes en la producción audiovisual de un texto oral en el que den una explicación detallada del proceso de sembrado y cultivo de vegetales plantados en casa. Se tendrá en consideración la modalidad Escuela Nueva al momento de diseñar el material para ayudar a los estudiantes a llevar a cabo la tarea integradora, que busca exponer a los aprendices a un uso auténtico del inglés en su propio contexto.

Palabras Clave: Escuela nueva, Audiovisual, secuencia didáctica, segundo idioma, educación rural.

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Justification

Through the years, the Colombian countryside has suffered the consequences of multiple social inequalities. Those imbalances have not only affected the countryside population in the economic field, in which their labor has been gradually devalued and many of them have been forced to abandon their lands, but also in educational terms, having limited access to basic education and almost no access to higher preparation. According to a virtual journal called *Semana Rural* (2019), in 2018 Colombia had 48,258,494 inhabitants and 11 million of these people lived in rural areas. Some of the general problems that impact this community are the armed conflict, poverty, and the lack of public services, but when talking about education in rural Colombian schools, Ramos and Aguirre (2016) mentioned the precarious conditions of the educational centers, the little preparation that teachers have, and the enormous gap that exists between the Colombian countryside and the urban population.

Law 115 (1994) referred that “rural education in Colombia is mainly focused on technical training in agricultural, livestock, fishing, forestry, and agro-industrial activities that contribute to improving the human working conditions and the life quality of the farmers and increasing food production in the country” (p.15). It represents an advantage for rural students to be provided with the practical knowledge that their context demands from them. In fact, this law takes into account students’ particular needs. Nevertheless, it is not considered the teaching of English as a second language in the rural contexts as crucial for these populations and, unfortunately, they still do not recognize the importance of being a bilingual person.

In the department of Risaralda, the reality is alike. In a news article written by Londoño (2020), Leonardo Fabio Siágama, mayor from Pueblo Rico, claimed that the population with lower economic resources is the rural sector, and it is necessary to develop a plan of action to face economic and social problems. Besides, it is evident that the condition of the roads that connect these communities with urban areas are precarious. Also, most rural schools do not have the necessary materials for the appropriate development of the teaching-learning process, and teachers do not have enough knowledge to teach subjects like English.

To overcome these inequalities, the state has created projects to bring better education to rural institutions; as a result of their efforts, the Escuela Nueva program was created, as said by Villar (2010)

Not only to achieve access and retention of children in schools but also to improve the quality of learning through changes in the teaching process at school and the formulation of pedagogical strategies based on the principles of active child-centered education (p. 358).

This program has been implemented in 2000 rural schools in Colombia and it is expected to be adopted by all non-certified schools in the country. On the other hand, the projects piloted in the rural schools in the department of Risaralda, has shown that “the rural enrollment in the department passed from 22.303 students in 2017 to 25.719 in 2018” (Gobernación de Risaralda, 2018, para. 8). This demonstrated there is an increasing rate of students gaining interest in participating in the process of rural education. Thus, teachers are always needed to work and lead learning processes at those places.

One of these projects was called “Development of a program to strengthen the English language in 33 official Educational Institutions from the department of Risaralda” (Gobernación de Risaralda, 2018, para. 3). It was carried out by the Universidad Tecnológica de Pereira in 2018. As stated, this project covered 33 schools of the department and had a length of 24 months. Although the time of implementation was relatively long, there could still remain several institutions with deep gaps in the English language. Additionally, the development of ESL in students is a constant need that each generation has, and that is not commonly supplied due to the fact that the majority of teachers at schools are not trained to teach a second language but their own subject matter.

Based on the aforementioned arguments, this project aims to propose a didactic sequence that establishes some points of reference on how some English skills could be developed satisfactorily in a specific rural population as it is Patio Bonito, in La Celia, located 67 km away from Pereira, Risaralda, which bases the teaching and learning process on the development of guides proposed by Escuela Nueva program. In addition, the agricultural productive emphasis of the school is beneficial for the development of the didactic sequence, as it opens a world of possible practical articulations of ESL with the natural sciences content taught in the school. In this case, the didactic experience to be designed will allow students to orally explain the process of growth and development of certain vegetables produced at their school.

Also, making real use of English and applying it to students’ daily activities is a factor that could help to increase intrinsic motivation for learning which is the one that comes from the learners’ interests (Ryan & Deci, 2000). Thus, taking into account the

characteristics of the Escuela Nueva Program and its requirements is key to grow and maintain students' interest in learning the English language, while providing them with significant learning and indirectly, attempt to reduce desertion numbers from rural education. This didactic sequence directed to Patio Bonito's school will function as a guide that teachers can follow to achieve the purpose aforementioned with elementary learners from a multigrade classroom. Moreover, its design and application will allow both, designers, and in-service teachers to reflect upon their teaching practices and its adaptation to student's interests and needs.

Finally, this didactic sequence, which is developed as a requirement for graduation from the bilingualism degree program, helps to reinforce the learning theories and methodologies studied along the program and allows designers to demonstrate knowledge in the field of English teaching and lesson planning. It also opens the door to future projects related to the teaching of English in rural areas, as it motivates researchers to work with isolated populations. In addition, its results could serve as an indicator of how successful the execution of didactic sequences could be, depending on the context in which they are implemented.

Objectives

General Objective

To design a didactic experience for multigrade classrooms at Patio bonito's rural school in la Celia, Risaralda, which allows students from Escuela Nueva modality to use ESL in their context.

Teaching Objectives

To create a didactic experience that fits with the nature of the school.

To design appropriate teaching activities for multigrade learners from a rural context.

To reflect about our teaching practices

Learning Objectives

To explore real use of the English language by using it in their own contexts.

To produce a short video presenting the growing process of some vegetables using the target language.

Theoretical Framework

In order to provide significant background information about the main topic of the didactic sequence to be designed, this chapter aims to revise some literature related to education in rural areas and the teacher's and student's perception about it. Additionally, some concepts such as didactic sequence and Escuela Nueva will be defined for a better understanding of this proposal.

Literature Review

As future teachers and researchers, it is necessary to be aware of the importance of reading some projects that are related to the same investigation branch. For this reason, in this literature review will be provided a detailed explanation of some research projects that will help to identify and overcome the existing gaps in the teaching of ESL in rural zones and reflect upon the English teaching practices.

One of the research projects that is considered important for this future proposal was developed in 2017 by Laura Sofia Buitrago and it was called *El inglés en la zona rural de Colombia: aplicación del modelo Working with people, del método Content-based y de los ambientes de aprendizaje en la clase de lengua extranjera en Subia, Cundinamarca*. Buitrago (2017) explains that in rural area, the methodologies used by teachers are not adequate to achieve significant English learning in students. For that reason, the author decided to investigate if the implementation of an activity previously designed, taking into account the Content-Based approach, will have a positive change in the learning environment in the English class in 11th grade students from the Subia Rural Departmental Institution.

Also, it is important to mention that to find the results, the author guided her investigation using the qualitative research model following the next steps: diagnosis, activity design, piloting and final analysis. Buitrago (2017) decided to implement this research project with 11th grade students because they, at the end of the course, present *prueba saber* and in this way, it will be easy to identify if the results were positive or negative. To collect the data, the author carried out an in-class activity and conducted observations and interviews. She also gathered information through tasks made by students. In general, the research obtained positive and negative results because it could be evidenced that some students learned and enjoyed the way in which the activity was developed; however, other students did not like to receive the English class only in English and they also said that people from the countryside did not need that language.

Another important research for the development of this project was called *Secuencia didáctica para el favorecimiento de la Competencia Lectora*, developed by Patiño and Tuta (2018). This project was designed to be implemented in the Tobasia and Tocavita rural institutions of the municipality of Boyacá and the participants were third-grade primary school students from both schools where the age range was between 8 and 10 years old. This project has a qualitative approach which was developed in the following steps: Identification of a general idea, exploration or approach to the hypothesis of actions, and construction of the action plan. Additionally, documents, field diaries, photographic data, videos and triangulation were the data collection instruments to obtain the necessary information. According to Patiño and Tuta (2018), the learning guides used in the Escuela Nueva program have not been updated since 2008 and this has prevented students from developing reading skills and interpretation skills as expected.

For this reason, Patiño and Tuta (2018), propose this project to identify if the implementation of a didactic sequence could improve the development of linguistic competences

in rural schools. In the observation phase, the authors found that the students had no interest in reading all the information, the fragments read in the classroom were immediately forgotten and in terms of writing, they omitted some letters from the whole words. In addition, they showed that they did not understand what they were reading, and to answer a teacher's question it has to be repeated several times. Finally, in the conclusions of the sequence, Patiño and Tuta (2018) argued that the didactic sequence propitiates a meaningful learning environment since it provides students with the opportunity to participate actively in each of the proposed activities, considering their context and educational needs.

In the field of ICT's, Ezquerro, et al. (2014) conducted the project called *Creation of audiovisual presentations as a tool to develop key competences in secondary-school students*. A case study in science class. The intention of this article was to describe a proposal that could help to strengthen the development of key competences in students through the creation of a didactic documentary video related to the characteristics of kinematics in physics and chemistry. This project was executed in Madrid, Spain, and the participants were students coursing the final two years of non-mandatory secondary school. One of the main objectives of this project was to involve students in all the steps of the process, so the authors could test the knowledge and competencies students got from the project. Ezquerro et al. (2014) evidenced students' progress not only in sciences but also in digital competences. Moreover, they realized the importance of communicative competences and students' initiative towards learning during the creation of the audio-visual presentation.

Variables such as project duration, students' involvement, and motivation were considered for this project. Ezquerro et al. (2014) highlighted the importance of using technological tools at the time of teaching as it has a positive impact on student's creativity. Along with ICTs implementation, the relation between projects in the classroom and realistic

situations from student's backgrounds are mentioned to be beneficial for their learning process. Thus, the relevance of linking the academic content to authentic contexts was one of the bases of this project. On the other hand, the authors analyzed how were audio-visual materials used to teach at schools and found that students are frequently exposed to movies, documentaries, series and then asked about their opinions regarding the topic. One of the platforms they mentioned to be useful was YouTube as it allows teachers and students to share and see the content which permits cooperative, participative, and interactive learning.

Ezquerro et al. (2014) designed a schema to achieve the goals of the project, that schema included an initial evaluation of students' previous knowledge in the field of sciences and technology, more specifically audio-visuals. After this test, they proposed some sessions to familiarize students with an editing program, form groups, and select topics for their presentations. Then, students searched for information in order to write an initial draft of their presentation. Finally, by using a technical script for the creation of films, they started to create their product. In the end, students' production was assessed by using the initial test with some adaptations. Student's final opinions regarding the process let the researchers know that they felt an important improvement of their abilities in the subject matter.

Another previous research that is important to take into account while developing the project is the one presented by Gualteros and Gomez (2013), which is called *Exploring the conceptions about teaching English as a foreign language by two EFL teachers in the rural area of Pereira, Risaralda*. This research was conducted in two academic institutions from Pereira, where two English teachers and three students were randomly selected per institution, with the aim of discovering teachers' conceptions regarding teaching in rural areas and how those perceptions affect the development of their teaching practice. Being qualitative research, the data

was gathered by interviews and observations and the information obtained from those activities were analyzed with SQR NVIVO® v10. software.

Gualteros and Gomez (2013) found that teachers' perception towards students from rural areas is less favorable in terms of motivation and capabilities in contrast to students from urban institutions. They found that receptive skills were more important for the in-service teachers than the productive skills. It was also concluded that their discourse in the interviews and observations did not match with their teaching practice and that underestimating students' capabilities could lead them to lose interest in learning a second language. Finally, Gualteros and Gomez (2013) highlighted the importance of a good lesson plan and assessment in order to make classes less monotonous and allow students to communicate.

The next research helpful for the development of this didactic sequence was carried out by Mendoza and Patiño (2013) in a town from Risaralda, and it is called *The state of the art of the English language teaching in Belen de Umbria, Risaralda*. The main purpose of this project was to identify the approaches, methods, and techniques implemented in the teaching of ESL in Belen de Umbría, in order to provide a diagnosis of the students' learning process that will be useful for the development of future English learning projects in the region. The participants of this investigation were four teachers from different public schools who were randomly selected. Additionally, the English language coordinator from each institution provided data to support the research and chose the 20 students participating in this project. The data was collected using observations, interviews, and questionnaires in which several aspects of the participants' context were taken into account. After collecting the data, it was transcribed digitally, and the repetitive patterns found were colored.

Then, Mendoza and Patiño (2013) identified the data collection instruments as follows: Q for questionnaires, I for interviews, O for observations. They also provided a code for the names of the schools and numbered the students that participated in the group interviews. Mendoza and Patiño (2013) observed specific features during the development of this study, for instance, that students' place of sitting in the classroom is a variable that influences students' attitude towards the class and that teachers make use of grammar-translation approach, dictations, and spelling as techniques to make the language learning easier for students. The researchers also found that the L1 was mainly used to greet, pray, and explain part of the class, while the L2 was used to do a review, control discipline, explain and give instructions. Mendoza and Patiño (2013) concluded that in Belen de Umbria, teachers implement activities whose main focus is grammar and vocabulary. Students for this part were reported to be autonomous and show interest in learning English outside the classroom and manifest the lack of technological resources in their class at school.

Finally, *¡El Zanjón Lavapatás Está Vivo! Una Secuencia Didáctica Para la Producción de Textos Expositivos Descriptivos, con Niños de Grado Primero*, is a didactic sequence which was implemented in Cartago, Valle del Cauca and it was designed by María Luisa Parra Salazar in 2018. It was developed in order to get students to know how to write an expository text in which they could describe the characteristics of an endemic animal from their background. The data collection method for adapting this didactic sequence was an interview to 23 students before and after its implementation. The purpose of this study was to determine the incidence of a didactic sequence with communicative approach in the production of expository texts. Also, it allowed the in-service teacher to reflect on her teaching practices. The author found that the didactic sequence had a significant impact on the production of expository texts. She concludes

that didactic sequences are useful tools to improve the writing of descriptive and expository texts if they are powerful enough to allow students and teachers to achieve the objectives.

To conclude, these three research projects and the didactic sequence last mentioned were relevant for the development of this didactic sequence as they provided a clearer perspective on how English is taught in the rural areas and how the students perceive it. This was very beneficial since it is not a topic commonly discussed. Furthermore, the didactic sequence could serve us as a model since we plan to design one of our own that guides students from multigrade classrooms at a rural school to produce oral texts related to a topic connected to their background.

Conceptual Framework

The purpose of this chapter is to define some main concepts, which understanding is required for adequate development and implementation of a didactic sequence whose principal aim is to provide students the tools to achieve the communicative and linguistic competencies needed for the creation of a final product. Therefore, it is considered necessary to expose the meaning of didactic sequence and its characteristics since it is the modality for the present graduation project. In addition, as the institution to which it is being designed works with the Escuela Nueva program, it is relevant to state what it implies. Lastly, the product for this project has been described as an audio-visual product and that is why it is relevant to go deeper on this term.

Didactic Sequence

There are a series of similar definitions given to didactic sequences and between them, can be found especially insightful, the ones provided by Zavala (2000), Fons (2010), and Camps (2006). Firstly, the pedagogue Antonio Zavala Vidiella states that a didactic sequence is “the

group of organized activities structured and articulated for the achievement of some educative objectives, which have a beginning and an end that are known for the teachers as well as for the students”(Zavala 2000, p.16) These objectives must be specified in each of the sessions that will be designed since they will be determinant in the activities to be carried out, and been aware of the goals of each session will make it easier for students and teachers to achieve them. Also, the author proposes 3 phases for the development of didactic units which are planning, implementation, and evaluation.

On the other hand, Fons (2010) perceives the didactic sequence as the way in which each activity is articulated with the other and considers it as a determining factor at the time of teaching and learning. Fons’ perception is valuable for the design of this didactic sequence in view of the big importance that the relation between the activities to develop has over the results of it. The more related the activities are, the more successful and sequential the students’ learning. Finally, Camps et al. (2006) instead, considers the global objective as the one that gives sense to the compilation of activities. This is also true, as the planning of the activities for a didactic sequence is done according to the product intended to obtain and even though activities could vary in some aspects, the target competencies to achieve have to stay the same.

Escuela Nueva Program

Escuela Nueva is a program that has been implemented in a great percentage of the rural institutions in Colombia. This program was mainly developed to overcome desertion issues at rural schools where the population density is commonly low, and students are placed at multigrade classrooms. As it was stated by Colbert (1999), it seeks to “promote an active, thoughtful and participatory learning process; the ability to apply knowledge to new situations;

an improved self-concept, cooperative and democratic attitudes; and a series of basic skills in math, language, and social and natural sciences” (Colbert, 1999. p.118).

Likewise, the implementation of Escuela Nueva programs has demonstrated the hindrances of traditional, passive, memory, and teacher centered practices which can be successfully changed to more student-friendly, participatory, cooperative, and personalized training (Colbert, 1999. p. 118). In order to change traditional practices, Escuela Nueva programs have incorporated guides to address the learning of subjects and give rural students flexibility to complete each school cycle at their own pace. The definition and understanding of this concept are important for this didactic sequence as multiple branches from Patio Bonito’s institution, where it is to be implemented, have Escuela Nueva modality.

One of the main characteristics of this program is that it promotes the use of different physical spaces to facilitate the learning process. Spaces such as libraries, labs and classrooms are used to “develop activities for observation, experimentation and manipulation of objects and materials produced by children and organized according to the four areas of the curriculum” (Villar, 2010. p.361). One of the pedagogical spaces to be considered and used during the design and implementation of this didactic sequence is the plot, which can be used during the sessions to better provide the content of natural sciences in ESL and exemplify processes to students in order to complete the integrative task at home.

Audio-visual Product

Audio-visual product is a term that has been defined by some authors such as Dike and Anzaku. Dike (1993, cited in Ashaver and Mwuese, 2013) stands that audio-visual material are “those materials which do not depend solely upon reading to convey meaning. They may present information through the sense of hearing as in audio resources, sight, as in visual resources or

through a combination of senses” (p.47). In that sense, the different skills of students and their creativity will be used to produce an audio-visual product in English related to the cultivation of vegetables.

One definition of audio-visual material that supports Dike’s is the one provided by Anzaku (2011, cited in Ashaver and Mwuese, 2013). Anzaku states that “the term audio-visual materials is commonly used to refer to those instructional materials that may be used to convey meaning without complete dependence upon verbal symbols or language”(p.44). In other words, it is important to use the visual aids and videoclips to support the creation of audio-visual content. Likewise, what this didactic sequence intends to achieve is a compilation of videos made by the students in which they show each step of the vegetable cultivation process.

Methodology

This chapter presents detailed information about the didactic sequence that will be designed. It explains important characteristics such as the type of project, context and participants, instructional design, and researcher's role.

Type of Project

This project aims at designing a didactic sequence for the production of an audio-visual product by multigrade learners from Escuela Nueva modality, based on the cultivation process of vegetables. This didactic experience will be 8-13 sessions long that in-service teachers are supposed to use as a guide to lead students' process to achieve the integrative task while they are exposed to the necessary input for the production of the oral text.

Context and Participants

This didactic sequence was designed for multigrade students from a rural school in La Celia, Risaralda. The name of the school is *Institución Educativa Patio Bonito* which works with Escuela Nueva modality and has an agricultural production emphasis which was key for selecting it for this project.

Regarding the English language teaching, each campus of the institution counts with two teachers that are not trained in the area and who are in charge of guiding students from primary and secondary. The students receive two hours of English per week in a multigrade classroom which harbors students from different primary stages. Additionally, they have already some rural backgrounds that is adequate for the achievement of the objectives of this proposal. The different cognitive levels of the students were taken into account while designing the activities in order to involve and positively impact all the students in the classroom.

At patio bonito's school, the English and natural science curriculum is adapted in relation to the other subjects to mainstream the contents. The resources of the area are basic technological devices that vary among the headquarters, and comprises video beams, TVs, and some tablets. They also make use of cell phones when available.

Researcher's Role

The design of this didactic sequence was carried out by two students from *the Licenciatura en Bilingüismo con Énfasis en Inglés* of the *Universidad Tecnológica de Pereira* who were coursing ninth semester, and whose interest towards English teaching in the rural areas leaded them to create this didactic experience. The role of both students in the creation of this project was selecting the objectives, methodologies, and scenarios for the development of the activities that were also proposed by them.

Instructional Design

Considering the theory previously presented and the decisions made by the designers of this didactic sequence, the following instructional design has been proposed. It provides relevant information about the project such as the integrative task, didactic goals, and contents. It also provides a list of the material needed for the development of each of the sessions which procedures are deeply explained in this document. There is a Google Drive folder link where teachers can find the material suggested in the lessons. To conclude, it is important to mention that the sessions described below are flexible and can be adapted to the school's characteristics and resources.

DIDACTIC SEQUENCE FOR THE PRODUCTION OF AUDIOVISUAL MATERIAL BY FOURTH-GRADE LEARNERS.

SEQUENCE IDENTIFICATION

- Name of the subject: English - CLIL Natural Science
- Teacher's name: Ana María Caldon Embus- Harold Stiven Quintero Rincón
- Group: Multigrade Classroom from 1st to 5th grades from a rural institution.
- Date of the didactic sequence: This didactic sequence can be implemented at any time of the school year, considering that it is compound of 12 weekly sessions.

PLANNING OR PREPARATION PHASE
INTEGRATIVE TASK: Sembrando Sueños y Cosechando Vida. A didactic sequence for the production of an audio-visual product about the cultivation process of vegetables in Escuela Nueva.
DIDACTIC GOALS: General objective To strengthen the English language skills by learning the English concepts involved in the cultivation process of vegetables grown by the students. Specific objectives To develop awareness about the importance of cultivating our own food. To improve knowledge about ICT's To develop oral presentation skills.

To understand the importance of the planning stage when performing academic tasks such as the product of the didactic sequence.

To orally describe processes in English.

To relate the subject of English to our background.

DIDACTIC CONTENTS:

- **Conceptual content:**

Suggested curriculum of natural sciences and Escuela Nueva program guides- 2nd grade (Unit 1 & 2)

- ✓ **Let's recognize beings of nature**

- Characteristics of living and inanimate beings.
- Importance of plants in nature
- Parts of the plants
- How plants feed
- Sowing process
- Plant care
- Cultivation process

Language

- Present tense
- Adjectives
- Nouns
- Compare and contrast
- Vocabulary
- Pronunciation
- Language Chunks to Explain/Describe a process

Audio-visual

- How to make a video
- Elements of a good video
- How to join videos

Basic Proficiency Standards (Grades 1-3):

✓ Natural Sciences:

- I describe characteristics of living beings and inert objects; I establish similarities and differences between them, and I classify them.
- I identify patterns common to living beings.
- I observe and describe changes in the development of living beings.
- I describe and verify life cycles of living beings.
- I record my observations in an organized and rigorous way, using pictures, words, and numbers.
- I actively listen to my partners, and I recognize different points of view.
- I value and use the knowledge of different people around me.
- I fulfill my role and respect that of other people in group work.
- I recognize the importance of the plants and the soil in my environment, and I propose strategies to take care of them.

✓ English

- I follow instructions related to class and recreational activities proposed by my teacher.
- I can understand short descriptions of familiar objects and places
- I follow the sequence of a short story supported by images.
- I demonstrate knowledge of the basic structures of English.
- I describe some characteristics of the climate and of living and inanimate beings.
- I participate in short performances; I memorize and understand the parliaments.
- I describe what I am doing.

- I answer questions about objects and places in my environment.
- I ask that the message be repeated when I do not understand it.
- I actively participate in word games and rounds.

- **Procedural contents:**

- Analyzing expository texts (Oral and written)
- Analyzing videos about specific topics
- watch short films about sowing and cultivation
- Presentations
- Sowing
- Making home vegetable plots
- Talking to experts

- **Attitudinal content:**

- To respect teamwork
- To appreciate organic food
- To value the process of home plots
- To appreciate the knowledge of those experts in the topic

ANALYSIS AND SELECTION OF TEACHING DEVICES:

Next you will find the link to the material folder selected for the support of the sessions. There are some videos downloaded from internet reliable sources, and worksheets, slides, rubrics, and flashcards created for each session. They are organized into different folders according to the session in which they are to be used.

https://drive.google.com/drive/folders/1RVHVryZ-oeX8uY2_lkuE7FxpGkWKp3U1

EXECUTION OR DEVELOPMENT PHASE

SESSION N° 1: “Introduce Myself”

Objective: To introduce personal information (Ice breaker session)

Materials: paper stars, markers, board, pencils, lottery.

Material folder: https://drive.google.com/drive/folders/1RVHVryZ-oeX8uY2_lkuE7FxpGkWKp3U1?usp=sharing

To start the class the teacher will get into the classroom and greet the students by saying “good morning”

Teacher: Good morning. How are you today?

Then, students will be encouraged to answer

Students: Good morning, teacher. I am fine.

After greeting the students, the teacher will draw a star in the board and write some personal information in each corner of it. The personal information can be the name, nationality, age, favorite sport, pet. After the teacher’s personal information presentation, students will receive a paper star in which they will be asked to write their own personal information.

Once students have finished, they will present their information to their partners. To guide the interactions, the teacher will assign some roles to students. A students will ask questions, and students B will answer them.

A: What is your name?

B: My name is _____

B: How old are you?

A: I am ___ years old.

A: Where are you from?

B: I am from _____

B: What is your favorite sport?

A: My favorite sport is _____

A: What is your pet’s name?

B: My pet's name is _____/I don't have a pet.

Students will interact with at least three partners performing the A role, and three more performing the role B.

After this role play activity, the teacher will give students sheets of paper in which they will see some pictures of fruits and vegetables. The teacher will have the same pictures in single sheets in a bag to play lottery with the students. This material can be found in the material folder, session 1, Fruits and vegetables. The teacher will start taking out the pictures and the students who have it in their sheets will cover them with a piece of paper or a little rock. At the time that the pictures are taken out of the bag, the teacher will say the names of the fruits or vegetables in English and students will be asked to repeat its pronunciation.

This activity can be played the times that the teacher considers properly, making different shapes with the covered pictures (vertical, horizontal lines, full table, just corners, among others)

The fruits and the vegetables are beet, onion, banana, broccoli, apple, blueberries, lettuce, celery, grapes, carrot, lemon, orange, cherry, corn, cauliflower, mango, kiwi, mushroom, pear, potatoes peppers, peach, pineapple, peas, strawberry, tomatoes, cucumber, apple, watermelon, pumpkin.

For the next session, students will be asked to bring some vegetables that they can find at home or nearby to prepare a salad in the classroom. In addition, students will bring their own dishes and cutlery. The vegetables they can bring are tomatoes, onions, lettuce or cabbage, cucumber, carrots, cilantro, garlic, spinach, lemons, peppers, among others. The teacher will ask for volunteers to bring each vegetable considering the number of students and the needed amount of each one as ingredient of a salad. On the other hand, the teacher will be the one in charge of bringing the instruments to prepare the salad, the instruments are a knife, a cutting board, and a bowl to mix the ingredients.

SESSION N° 2: "Let's recognize beings of nature"

Objective: *To present the didactic sequence and describe the integrative task catching the student's attention and interest.*

Materials: Pictures, tables, Knife, bowl, cutting board, cutlery.

Material folder: https://drive.google.com/drive/folders/1RVHVryZ-oeX8uY2_lkuE7FxpGkWKp3U1

To start the class the teacher will get into the classroom and greet the students by saying “good morning”

Teacher: Good morning. How are you today?

Students: Good morning, teacher. I am fine.

After greeting the students, they will review the vocabulary they learnt in the previous session. The teacher will make use of the pictures of the lottery used in the first session to randomly ask students for their pronunciation in English. After one student says the word in English, the teacher will ask the rest of the group to repeat the word.

Once the students have reviewed the vocabulary from the previous session, the teacher will receive the vegetables requested to students as homework for the development of the session. Each student will put the element on a table previously cleaned. When all the ingredients of the salad are in the table the teacher will start its preparation. While cutting each ingredient, the teacher will make use of both, English and Spanish to ask some of the following questions to students in order to create awareness about the importance of vegetables: What are the characteristics of this vegetable (Color, flavor)? In which other preparations is this vegetable used? Which is the vegetable that you do not like? Why? Why are vegetables important? What would happen if a person does not eat healthy?

After discussing the previous questions, the teacher and the students will taste a delicious salad during a short break (5 min)

When students return to the classroom, the teacher will ask them if they liked the salad and what they know about the cultivation of each ingredient using the following questions: Did you enjoyed the salad? what do you know about the cultivation of the vegetables in the salad? After listening to some student´s answers, the teacher will present the video called *Bean Time-Lapse* that shows the growing process of a bean plant for 25 days.

Students will be given some time to express their opinions about the video and after that, the teacher will tell them the topics to be studied along the sessions of the didactic sequence and the objectives in the second language, the final product expected from them, and its parameters. The teacher can make use of English and Spanish strategically to be clear about the topics and expectations.

The following paragraph summarizes the information mentioned before:

You will be the participants of a didactic sequence that lasts for 12 sessions and was created by students from the Universidad Tecnológica de Pereira. During those sessions you will learn about living beings, plants, parts of the plants, plants care and sowing and cultivation processes in home plots. In terms of language, you will be exposed to vocabulary that will be used in a final presentation consisting of each student presenting the cultivation process of a vegetable at home. You will learn how to create a good video to explain such process, and it will be finally presented the day of the last session.

Finally, the teacher will solve students' questions and let them know the material for the next session. In groups of three they should bring ½ of cardboard or kraft paper, pencil, eraser, and colors or markers.

SESSION N° 3: “Let’s learn the parts of the plants”

Objective: *To identify and review student’s previous knowledge about the plants and their parts and articulate with the second language.*

Materials: Flashcards, Word search, notebook, pencil.

Material folder: https://drive.google.com/drive/folders/1RVHVryZ-oeX8uY2_lkuE7FxpGkWKp3U1

To start the class the teacher will get into the classroom and greet the students by saying “good morning”

Teacher: Good morning. How are you today?

Students: Good morning, teacher. I am fine.

After greeting the students, the teacher will show them pictures of different plants (They can be found in the material folder, session 3),and ask them the following questions:

What are the names of the plants?

Where have you seen them?

What are their characteristics?

Which colors do they have?

What do they have in common?

What is the difference between them?

Which of them produce food?

Which is the appropriate weather for the successful growing of these plants?

After the discussion the teacher will explain the students that even though all the plants seen are different, they are made up of the same parts and each part has a specific function.

As you have seen, all these plants are different. They can be tall or short, have multiple colors and produce varied kind of food and even medicine. However, most of them have common characteristics: their parts.

To present the vocabulary related to the parts of the plants, the teacher will show them a power point presentation in which they will see the parts of the plants and their names in English.

While showing each picture, the teacher will ask students to repeat the pronunciation out loud and write the word in their notebooks.

The parts of the plant will be Stem/ Trunk, flowers, leaves, roots, fruit.

Next, the students will take out the materials that they were requested for this session (½ of cardboard or kraft paper, pencil, eraser, and colors or markers) and the teacher will give them the instructions to create a poster.

For this activity you will draw and paint a plant that you like and then you will label the parts of it. It will be presented to your classmates at the end of the lesson.

After student's presentations, the teacher will give them a wordsearch for them to find the parts of the plants seen in class. The wordsearch can be found in the material folder session 3.

SESSION N° 4: "What are the functions of each part of the plant?"

Objective: *To socialize the main functions of the parts of the plants in English.*

Materials: videos, worksheets, markers, board.

Material folder: https://drive.google.com/drive/folders/1RVHVryZ-oeX8uY2_lkuE7FxpGkWKp3U1

To start the class the teacher will get into the classroom and greet the students by saying "good morning"

Teacher: Good morning. How are you today?

Students: Good morning, teacher. I am fine.

After greeting the students, the teacher will present the video #1 of the session4 that can be found in the material's folder. The aim of this video is to elicit students' previous knowledge about the functions of the parts of the plants in Spanish.

At the end of the video, the teacher will ask students the following questions:

What did you already know?

What did you learn about the parts of the plants?

What would you like to learn about the plants?

When students have reflected about the role of the parts of the plant, a second video (Video#2- session 4 from the material's drive folder) will be shown to them. This video links the information previously discussed with the English language as it presents the functions of the plants in English. The teacher will strategically stop the video to check students understanding and make clarifications. At the same time, students should be taking notes of key aspects on their notebooks.

Min 00:45 The parts of the plant have different functions. The main parts are divided in two: shoot and roots. The shoot grows under the ground and the roots above the ground. (Teachers can make use of body language to show students what is the ground, shoot and roots.

Min 00:55 The video can be stopped here to practice the pronunciation of the parts of the plant asking students to repeat them.

Min 01:16 The Stem is the stalk of the plant. It supports the plant, water, minerals can go from the roots to the leaves and are latter transformed into food for the plant. The teacher will make use of the board to explain this part of the video.

Min 01:43 The leaves grow from the branches and the stem. They have chlorophyl that keeps plants green and helps them to prepare their own food.

Min 02:04 The flowers allow plants to reproduce. They can have different *shapes, sizes, and color*. The in-service teacher will explain those concepts in the board. Pollination is the process by which the plants can be transformed into delicious fruits and vegetables.

Min 02:19 The roots anchor the plant to the ground. They absorb water and minerals that the plant needs to grow.

After watching and discussing the video, the students will make a fill in the gap's activity with simple sentences about the functions of the plants. Then, they will match those descriptions with the name of the part and its picture. This activity can be found in the material folder, session 4, matching activity.

For next class students will be asked to bring an English dictionary, it can be a book, or they can bring it downloaded in any technological device.

SESSION N° 5: “Oral expository texts about cultivation processes”

Objective: *To review the parts of the plants and their functions. Also, analyse videos in which cultivation processes are presented.*

Materials: Video beam, computer, videos, markers, board.

Material Folder: https://drive.google.com/drive/folders/1RVHVryZ-oeX8uY2_lkuE7FxpGkWKp3U1?usp=sharing

To start the class the teacher will get into the classroom and greet the students by saying “good morning”

Teacher: Good morning. How are you today?

Students: Good morning, teacher. I am fine.

After greeting the students, the teacher will propose a hangman activity to play with students. The words that must be guessed by students one letter at a time are the parts of the plants.

The teacher will start drawing the number of dashes equivalent to the number of letters in some of the following words: roots, stem, leaves, flowers, fruit.

In the case of the word “roots”, the teacher will draw five dashes in the board and ask one student:

-Tell me one letter.

After the student suggest one letter in Spanish, the teacher will repeat it in English to reinforce the alphabet. The material folder, session 4, video 1, holds the English pronunciation of the letter for the teacher to review them.

Once the students have said the letter, there are two possibilities: If it occurs in the word, the teacher fills in the blanks with that letter in the right place. But if the letter does not occur in the word, the teacher will start drawing the post from which the man will be hanged, the head, the body, the arms, the legs and finally, when the body is completely drawn, the game is over, and the word is told to the students asking them about the function of the part of the plant that the word represents. There will be 8 opportunities for

students to guess the words and, in case that they ask for hints, the teacher will tell them that it is related to the parts of the plants. If students guess the word before the body is completely drawn, they will be asked about the function of that part of the plant and then the game can be continued with other of the words until they have reviewed them all.

After this review of the parts of the plants and their functions, the teacher will present a video to the students. In the video, they will see a family explaining how to sow a cherry tomato plant. They give some recommendations about the plot setting and talk about the benefits of cultivating cherry tomato at home. The video can be found in the material folder, session 4, video 2.

The teacher will stop the video in the min 8:10, and at this point the teacher will make some questions to the students to check understanding. The questions are:

How did the family in the video obtained **the seeds**?

How long did they **expose** the seeds to the **sun**?

Why did they paint the **pot black**?

Why are **yellow** Cherry tomatoes different?

How long will the plant take to **produce** cherry tomatoes?

What cherry tomato **nutrients** do you remember?

After discussing these questions with the students, the teacher will let the video continue and ask some volunteers to read the text that the video shows at the end. Students will read some paragraphs about the history of the Cherry tomato plant. At the end of the reading, students will be asked to look for some words in the dictionary. The words to look for are related to the text previously read, they are the following:

Alimento, medicamento, aceite, queso, salsa, veneno, decorativo, cocinero, sabor, cultivar.

Next, a second video will be shown to students. It can be found in the material folder, session 4, video 3. This video is about the cultivation of scallion at home reusing the roots of the plants. At the end of this

video, the teacher will ask students some questions to contrast the two videos previously shown. The questions are?

What do the videos have in **common**?

What are the **differences** between the videos?

Which video did you **like** the most? Why?

After discussing these questions, the teacher will highlight the following aspects in case that they were not mentioned yet:

Aspects in common:

- Both videos describe a step-by-step process.
- The two videos were recorded with sunlight.
- In both videos the speakers had their materials ready to be used.
- Both, the family, and the woman, made use of recycled bottles as pots.
- The videos have introduction, body, and conclusion.

Differences:

- The woman's video is shorter than the other. Even though, it has a better quality.
- The family's video presents different types of information about the cherry tomatoes, not just how to cultivate them, but also some characteristics and history of the plant.
- There is text at the end of the family's video. It allows the viewer to understand the topic better.
- The family's video provides instructions to make the activity in family considering some preventions for children, while the other shows a description of the process just by an adult.

Finally, the teacher will assign the following homework to students:

Taking as a reference the videos seen in class, make your own pot with a recycled material that you can find at home. Keep it at home until the teacher ask you to bring it to school.

SESSION N° 6: “How to create a good video?”

Objective: *To learn the characteristics of a good video.*

To review the life cycle of the plants.

Materials: Videos, video beam, computer.

Material Folder: https://drive.google.com/drive/folders/1RVHVryZ-oeX8uY2_lkuE7FxpGkWKp3U1?usp=sharing

To start the class the teacher will get into the classroom and greet the students by saying “good morning”

Teacher: Good morning. How are you today?

Students: Good morning, teacher. I am fine.

As a warmup and review activity, the whole group will play hot potato.

Before starting, the teacher will draw a plant to which students will write its parts.

This activity consists in passing an object among participants while the teacher repeats the words “hot potato” without looking at the students and suddenly, after certain time, stops and says juts “hot”. The student holding the object at that moment will be given a marker and asked to write one part of the plant drawn on the board. Then, the teacher will start the game again until the roots, stem, leaves, flower, and fruit have been shown in the drawing.

To introduce the topic of plants life cycle, Students will be required to make couples, take a piece of paper, and divide it into six. In the first space students will write the topic as title (Plant’s Life Cycle). Then, the teacher will ask them what they know about the life cycle of the plants. After that, the teacher

will explain it, supporting the explanation making drawings on the board if possible. Here is an example of how it can be done:

1. The seed that comes from the fruit falls on the ground. If the soil conditions are good with enough water and minerals, the seed will begin to germinate. The students must write the following in the second space: “the seed falls on the wet ground”. It can be written by the teacher on the board for students to see how to do it.
2. Germinate means the growth of the roots and the stem. The stem seeks light and grows, the roots seek water and soil, and the leaves begin to grow. The students must write the following in the third space: “a little plant is born from the seed”. It can be written by the teacher on the board for students to see how to do it.
3. With the help of water, minerals from the soil, energy from the sun and air, the plant grows until it produces flowers. The students must write the following in the fourth space: “the little plant grows and becomes an adult plant with flowers”. It can be written by the teacher on the board for students to see how to do it
4. The flowers attract bees, they eat their sweet nectar and leave pollen from other flowers so that the fruits are born. The students must write the following in the fifth space: “the flowers turn into fruits” It can be written by the teacher on the board for students to see how to do it
5. The fruit contains the seeds that, if the soil conditions are good, will produce new plants. The students must write the following in the sixth space: “the fruits form new seeds”. It can be written by the teacher on the board for students to see how to do it.

Once the teacher has finished explaining each part of the plants’ life cycle and telling students what to write in each section of the paper, the students are prepared to go outside the classroom and perform a field observation in which they will have to find one plant that best represents the cycle written in each section. They will attach the plant to the paper. For example, for the first space, they can paste a little seed in the sheet. For the second space they can paste one root of a plant as the information in that space is related to the growing of stems and roots.

With the aim of prepare students to listen to a song about the life cycle of the plants, they will be asked to look for some words in their dictionaries:

Grow, anyone, know, little, first, next, then, now, seedling, have, full.

After students found the meaning of the previous concepts, the teacher will show them the video “How does a plant grow”, that can be found in the material folder, session 6, Video 1.

To check understanding, the teacher will randomly select some students to explain the life cycle of the plants presented in the video.

For the next part of the class, the teacher will present some slides that show students the characteristics of a good video, such as the length, preparation, the title, the lights, and sound. These slides can be found in the material folder, session 6, slides 1.

The teacher will present the slides and explain the content of them to the students. Here are some specifications that can be considered by the teacher while presenting the slides:

Slide #5

It shows the parts of the video and explain what they present. The videos from the previous class are attached to this slide for students to watch them again and identify the introduction, body, and conclusion.

Useful resources

In this slide the students will find a video in Spanish presenting how to create a good video. They will also find a sample video in which they will see a girl preparing a salad.

The slides are to be share with the students for them to analyze the sample video and discuss in the following class about its weaknesses and strengths. In case that students do not have access to a technological device or internet connection to watch the video, it should be shown to them at the end of the class.

SESSION N° 7: “How can I describe a process using English?”

Objective: *To review and learn new sequencing expressions.*

To know how to prepare the soil for the cultivation of vegetables plants.

Materials: PowerPoint presentation, printed worksheets, craft paper sheet, markers, board.

Material Folder: https://drive.google.com/drive/folders/1RVHVryZ-oeX8uY2_lkuE7ExpGkWKp3U1?usp=sharing

To start the class the teacher will get into the classroom and greet the students by saying “good morning”

Teacher: Good morning. How are you today?

Students: Good morning, teacher. I am fine.

Review: In order to review the topic seen in the previous sessions, the teacher will draw a chart and write the main parts of a video on the board (Introduction, body, and conclusion). Then, some students will be asked about which type of information should be in each part of a video. Once students have it clear, the teacher can continue with the next activity. If necessary, the teacher will recall the videos seen in the last class in order to review this topic.

To present the sequence expressions to students, the teacher will show them some slides that will support the information, they can be found in the material folder, session 7, Sequence expressions. Using the information in the slides, the teacher will define sequencing as “it refers to the order in which events happen. Sequencing is often made easier using transition words.”

The teacher will ask students to take notes on their notebooks, so they can refer to them later to study the expressions.

The third slide shows the expressions that can be used to begin a speech. Those expressions are: First, to start, to begin. To illustrate this, the teacher will tell the students the initial part of the Little Red Riding Hood tale using the expressions studied. This is how it can be done:

- First, the mother of Caperucita sends the girl to her grandmother’s house with a vegetable’s basket. It has tomatoes, onions, lettuce, and carrots.

The next slide shows the expressions to continue telling a story. Those expressions are then, after that, next, later. To illustrate this, the teacher will tell the students the middle part the of Little Red Riding Hood tale using the expressions studied. This is how it can be done:

_____, Caperucita is distracted taking apples, strawberries, and bananas that she finds on her way.
_____, she is seen by a hungry wolf, who follows her to her destination and eats her grandmother.

Here the teacher can use one of the expressions to fill the blank space and encourage the students to try the others and see if they work.

The following part of the tale is also presented using these expressions in the next slide:

After that, the Wolf dresses with the grandmother's clothes and receives Caperucita who carries a basket of fruits and vegetables for her grandmother.

The next slide shows expressions to finish a topic. Those expressions are finally, in the end, to finish. To illustrate this, the teacher will tell the students the final part of the Little Red Riding Hood tale and ask them to use the expressions studied at the beginning of the sentence to see if they all work the same. This is how it can be done:

_____, a farmer around the house rescues Caperucita and takes her grandmother from inside the wolf.

After presenting the sequence expressions to the students supporting its explanation with the tale of the Little Red Riding Hood, the teacher will deliver to the students the worksheet that can be found in the material folder session 7, activity 1. In this activity students are required to match the proper sequence expression studied in class with some sentences related to the plant's life cycle.

The expressions in column A are:

1. Next
2. Then
3. Finally
4. First
5. After that

The sentences in column B are:

- A. _____, a little plant is born from the seed the seed.
- B. _____, he flowers turn into fruits.
- C. _____, the seed falls on the wet ground.
- D. _____, the fruits form new seeds.
- E. _____, the little plant grows and becomes an adult plant with flowers.

When the students finish the previous activity, the teacher will take out the paper craft sheet and write the following title: "Characteristics of a good soil". Then, students will be joined in couples and asked to think about at least three characteristics that they consider a quality soil should have to make growing processes successful. Later, they will participate in the creation of a poster in which they will write either in English or in Spanish what are the characteristics that they discussed about the soil conditions. Students will be asked to decorate the poster using their creativity, it will be put on the classroom wall and their contributions will be discussed in group to socialize the characteristics of a good soil and the necessary conditions to cultivate.

For the next session students will be required to have the plot and the soil ready, so they can start thinking about what they want to grow.

To present the homework, the teacher can make use of the sequence expressions studied in class. This is how it can be done.

First, you will ask your parents to help you looking for a place around you where you can take good quality soil to cultivate. Then, you will clean the soil to have it in appropriate conditions and, finally you will put the soil in the pot you made at home with recycled materials.

Students should bring the pot with the soil for the next session.

Since in future sessions students will be asked to put some seeds in their pots, it is important for the teacher to consider taking the seeds to the classroom and deliver them to students at the end of the next session or ask students to get the seed by themselves from vegetables eaten at their houses.

SESSION N°| 8: “Creating my video – Part 1”

Objective: *To prepare the introduction of the video*

Materials: Worksheets, pencil.

Material folder: https://drive.google.com/drive/folders/1RVHVryZ-oeX8uY2_lkuE7FxpGkWKp3U1

To start the class the teacher will get into the classroom and greet the students by saying “good morning”

Teacher: Good morning. How are you today?

Students: Good morning, teacher. I am fine.

At the beginning of this class, the teacher will ask students about what they remember from the last session. While students talk about what was done, the teacher will be writing a paragraph on the board making use of the sequence expressions. This is an example of how it can be done:

First, we reviewed the parts of the video. Next, we learnt some sequence expressions. After that, we read the little riding hood tale. Finally, we made a matching activity.

After the review, the pots with the soil will be checked by the teacher to evaluate if they are appropriate to grow a plant. Students whose pot needs improvements will be given feedback to fix their pot. When all the pots have been checked, the teacher will use a seed and ask students to show them how deep should be placed the seed. If students’ participations vary a lot, the teacher will explain them that seeds should be placed the double of deep than their size. He will also confirm if students know how frequent they should water the plants. At the end, the teacher will recommend students to water their plants once a day, in the morning preferable.

Even the following activity is to be done individually, students will work in groups made by the teacher to discuss and decide their answers and to facilitate the writing process for the younger students.

After making the groups the teacher will guide them planning the introduction video.

Students will receive the worksheets that can be found in the folder material, session 8, planning my script. In these worksheets they will be asked to write their names, the date, and to mark the part of the video: Introduction, content, or conclusion at the top.

This is a session of constant feedback and interaction in which the teacher will help the students deciding how are they going to make the first part of their videos, answering questions in the worksheet such as:

How am I going to say hello?

What sequence expressions am I going to use?

What am I going to record and how?

How am I going to describe the process?

What time of the day am I going to record?

Where am I going to record?

Who is going to record me?

After all students have made and wrote their decisions, the teacher will deliver the seeds to them to be planted at home and ask them to take notes of the plant development during the following days until the next session.

Students will be also ready to record the introduction of their videos, those videos will be shown during the next session. They can be brought to the classroom using a memory card, any technological device, or they can be also sent to the teachers' email.

SESSION N° 9: “Learning about crops”

Objective: *To check the video introduction and study the difference between care for home plots and large cultivations*

Materials: Peer assessment rubric, video beam, computer, cellphones, pencils, tape, slides, wordsearch.

Material folder: https://drive.google.com/drive/folders/1RVHVryZ-oeX8uY2_lkuE7FxpGkWKp3U1

To start the class the teacher will get into the classroom and greet the students by saying “good morning”

Teacher: Good morning. How are you today?

Students: Good morning, teacher. I am fine.

To start the class the teacher will lead a “Step forward. Step back” activity.

For this activity the group will be divided into two teams and each of them will be placed in opposite walls, leaving free the space in the classroom. Next, the teacher will make a line with tape in the floor marking the middle of the space between teams.

The commands will be introduced by modeling step forward and step back.

Once students have gotten the concepts, the teacher will mention some sentences and students will decide if they apply to them or not. Then, they will move forward, move back, or remain in the same place. When the first student reaches the middle line in the classroom, they will be done with the game and the teacher can continue playing with the rest of the students for a few minutes.

Some of the sentences that the teacher can use:

Step forward/back if:

- You follow the planning for the video introduction
- You had difficult recording your video
- Your seeds have already germinated
- You watered your plant today
- You forgot watering your plants last week
- Your parents helped you recording the video

-You had to record the video more than three times

-You liked the process of recording videos

-This is the first time you plant seeds

-You had planted seeds before.

Finishing this warm up activity the teacher will ask for a volunteer to present the video assignment given in the previous session. After the first student presents, the teacher will make groups of three students in order to complete a peer assessment rubric. The first presentation will be taken as an example while showing students how to complete the rubric, analyzing the video quality, the sound quality and if the expressions suggested in previous sessions. They will mark in the rubric the face that best represents the video for them and provide some comments about each characteristic. Finally, they will select the face that best represent the video in general and provide recommendations for improvement.

Teams will receive a rubric for each presentation, it can be found in the material folder, session 9, Rubric for introduction. When students finish presenting their videos, they will take back the rubrics to the teacher so their comments and recommendations can be reviewed by the teacher and given to the owner of the video if applicable.

After the presentation of the introduction videos, the students will be told the main differences between the care for home plots and for large cultivations. This presentation will be supported by some slides that the teacher will show to the students. The slides can be found in the material folder, session 9, large cultivations and home plots.

In the slides will be found the definition of large cultivations that the teacher will use to let students know which large cultivations are around them. The teacher will read the slide making emphasis in the vocabulary that students already know and in true cognates, he will also make use of Spanish to clarify some cue terms that facilitate students understanding. The slide number five there are mentioned some characteristics of this type of cultivation, the teacher will help students to analyze deeper how large cultivations work. Then, the teacher will find the definition of home plots for vegetables that can be related to the process students are carrying out. In the following slide there are some characteristics about home plots that students already have experienced, such as selecting the soil and watering the plant. The

slide number eight shows information about organic compost and prevention of pests that students need to know in order to keep their plants safe. Finally, Students will be shown the process of making organic compost and encouraged to tell the group what they know about the topic and which other care do they know for the plants.

After presenting the care to keep plants safe at home, students will be given a wordsearch in which they will be asked to find some vocabulary from the previous presentation. The wordsearch can be found in the material folder, session 9, wordsearch.

The words to be found are:

cultivation, coffee, home plots, Sugar cane, fungicides, care, large, pests, plantain, pesticides, tomatoes, onion, rosemary, compost.

SESSION N° 10 “Creating my video – Part 2”

Objective: *To prepare the video reporting about the plant growing.*

Materials: Worksheet, pencil, marker,

Material folder: https://drive.google.com/drive/folders/1RVHVryZ-oeX8uY2_1kuE7FxpGkWKp3U1

To start the class the teacher will get into the classroom and greet the students by saying “good morning”

Teacher: Good morning. How are you today?

Students: Good morning, teacher. I am fine.

To start the class the teacher will play a hot potato with students, some vocabulary written in little papers should be prepared and put into a bag. For this activity the teacher will be looking to a wall and saying, “hot potato, hot potato, hot potato...”, while the students are passing an object between them. The object could be a marker or an eraser. Once the teacher considers pertinent, students will hear just “hot” and they should stop passing the object and the one who holds the object will chose a paper from the bag and tell the students the meaning of the word found. This is an opportunity for the teacher to reinforce students’ pronunciation.

The vocabulary expected to be used will be vegetable, introduction, onion, fungicides, pests, water, sun, root, fruit, flower, steam, pot, nutrients, seed, lettuce, lemon, tomatoes.

For the next part of the class the teacher will ask students about the care of their plants. The following title will be written in the board: How have you cared your plant?

Once students start telling the teacher the cares they have taken with their plants, the teacher will use past tense to write a sentence in the board. For example, if a student says, “Yo use pulpa de frutas para abonar mi planta”, the teacher can write on the board “I used fruit pulp to fertilize my plant”.

These are some possible sentences that can emerge according to what students could say:

-I watered my plant twice a day

-I changed the soil of my plant

-I moved my plant to another pot

-I grew other seed

-I cleaned the soil around my plant

The aim of this activity is to encourage students to find out the actions that they have done with the plant in order to identify the verbs they need to use in past tense during the video.

Once students have an idea about what to report in the video, they will receive the worksheet to prepare the script for the body of the video. This worksheet can be found in the material folder, session 10, planning my script.

As well as for the preparation of the introduction, they will be asked to write their names, the date, and to mark the part of the video: Introduction, content, or conclusion at the top.

There should be constant feedback and interaction in which the teacher will help the students deciding how are they going to make the second part of their videos, answering questions in the worksheet such as:

How am I going to say hello?

What sequence expressions am I going to use?

What am I going to record and how?

How am I going to describe the process?

What time of the day am I going to record?

Where am I going to record?

Who is going to record me?

Even though the previous activity is to be done individually, students can work in groups made by the teacher to discuss and decide their answers and to facilitate the writing process for the younger students.

Once the teacher has reviewed and approved all the students' scripts, the second part of the video will be assigned as homework for the next session. The videos will be shown during the next session. They can be brought to the classroom using a memory card, any technological device, or they can be also sent to the teachers' email.

SESSION N° 11 “Creating my video – Part 3”

Objective: To check the body of the videos and prepare the conclusion of them.

Materials: Peer assessment rubric, slides, video beam, computer, cellphones, pencils, worksheet, images.

Material folder: https://drive.google.com/drive/folders/1RVHVryZ-oeX8uY2_lkuE7ExpGkWKp3U1

To start the class the teacher will get into the classroom and greet the students by saying “good morning”

Teacher: Good morning. How are you today?

Students: Good morning, teacher. I am fine.

To start the class the teacher will ask students some questions related to the creation of the body of their videos in which they present the growing advances of their plants and the cares they have taken. The questions are:

How was the experience of recording the second part of the video?

What was challenging?

Was it easier than the introduction?

Did you follow the script made at school? Was it helpful?

Before starting the presentation of the videos, the students will be divided into groups of three and they will receive the same rubric they used for the peer assessment of the introduction video. The teacher will remind them to mark “body” at the top of the rubric and review the aspects that they should pay attention to. Once all groups have received the rubric, the teacher will ask for volunteers to present. If there are no volunteers, students will be randomly selected. The teacher will be giving feedback as well as the presentations are developed.

After finishing the presentations and receiving the rubrics from students, the teacher could let students have a short break.

With the aim of providing students with some vocabulary for the conclusion of the video, they will be shown some images that represent the main processes plants go through. Slides with the images can be found in the material folder, session 11, Concluding my video. There will be some words written on the board for students to complete sentences under the images. Words will be written in past tense as they will be reporting how the process of growing the plant was. The words to complete the sentences are:

Sowed

Germinated

Flourished

Produced

Ripped

Watered

Cleaned

Took care

Obtained

Ate.

Students will receive the worksheets to plan the script of the conclusion of the videos, they can be found in the folder material, session 11, planning my script. They will be strategically grouped in order to help younger students with the writing process. In this worksheet students will be asked to answer the following questions about the conclusion of the video:

How am I going to say hello?

What sequence expressions am I going to use?

What am I going to record and how?

How am I going to describe the process?

What time of the day am I going to record?

Where am I going to record?

Who is going to record me?

While students complete the format, the teacher will be given some feedback and solving students doubts.

Finally, he will tell the students that all the parts of the video are to be presented in the 13th session. In next session (12th) students will reflect about the didactic sequence and receive some guidelines and tutorials to join the three parts of the video.

SESSION N° 12 “Reflecting on my learning process”

Objective: To reflect on the learning process and student’s autonomous work during the didactic sequence.

Materials: videos, video beam, craft paper, speakers.

Material folder: https://drive.google.com/drive/folders/1RVHVryZ-oeX8uY2_lkuE7FxpGkWKp3U1

To start the class the teacher will get into the classroom and greet the students by saying “good morning”

Teacher: Good morning. How are you today?

Students: Good morning, teacher. I am fine.

As a warming up activity, the teacher will give students sheets of paper in which they will see some pictures of fruits and vegetables. The teacher will have the same pictures in single sheets in a bag to play lottery with the students. This material can be found in the material folder, session 12, Fruits and vegetables. The teacher will start taking out the pictures and the students who have it in their sheets will cover them with a piece of paper or a little rock. At the time that the pictures are taken out of the bag, the teacher will say the names of the fruits or vegetables in English and students will be asked to repeat its pronunciation.

This activity can be played the times that the teacher considers properly, making different shapes with the covered pictures (vertical, horizontal lines, full table, just corners, among others)

The fruits and the vegetables are beet, onion, banana, broccoli, apple, blueberries, lettuce, celery, grapes, carrot, lemon, orange, cherry, corn, cauliflower, mango, kiwi, mushroom, pear, potatoes peppers, peach, pineapple, peas, strawberry, tomatoes, cucumber, apple, watermelon, pumpkin.

The previous activity, which was also implemented in the first session, has as objective to review some vocabulary learnt and reflect about what has been covered during the application of this didactic sequence.

For the development of the next activity, teacher will bring some craft paper sheets that will be distributed along the classroom. At the top of the paper sheets the teacher will write some reflective questions that students should answer either in Spanish or in English. The questions can be:

What did I learn?

How will I use what I learned?

Something challenging during this process was... How did it face it?

Something I enjoyed of this process was...

Did my English skills improve during this process? How?

After all students have participated in the reflection, the teacher will ask them how they are doing with the creation of the conclusion of the video and solve possible questions.

Next, students will be asked about how to join videos, if they know any app or program to do so, and if they recommend their partners to use it. Then, the teacher will present at least two programs that students can use to join the three parts of their videos. Videos can be joined in the most suitable program according to each student device characteristics. Those students who do not have the facilities to join the videos, should send the three parts to the teacher in order to be edited. The video tutorials for the teacher to explain and share with the students can be found in the material folder, session 12, tutorials.

Finally, students will be asked to have their videos prepared for the next session and bring the plant if possible. The files should be brought in a memory card or a tech device to be presented. They can also be shared to the teacher's email.

For next session the teacher will take some popcorn to the classroom to share with the students.

SESSION N° 13 “Final product presentation”

Objective: To present the compilation of videos recorded by the students.

Materials: videos, video beam, speakers.

To start the class the teacher will get into the classroom and greet the students by saying “good morning”

Teacher: Good morning. How are you today?

Students: Good morning, teacher. I am fine.

For the presentation of the videos there can be some guests such as parents, teachers, and administrative from the school. They will be presented in the same order that students appear in the student’s attendance list. After each presentation, the students will be asked to talk a little bit to the audience, answering one of the following questions in Spanish:

¿Cómo te sentiste creando el video?

¿Cuéntanos algo que aprendiste durante este proceso?

¿Crees que el aprendizaje aquí adquirido te será útil?

When all videos have been presented, the teacher will thank students for their participation in this process and highlight the positive aspects of their presentations. Students will receive a certification signed by the teacher. The certification can be found in the material folder, session 13, certification. Finally, the teacher will thank the audience for their attendance.

Ethical considerations

In view of the fact that this project has a social nature and children will be somehow affected by its implementation, it has been necessary to adopt some general ethical considerations such as the mentioned in the Humans Research Protections in the Belmont Report (1979), which

includes respect for people, beneficence, justice. The first principle refers to participants autonomy. In addition, the beneficence principle not only warrants that people involved in research will be treated in an ethical manner, but also that they will not be damaged in any way. Finally, the justice principle assures every participant to have equal and fair benefits without any distinction.

Taking into consideration the Belmont Report principles (1979) this project respects students' autonomy in participating of it. They can decide about their permanence during the development and implementation of the didactic sequence. Moreover, students involved in this project will be benefited with a real and contextualized additional language learning such as English, which will not negatively affect them. In this sense, the principle of justice will be also applied by providing all the participants of this didactic sequence the same input and support for the achievement of its integrative task.

Some additional considerations for assuring students wellbeing are:

- The activities proposed in the didactic sequence do not affect students physical or mental wellbeing. Activities that could represent some danger for students are suggested to be done by parents or students.
- This didactic sequence focuses on language learning regarding sowing and cultivation processes. Thus, sensitive topics are not addressed with the students.
- Students will receive proper feedback along sessions to warranty they get to achieve the goals of the project.
- The results they produce at the end of the process will not be shared nor diffused without participants and parents' permission

- This project will not harm the environment. Instead, it promotes environmental awareness in participants.
- Materials needed for the implementation of this didactic sequence will not represent any cost for students as they are mainly daily life instruments that can be easily found at home. Materials such as worksheets, craft paper, and seeds should be assumed by the institution.

Conclusions

After designing and reflecting upon the “Didactic sequence for the production of an audiovisual product about the cultivation process of vegetables grown at home by Escuela Nueva students from the rural school Patio Bonito”, it is possible to conclude that Didactic sequences can be used at Escuela Nueva schools to increase student’s positive results. This, in view of the fact that activities are related between them allowing students to improve their competences (Fons, 2010). For this reason, each activity proposed in this Didactic sequence has relation with the previous and next, it means students will not be exposed to isolated topics. Instead, they will be allowed to learn step by step about the topic of this project and finally be able to achieve its integrative task.

On the other hand, didactic sequences are tools that can be used to create spaces align with the Escuela Nueva characteristics stated by Colbert (1999) as it can help to promote an active, thoughtful, and participatory learning process at the classroom. In fact, the activities proposed aim to create a student-centered atmosphere in which students reflect about the process, improve their skills, and support each other’s. Moreover, students are exposed to authentic situations from which they can get motivation at the time of learning English as a foreign language.

In addition, Colbert (1999) proposes a series of basic skills that are to be fostered with Escuela Nueva program. Those are skills in the field of maths, language, and social and natural sciences. As foreign languages are not considered in Colbert’s vision of Escuela Nueva, this project proposes to develop skills in English as foreign language at Escuela Nueva schools, by providing students from rural areas with a contextualized series of activities from which they can learn and enjoy.

It was also concluded and assured the great role that ICTs can play in nowadays teaching and learning processes. With the implementation of this project students have an approach to information and communication technologies that will be useful for them as students and in the future as active agents of society. In this sense, ICTs were used to download useful material for the design of the activities, such as videos. In addition, slides presentations, worksheets, and games were designed using technology and attached to the material of this didactic sequence. Furthermore, students are encouraged to learn and explore about the creation of audio-visual products, such as the video compilation in which they should present the growing process of vegetables grown at home.

Regarding rural areas, some programs attempting to teach English to rural populations from our region have been successful. An example is the one implemented by the UTP, called “development of a program to strengthen the English language in 33 institutions from the department of Risaralda”. However, it is concluded that in general, few efforts have been made to teach English as foreign language to rural populations and this can be evidenced in the lack of research and academic papers about teaching English in rural areas. The design of this project responds to the aforementioned gap and aims to teach English to those populations that have not been much exposed to it as foreign language.

Finally, in terms of design, it is concluded that the creation of a didactic sequence is a useful tool to improve teachers in development planning skills. Aspects such as taking into consideration the context of students, their resources and interests are mechanism to create successful learning environments. Then, the systematization of the planning helps to raise awareness about those aspects at the time of creating material and organizing lessons. Moreover, those are skills that every teacher from 21st century should be trained at in order to design classes that engage students and allow them to learn as much as possible.

Recommendations

As designers of the present project, it is recommended to implement it, to develop research in rural areas and to get familiarized with didactic sequences from the English Teaching Program at the UTP as they provide insightful benefits for teachers in development.

In terms of implementation, it is recommended to be applied this didactic sequence at an Escuela Nueva school or in a similar context than the one proposed. For example, if it is not possible to apply it at Escuela Nueva, it could be successfully implemented with 4th or 5th grade learners from a different type of school. It is recommended for schools to implement didactic sequences and evaluate its effectiveness, so weak aspects can be improved by future researchers.

It is also recommended for teachers and teachers in development to make research and design projects, such as didactic sequences, that positively affect populations with educational gaps as it is the rural Colombian context. Since research about rural areas is limited, there are several opportunities to work with countryside populations and provide them with meaningful learning experiences.

For students from the teaching program that plan to develop their graduation project in pairs or teams, it is recommended to choose partners that share the same interest and passion towards the research topic as it enables a great articulation of knowledge and efforts that make enjoyable the creation of a project of such magnitude.

Finally, it is recommended to promote projects that motivate students to take care of the environment, appreciate teamwork and develop skills in the use of ICTs for education.

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