

Hospital Pedagogy: Fostering Listening and Speaking Skills in EFL through Colombian Myths and Legends

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Abstract

This research focuses on the need for pedagogical intervention in English as a foreign language in hospital classrooms for those children who are hospitalized and cannot receive the necessary educational support in that area. The purpose of the study is to develop an intervention to foster listening and speaking skills using Colombian myths and legends, translated into English, to immerse five students/patients of two hospitals in Bogotá within the oral and written culture found in those stories through a foreign language. The implementation of the study would take an action research design, using semi-structured interviews and observations as instruments to collect data. This proposal intends to be a contribution to the studies related to hospital pedagogy in Colombia in the EFL area and its impact on students/patients' promotion of communicative skills.

Key Words: Hospital Pedagogy, Inclusive Education, Listening and Speaking Skills, Colombian myths and legends, EFL teaching.

Chapter 1

Along with this chapter, readers will find five sections, the first one is the introduction of the research, to know what the inquiry is about, a brief explanation of the reason to develop it, and the organization of the whole document. Then, the statement of the problem takes place and it will be divided into the description of the context of research and the description of the problem; after that, researchers propose the justification that will contain the reason why the inquiry will be addressed and the importance of developing the pedagogical intervention. Finally, the research question and the objectives will be established to clarify what researchers want to achieve when implementing the study.

Introduction

Education as a fundamental right that allows and promotes the development of every human being must be guaranteed to every person or group of people regardless of their physical, emotional, economical, or intellectual condition, creating an environment of inclusion in any situation that students present. Thus, it is important to foster education and learning spaces for populations that find it difficult to attend a regular classroom.

Some children and teenagers have to be interned in hospitals due to illness and medical conditions that usually do not allow them to attend a regular classroom. In this sense, the creation of hospital pedagogy intends to guarantee the right of education to the hospitalized students, ensuring their educational process' flexibility, to achieve significant learning and appropriate emotional, psychosocial, and cognitive development.

The educational processes in hospital pedagogy include the learning of English as a foreign language and the development of students' communicative skills and competencies, which leads the teachers of this area to look for optimal strategies for students to train proper language bases within their medical condition.

For this reason, taking into account hospital pedagogy and English as a foreign language area, the development and implementation of a proposal for a possible research study that involves five students/patients belonging to the hospital classrooms program in two hospitals of Bogotá arises. Researchers have already had a first approach to know them and know about their medical diagnoses and their academic level in English. As a result, researchers carried out an analysis in each educational cycle, making evident that students/patients presented several weaknesses when addressing listening and speaking. Hence, this proposal focuses on those skills. It pretends to contribute to the training and promotion of them by implementing a pedagogical intervention based on Colombian myths and legends, translated into English.

In this way, the study would intervene in this educational context, specifically in English as a foreign language area, to foster some communicative skills and make EFL teaching in hospital classrooms more visible, providing students/patients with a background in the area. Besides, it will give future teachers a pedagogical intervention design that could be used when addressing listening and speaking training within their classes with an approach that intends to use culture as a means to promote some communicative skills.

In order to get the possible findings of this research, it is considered the development of an Action Research study, in which participants examine their educational practice systematically and carefully, using research techniques (Ferrance, 2000). Researchers could propose a pedagogical intervention through action research in hospital classrooms that allows students/patients to develop more tools when speaking and listening in English. Along with this inquiry and the method that it implies, semi-structured interviews and participant observation are proposed as the appropriate instruments to gather data to evidence the results or expected findings.

The potential outcomes that this study may reveal are related to knowing and recognizing how a pedagogical intervention based on the promotion and training of listening and speaking skills through Colombian myths and legends could improve the performance of the students/patients in this area, and how this will contribute to foster more interventions in this diverse classroom context called hospital classrooms, in which the hospitalized child can receive education, and it is up to the

educator to be able to carry out this process in the best way that does not hinder or overload the hospital process.

Likewise, our investment in the project will be reflected in the different theoretical analyzes that we can carry out, gathering the necessary theoretical background to strengthen the research; moreover, a pedagogical intervention in which several activities to promote listening and speaking take place will be designed. Likewise, the reason we made the decision to carry out this research was our interest in being involved in non-traditional educational contexts, especially in hospital classrooms, as well as our interest and motivation to use first, English as our area of knowledge for a pedagogical intervention and second, Colombian myths and legends as an appropriate means of cultural awareness that help us to reach the main objective, the promotion of listening and speaking skills. Thus obtaining a pedagogical intervention that would reveal how some communicative skills in English as a foreign language can be fostered in this context.

Finally, this document is divided and arranged into six chapters, each with important information for the research's correct development.

Chapter one provides an overview of the issues, knowing a little bit about the context and the population with the explanation of the research problem, the justification, the objectives, and the research question.

Chapter two is the entire review of the literature, with the four constructs that support the research (Hospital Pedagogy, Inclusive Education, Listening and Speaking Skills in EFL teaching and Cultural Awareness through EFL teaching). Each of these constructs has the necessary bibliographic support; there is also the legal framework, which shows all laws involved in the hospital education context.

In chapter three, the research methodology appears, talking about the type of study that is Qualitative, with an Action Research, and talking about the data collection instruments and roles of each of the participants involved in this research.

Chapter four shows the pedagogical intervention of the research. Taking into account language and learning theories according to the study, the instructional part, a schedule which describes and

explains the activities to do during the intervention (in the annexes there are the lesson plans that explain in depth the activities of the intervention), and the evaluation formats.

Chapter five shows the expected results for a future intervention since it could not make a real intervention for isolation for the coronavirus. This chapter shows what we consider would be the results provided by the data collection instruments and the activities proposed during the intervention; these expected findings are divided depending on the participating students' educational cycle.

In chapter six, there are conclusions, pedagogical implications, limitations, and further research.

Finally, in the last part of the paper, there is the bibliography and the annexes with the documents or evidence discussed in the monograph's body.

Statement of the Problem

Description of the Context of Research

The five students involved in this research are patients who belong to two hospitals in Bogotá; therefore, the study's context will be these two hospitals when the students are there receiving some medical treatment. Because of this, they are unable to attend a regular classroom. All this under the program "Hospital Classrooms" that is developed in Bogotá in compliance with the District Agreement 453 of 2010, jointly by the "Secretaría de Educación Distrital" (SED) and Salud (SDS); this program allows to offer pedagogical and playful school support for the hospitalized and disabled children and young people.

This academic support must be relevant to the beneficiaries' health status, their physical conditions. They must follow medical recommendations regarding times, places, environmental and hygienic conditions, and any other type of measures that guarantee their well-being. (Decreto, 1421, 2017).

These two hospitals are linked to a public school in Bogotá, which serves as a mediator, so that hospital students have the corresponding academic follow-up. Likewise, the Ministry of National Education must implement the necessary actions so that the official and private educational establishments make the relevant changes to the respective *Proyectos Educativos Institucionales* (PEI), *Sistemas de Evaluación de Estudiantes* (SIE), and *Manuales de Convivencia*, taking into account their characteristics, to provide for the structuring and organization of the Special Academic Support and Emotional Support that students require (Decreto 1421, 2017)

All this helps to establish and conclude that these students are academically treated within a hospital network, but followed closely by the MEN parameters (Ministerio de Educación Nacional) according to their educational level, with the necessary modifications due to their medical situations. An example of this is the time for classes, which should be no more than 45 minutes or one hour per day by subject.

Description of the problem

The Colombian educational system is a scenario in which several complex and challenging pedagogical contexts and teaching practices occur, being the hospital classrooms one of those. In this pedagogical context, the educational system seeks to provide academic support "through hiring graduate and non-graduate professionals with postgraduate education, who provide their knowledge in the subjects of mathematics, Spanish, natural and social sciences. The aim is to ensure that hospitalized children and young people do not lag in school activities and to link children who are not in school to the education system" (Castro & Santana, 2015).

In this sense, it is a reality that has been worked on in other academic areas but not in English. As a result, there is a lack of EFL teaching assistance to children and young people in hospital centers for different health problems but choose to continue with a formal learning process. Hospitalized children have to interrupt their regular academic life to follow their treatments. This situation causes

behavioral, emotional, and cognitive alterations, resulting in a stressful time and experience for them. (Lizasoáin, 2000, cited by Serradas, M, 2008).

Previous studies on hospital pedagogy and hospital classrooms make it clear that EFL teaching interventions have been little explored and developed by the educational system. Hence, no specific pedagogical interventions could be taken as a background when teaching English to student patients, which could fit into their needs. As in every educational context, the hospital pedagogy demands to be continually explored and modified by its main actors. In words of Camargo (2005), "the work of the teacher is inscribed in a particular field of knowledge -pedagogy- that for its growth and accumulation requires research, and who better than the same teacher to do it." In this way, the idea of developing a project based on hospital pedagogy combined with the English area arises. To look for a new way of adapting our regular teaching practices to this context, contribute to the evolving of hospital classrooms, answer the educational needs that have not been covered in the hospitals, and raise awareness of this context in Colombia.

It is necessary to enter this context of hospital classrooms to see the development of the pedagogical dynamics that have been carrying out there. To find correct tools and methodologies to teach and learn English as a foreign language within a diverse classroom and make possible the implementation and evolving of a comprehensive education for student patients.

Along with the revision and better comprehension of EFL teaching in hospital classrooms, educators will strengthen and improve their practices by identifying different pedagogical contexts and the dynamics that occur there. Having this understanding, the path for implementing pedagogical interventions to teach English to student patients remains open. The foreign language area's contribution to guarantee the education right in hospital contexts becomes visible, benefiting not only students and teachers but also parents, caregivers, and companions.

Justification

A medical diagnosis that leads some students to be hospitalized, whether for long or short periods, drastically alters their reality and daily life. It represents challenges of all kinds for them, either in the family or in the education field. Hence, a pedagogical intervention during a situation of illness or health disturbance becomes a key piece as a continuation of students' development process and for the strengthening of their social skills. (Muñoz, 2013)

It is fundamental to continue ensuring the right to education from hospitals because it contributes to students' training process, facilitating their transition from regular to hospital classrooms or vice versa (Salgado, 2017), allowing the education cycle not to be stopped and making the hospital a beneficial place for their academic life. To some extent, the perception that students have of the hospital triggers a series of festive events for their day-to-day lives and helps them perceive the hospital, which is a new space for them, as something advantageous in intellectual, social, and even emotional terms. (Bastidas & Suárez, 2008)

To approach this process from the hospital pedagogy allows to give a closer and more conscious look at the different situations that students may face, and to offer them more relevant and assertive support from the pedagogical field, in this case focusing the teaching-learning process from the area of English, including cultural awareness, through Colombian myths and legends as the content to foster listening and speaking skills through the review of traditional stories from the different natural regions of the country. Listening and interpreting these stories will allow students not only to get closer to the foreign language but also to re-discover and understand the stories from a different perspective, in which they will enrich their vocabulary and strengthen communication skills in English.

Research Question

How do listening and speaking skills can be trained when developing a pedagogical intervention through Colombian myths and legends in EFL classes, working with students/patients in hospital classrooms?

Objectives

General Objective

- To develop a pedagogical intervention in the English as a foreign language area in hospital classrooms focused on the promotion and training of listening and speaking skills, based on the exploration of Colombian myths and legends with students belonging to cycle two and four from the Colombian Educational System.

Specific Objectives

- To identify the student/patient needs in English as a foreign language area.
- To strengthen listening and speaking skills using cultural awareness through Colombian myths and legends.
- To contribute to the literature of hospital pedagogy and hospital classrooms in Colombia with the proposal of a pedagogical intervention

Chapter 2

In this chapter, the development of the research constructs takes place, starting with "Hospital Pedagogy," "Inclusive education," "Listening and Speaking Skills in EFL teaching" and ending with "Cultural Awareness through EFL Teaching," as well as the legal framework, necessary due to the nature of the study. Each of the constructs, and the legal framework, has a series of bibliographic citations that support the research ideas to better understand their roles and implications on it and to analyze in depth their meanings.

Literature Review

The so-called hospital pedagogy and its context, hospital classrooms, are an ideal field to intervene and investigate the various strategies that can be used when teaching and learning an area of knowledge, in this case, English as a Foreign Language, considering: the patients /students, their conditions, their learning levels, their motivation and the way or facility in which a teacher can intervene pedagogically.

In this regard, various constructs will address the study, beginning with Hospital Pedagogy, Inclusive Education, Listening and Speaking Skills in EFL teaching, and Cultural Awareness through EFL Teaching. The terms will be defined in every construct, taking into account different authors and experts, by discussing their statements and extracting several points of view and theory useful to understand the background of the context and all the information that contributes to strengthening this research and making it more effective.

Hospital Pedagogy

Hospital Pedagogy is the discipline that responds to the educational, affective, and social needs of sick people; it plans activities that help the recovery of the patient and offers support to both the

person and his family (Calvo, 2017). In this way, hospital pedagogy is a type of pedagogy that becomes the educational support in the different areas in which the patient-student requires it. This pedagogy proposal should aim to make the hospital stay for students more enjoyable. Due to their illness condition, they must be temporarily or permanently absent from their original educational centers (Salgado, 2020).

For some people, hospital pedagogy constitutes a modality of social pedagogy because it is not in a traditional school context. The action must often be extended to people in the subject's environment, making its role more similar to an educator working in social contexts. (Alonso, García, & Romero, 2006, cited by Castillo, 2018). That is why within hospital pedagogy, teachers will intervene in both the pedagogical and the socio-affective part of the student, attempting to teach about a specific area of knowledge and to support the student patient through the medical treatments. That makes the pedagogical intervention light, doing playful activities to ease the physical and emotional burdens during their time in hospital.

Likewise, hospital pedagogy uses specific affective pedagogy and emotional education tools to respond to the need to care for them comprehensively and help them overcome their situation (Rojas, 2017). There is also the need to deepen the meaning and scope of Hospital Pedagogy, significantly extending its action to the children's family to find pedagogical modalities and specific didactic contents (Alonso & Romero, 2007 cited by Perdomo, 2016). Again, teachers have an essential role in this because from the hospital pedagogy, it is sought and expected to provide educational and emotional support to them and their families, helping them in the transition and adaptation from a regular classroom to the context of hospitalization. Providing confidence in students and their families and making them understand that it can be fun to have classes and learn new things with everyone's participation and support.

Although the pedagogical activity with sick children in hospitals is not recent, nevertheless, what until many years ago had been done through instances with a marked charitable-assistance

character, little by little has become a new Science in the educational framework and professional activity: Hospital Pedagogy (Alonso, Garcia & Romero, 2006).

It is essential to highlight that hospital pedagogy is developed by the so-called hospital classrooms, whose principles are the flexibility of teaching and learning processes, set in a socio-affectively favorable environment for Hospital Students. (Salgado, 2017), and hospital classrooms represent a different environment to which children can attend to provide the school support they need and not lag in their learning process.

Now, taking into account our context, it should be noted that the Hospital Classrooms program has had a significant advance in Colombia, especially in the city of Bogotá, which since 2010 has made possible the dream of creating classrooms in public hospitals, with the main objective of guaranteeing the right to education for children and young people who due to their illness and disability, require hospital and outpatient care (Ávila, Güiza, Mora & Sanchez, 2014).

We must add that the care received in the hospital is a right and not a duty for the student. They accept it voluntarily, reinforcing the idea that they stimulate the interest in learning. They establish positive relationships with the new environment, and a different point of reference is given to the purely sanitary (Bayo, Insa, Ferreres & Valle, 1994, cited by Serradas, 2003). At this point, it is essential to emphasize that the educational context must guarantee the education of the child in any context in which his life passes, being necessary to provide him with a global and systemic education (Peirats & Granados 2015, cited by Calvo, 2017). This context of classrooms with hospital pedagogy is no exception; hospitalized children have the right to receive all levels of all areas of education without exception.

Educational policies should encourage attention to diversity in the hospital context, which is the same as in ordinary centers. Therefore, the means should not be limited. (Garrote, Palomares & Sanchez, 2016). Undoubtedly, hospital education must be guaranteed by everybody in the same way as it is guaranteed to traditional schools or institutes, providing the necessary teaching support, materials, and means to carry out good pedagogical work, making hospital pedagogy an inclusive pedagogy.

Finally, the existence and application of hospital pedagogy is completely linked to what inclusive education proposes; that is why the development of the second concept is also important to understand the place that hospital pedagogy has when including all contexts and students in the educational system. In the following construct, we will develop some key aspects and elements to understand better the dynamics of inclusive education and how it works not only in general terms but also in Colombia.

Inclusive Education

Inclusion is mostly a social phenomenon, more than an educational one. There is no universally accepted meaning of the term, which refers to different situations and purposes in other contexts (Dueñas, 2010). In this sense, we can say that inclusion must be present in every aspect in which the human being develops, and everyone has the right to access the fulfillment of human rights no matter what. The growing awareness of society about social inequalities and the progressive consolidation of human rights, particularly the right to education, equal opportunities, and diversity, have been fostering today's society the emergence and use of the term inclusion. (Dueñas, 2010)

In the educational field, inclusion is also present and has to be seen as a never-ending search to find better ways of responding to diversity. It is about learning how to live with differences and how to gain an understanding of them. In this way, differences come to be seen more positively as a stimulus for fostering learning amongst children and adults (Ainscow, 2016). Therefore, the field of education must seek a way for everyone to have access to training in any knowledge area. To achieve an inclusive school, we need to build an inclusive society, in which we all fit, with our differences and particularities, with our skills and abilities, with our knowledge and ignorance (Comboni, Garnique, Juárez, 2010 cited by Sierra, 2015)

The reasons for excluding someone could be aspects, such as race, socio-economic status, ethnicity, culture, religion, gender, and physical or intellectual capacities. But some students are excluded within the education system itself when they are not provided with the responses to their basic learning needs, causing the deprivation of the knowledge, skills, and competences they need

to integrate successfully into society (Acedo, Ferrer & Pámies, 2009). Having this review, the role of inclusive education makes more sense, being responsible for the integration of all students, and this could be possible by following the guidelines for inclusion proposed by UNESCO in its conference that took place in 2005.

It is important to understand that inclusive education has allowed constant reflection on educational policies and the conception of the school (Carrillo, 2020), even so, the educational system has the challenge of ensuring the conditions of the permanence of the students, through the curricular adaptations that respond and meet the requirements of each one of them (Beltrán, Martínez & Vargas, 2015), for education to be inclusive and at the same time become a tool for overcoming exclusion, redistribution is required (expanding the benefits of educational quality to the population according to their particularities), recognizing the characteristics and needs of the people of the various models and their contributions and limitations, and the investment of resources that guarantee infrastructure, coverage, and quality (Baquero, 2016)

Most scholars of inclusive education either explicitly or implicitly state that inclusion refers to the placement of all students in regular schools and classrooms, regardless of their level of ability. (Mitchell, 2016), should also be taken into account that access to education must be guaranteed for all, not only in regular classrooms, it should also be guaranteed for those students who are unable to attend these classrooms, due to some family, geographic, health, among other problems, and is here where it is necessary to take into account again the hospital classrooms because the hospital and home care is part of the diversity care program in the inclusive school (Garrote, Sánchez & Palomares, 2016). However, for most of the authors, it has the characteristics of Special Education, understanding that this educational action in hospitals is basically attention to diversity as education adapted to the special educational needs arising from illness and hospitalization (Alonso & Romero, 2007 cited by Gutiérrez y Cardona, 2015). Having this understanding, hospital pedagogy and in its context, hospital classrooms, constitute one of those contexts that should be mentioned within inclusive education.

Now, analyzing in-depth the context of our country, it should be noted that Colombia has made progress in the recognition of inclusive education as an infallible principle in the search for education for all: in this sense, the MEN, as the highest educational body in the country, has taken initiatives at all levels of training, following the guidelines of international bodies such as Unesco. The revision of the national legislation allows to clearly identify the approach to the main points considered relevant for a process of transformation of educational institutions; however, the challenge of inclusive education is still far from being reached. (Beltrán, Martínez & Vargas, 2015). As Ochoa, D (2016) indicates, making an emphasis on EFL teaching, a lot of inclusivity legislations have been created to guarantee access for disabled students in mainstream schools, but there are not clear procedures and adequate scenarios to address foreign language education in Colombia for this population, resulting in more exclusion, discrimination and lack of opportunities for them.

Concerning the relation among hospital classrooms, inclusive education in Colombia and its legislation, the council of Bogotá raised 'Hospital Classrooms' program in the agreement 453 of November 24, 2010 "Through which the school pedagogical support service for children and young people hospitalized and disabled in the network attached to the District Health Secretariat is created". Contributing to promote an inclusion policy, approached to hospital contexts, by understanding it as the adaptation of pedagogical and didactic practices to the particular conditions of every individual under 18 years old, considering their learning rhythms and applying the basic standards of learning. (Salgado, 2017).

Despite the existence of a program specially designed for Hospital classrooms, several voids in the English language education area remain and it lacks support even in the National Bilingual Program, called "Colombia, very well" created to foster English language teaching in all Colombian, but it proposes practices and resources for only some kinds of populations and institutions, in spite of their goal is to arise bilingualism among all Colombian students, disabled ones are being excluded (Ochoa, D. 2016) as well as hospitalized children, making evident that the concept of inclusive education in our country is leaving aside certain groups of students by ignoring their competences and realities.

Hence, the need for pedagogical intervention of English area in this diverse context called “hospital classrooms” becomes visible, not only to contribute to the educational support of certain groups of students that haven’t been taken into account by the bilingualism programs but also to work on some communicative skills that contribute to the development of the foreign language learning process. That’s why fostering skills that sometimes are difficult for the students to address, such as listening and speaking, turns into a goal that is important to achieve in order to fill gaps in past educational processes and to reach a comprehensive EFL teaching and learning. In the following construct, the definition of listening and speaking skills will take place, as well as the importance of their promotion within the process of learning a new language, in this case, English.

Listening and Speaking Skills in EFL teaching

Since the beginning of language studies, second language acquisition (SLA) researchers have been searching for effective ways of improving learners’ language skills (Movahed & Karkia, 2014). In this sense, the previous statement highlights the importance of addressing this issue concerning all teachers, making the exploration and implementation of new strategies a key task in the teaching and learning process, because when learning a foreign language one of the main necessities is to develop the four communicative skills (reading, listening, speaking, and writing) and should be equally practiced in the communicative classroom. (Gomez & Vaca 2017)

When approaching a pedagogical intervention, it is necessary to integrate language skills, to develop a genuine communicative competence that allows students to take part in the different linguistic and communicative activities, and to improve their language proficiency. (Nunan, 1999 cited by Córdoba, 2016). The decision of addressing both, speaking and listening skills was made based on the idea of skills working together, more than doing it in isolation, as Hinkel (n.d) states cited by Córdoba, 2016) “the teaching of language skills cannot be conducted through isolable and discrete elements”

Now, in the first place we have the listening skill, as Buck, (2001) is remarked by (Cortés & Salazar, 2020) “Listening is a form of comprehension where the listener is trying to get some

meaning from the language”, through this definition the importance of listening when learning a foreign language becomes clear, and the need for its development arises, besides, keeping on mind that we spend up to 40-50% out of our communication time listening (Mendelsohn, 1994 cited by Akabari, Namaziandost & Nasri, 2019), this skill starts to play a main role in both communication and language learning, involving deciphering and constructing meaning from verbal and nonverbal messages (Nunan, 1998 cited by Abu-Rabia, 2019). Regarding the relevant role of listening comprehension skill, EFL students and teachers are concerned with enhancing it with the purpose of teaching English in an authentic context, especially for communicative purposes. (Hayati, 2009)

On the other hand, we have speaking skill, which according to (Brown 1994 and Burns & Joyce 1997 cited by Leong & Masoumeh 2017):

“It is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable.”

Furthermore, speaking skill is seen sometimes as a way to negotiate meaning and to establish social relations with others. (Gutiérrez, D 2005). Based on that, the development of speaking within the learning of English as a foreign language becomes vital, and some strategies must be followed or applied to improve the students’ performance when talking, some of them are proposed by Bailey and Nunan (2005) cited by Aristizábal-Jiménez (2020), p. 189 and it includes “providing an interesting topic to encourage learners to talk about it; generating opportunities for students to cooperate with each other by using group work, fostering motivation and independence; and using the physical space and arrangements to promote speaking practice and interaction.”

Listening and speaking skills work together and complement each other when learning a foreign language, some teachers agree on saying that these skills are the most used ones in the classroom . “They are known as critical issues because of their function in an English language context, both by instructors and by students. These oral skills are also reasonable instructional starting points when

students have poor literacy levels (in the target language or their mother tongue) or limited formal instruction.” (Brown, 1994).

Regarding the use of myths and legends and their role in fostering listening and speaking skills, (Movahed & Karkia 2014) claim that these short stories can be used to develop learners’ language skills, and that students who read literary texts show development in vocabulary and reading. In addition to that, reading is also a useful tool to come up with students’ insights allowing them to use imagination when talking with others; by going through short stories, they become more creative and they are challenged to face their own point of view, those of the main character of the story and those of their peers, which is a process that fosters critical thinking and enlarges students’ vision. “Therefore, when students read, they interact with the text. By interacting with the text, they interpret what they read. By interpreting what they read, they can work toward speaking English more creatively.” (Oster, J. 1989 cited by Khosravani, et.al 2014).

In this way, the use of some stories when teaching English can encourage the improvement of some communicative skills, because students have an interaction with the reading and based on that they are able to talk about it. Hence, this inquiry pretends to foster listening and speaking skills through Colombian myths and legends, in this case, the texts will be a means for the students to reach the most important purpose which is the language and the improvement of their performance when listening and speaking in English. The following construct addresses a concept that allows us to understand the role of myths and legends in the EFL teaching and learning process, and how they will mediate in the promotion and training of listening and speaking.

Cultural Awareness through EFL Teaching

In words of Liddicoat, 2004 “Culture is emerging as one of the central concerns for language teaching at the moment”, thus, several studies regarding this topic are taking place in EFL teaching area, including cultural awareness approaches in the different curriculums with the purpose of developing cultural communicative skills at the same time as developing language skills, through the recognition of the continuous presence of culture when using the language.

Many research studies developed by some critical theorists take place when addressing culture in foreign language teaching, and some of them have stated (Bourdieu, 1986; Delpit, 1988; Fairclough, 1989; Gee, 1991; Pennycook, 1998 cited by Agudelo, J 2007) that “classrooms are not simply spaces filled with chairs, a board, some students and a teacher, but a cultural mirror where social dynamics and power relationships are present; a space where meaning negotiation reflects the complexity of human relationships” This statement is fundamental to approach hospital classrooms, once again, when identifying the different contexts where formal education could exist, going beyond a regular physical space, since a classroom appears whenever a cultural interaction between students and teachers happens.

Cultural information reflects people’s ways of thinking and their understanding of the world, in this way, culture is embedded in even the simplest act of language (Hao, 2000; Kramsch, 1993 cited by (Majzlik, n.d) claims that “every time we speak we perform a cultural act, therefore, if students’ pronunciation, grammar, vocabulary, and cultural knowledge are to prosper, they must be grounded in a sound knowledge of the society in which the language is based.” In this sense, the implementation of Colombian myths and legends when teaching English to students/patients, contributes to make awareness of their culture and having it as a means to learn a new language and to train some communicative skills, which is the main goal, taking advantage of their cultural background and considering the basic learning guidelines proposed by MEN regarding the area of English.

Culture is the way in which people behave and think according to what they have learned while living in a social group, being the reason why multiple individuals share certain practices and thoughts (Vanegas, 2020), since by being part of a social group, some practices of cultural identity are acquired, it is necessary that these practices or cultural characteristics be transmitted from generation to generation, and that each individual who acquires them be aware of his roots and all that his culture implies, and what better way than to share these customs through the community's educational system; according to Guilherme (2002), education has focused on working on the micro levels of society, that is, educational institutions where cultural awareness and citizenship can be promoted; specifically, the language-learning classroom plays an important cultural and political role to dehumanize alienating power structures (Guilherme, 2002 cited by Moncada, 2016), that is

why a good way to promote cultural awareness in our country is by using a specific element of Colombian culture, myths and legends in this case, to teach English as a foreign language.

If we take a look at what myths and legends are, it is found that it is understood as a mechanism of cultural transmission, which enables a non-linear understanding of the events that occurred within a community and in turn an oscillating reading between own representations of historical-concrete phenomena and diverse cultural appropriations (Ramirez & Santos, 2018). In this way, the use of Colombian myths and legends translated into English is a perfect opportunity to foster the cultural awareness of the students/patients who are participating in the research; hence, listening and speaking through cultural traditions could be encouraged. Therefore, to choose translated short stories from students' native language contributes to a better and more feasible approach of the target language. In this regard, beginning-level students will read stories that depict the culture of their old ancestors, instead of an unknown culture; besides, students will better deal with vocabulary issues thanks to the selection of short stories from their homeland that will allow them to use the vocabulary they have in L1 as a guidance, because they perhaps have read or heard the stories before. (Rocha, O, 2011)

Finally, having understanding the role of Colombian myths and legends to promote cultural awareness in the pedagogical intervention and how this will contribute to the final and most important aim, which is to foster listening and speaking skills in EFL, it is also important to take into account a legal framework that will help us to better know a background of the scenario and context of the research project. The following section gives the reader a detailed view and explanation of the laws and decrees that allow hospital classrooms to be carried out.

Legal Framework

Within the constructs to consider for carrying out the research project, it is important to highlight some specific legal elements directly related to the research field. Those elements are below.

Hospital education began at the end of the Second World War in France, thanks to the Decree-Law of July 23, 1965, by which it is obligated to provide scholar attention to all children and teenagers cared for in specialized sanitary establishments (Guillén & Mejía, 2002, cited by Pedroza, S, 2017). That was the first law in the world that contemplates pedagogical support to hospitalized students.

Now, taking into account the Colombian context, it is evident that the MEN (Ministerio de Educación Nacional) created in 2017 a decree focused especially on meeting the educational needs of populations with some disability conditions in preschool, elementary, and middle school levels. "By which the educational attention to the population with disabilities is regulated within the framework of inclusive education" (Decreto 1421, 2017). It is a very current decree, considering that the special population with some educational need has existed for many years. They have required some attention from the government and the guarantee of the right to education.

It is necessary to emphasize that in 2009, the population in a condition of disability had already been involved by the Colombian educational context, by naming it within article 24 of the Law 1346 of 2009, through which the convention on the Rights of Persons with Disabilities, adopted by the United Nations General Assembly, is approved, "The States Parties recognize the right of persons with disabilities to education. To realize this right effectively without discrimination and based on equal opportunities, the States Parties will ensure an inclusive education system at all levels as well as lifelong learning" (Ley 1346, 2009). Within this law, there is evidence of the intention to involve the population with disabilities in the Colombian educational environment. Still, it was not until 2017 that the government created a space for inclusion for this population through Decree 1421 of 2017. However, we must accept that there is still a lot of work to do in Colombian education to become an inclusive education.

In 2013, the regulation of decree 1470 took place in Colombia, its aim was to become health care institutions into hospital classrooms, to guarantee the right of education for the population under 18 years old previously enrolled in an educational institution at the preschool, elementary, and secondary school levels, this decree pretended to benefit academically all those students who could not attend a regular classroom due to medical treatment; hence, within the law, the creation of

educational strategies that allow a clear articulation and methodology for a practical education for these students become vital, "The pedagogical and didactic practices must be adapted to the particular and individual conditions of the population under 18 years of age who benefit from this decree, as well as the own learning rhythms" (Decreto 1470, 2013), with this, the understanding of teachers being immersed in these spaces by supporting academic processes, adapting, and providing correct learning environments for students and the hospital classroom becomes clear. Taking into account the local context, in 2010, the council of Bogotá decreed the agreement 453, "By which the school pedagogical support service for hospitalized and disabled children and young people is created in the network attached to the Secretaría Distrital de Salud" (Acuerdo 453, 2010). Creating this way within hospital institutions, the possibility to access education for children who require it, taking into account their schooling and needs, with the main objective of facilitating formal education to students hospitalized or who have disabilities.

Finally, taking into account that the students/patients involved in this research project are cancer patients, paragraph 2 of Article 14 of Law 1384 of 2010 or Sandra Law is taken into account, in which "there is a regulation regarding the special academic support for public or private hospital classrooms that children with cancer will receive, so that their absences due to treatment and consequences of the disease do not significantly affect their academic performance, as well as what is necessary for the school to help the emotional management of this disease by the child and their families "(Ley 1384, 2010)

Chapter 3

This chapter addresses a set of important elements that explain how the research will be developed, taking into account a brief description of the content of methodology, the type of study, the approach, the data collection instruments with the development of theories that support them and the templates for each one of them, finally, an explanation of the students'/patients', support teacher's, and teachers'/researchers' role in the inquiry.

To explore the insights of research typology may enrich the knowledge about it, helping researchers to know which is the right way to carry out the inquiry in an efficient way; besides, it contributes to find how to answer the research question and to achieve the objectives proposed, knowing about the convenient data collection instruments according to the type of research that is defined.

Methodology

The methodology describes the overall research methodology followed in carrying out the study. First, the description of the type of study takes place, taking into account why the type of study chosen is the correct one. Second, the approach to be used depending on the kind of research. And finally, the appropriate data collection instruments and procedures of each one are taken into account to carry out this study's research process in an effective way.

Type of Study

First of all, the definitions and usage of quantitative and qualitative research will be reviewed and taken into account to identify the one that better fits into the proposed research. According to Creswell, 2011, in quantitative research, the researcher identifies a research problem based on trends in the field or on the need to explain why something occurs. Describing a trend means that the research problem can be answered better by a study in which the researcher seeks to establish

the overall tendency of responses from individuals and note how this tendency varies among people (Creswell, 2011). Taking into account this, it is considered that the quantitative research does not fit with our research project, since in the quantitative research the researchers work with variables to discover a trend, and that is not the type of research that is being worked on.

The type of research that would be carried out is a qualitative research that allows exploring the environment in which the study would take place, as well as the way in which the participants relate and act in their context, where the qualitative research focuses on understanding and deepening the phenomena, exploring them from the perspective of the participants in a natural environment and in relation to the context (Baptista, Fernández & Hernández, 2010). This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them. (Denzin & Lincoln, 2005, p. 3 cited by Creswell, 2013). In this sense, working with this type of research will be appropriate and helpful for this inquiry as it allows researchers to observe each of the students/patients within their hospital environment, to analyze their academic participation regarding English as a foreign language area, and their performance on it, specifically when addressing listening and speaking communicative skills.

In a qualitative study, you are interested not only in the physical events and behavior taking place but also in how the participants in your study make sense of these and how their understandings influence their behavior (Maxwell, 2008). For all these reasons, researchers consider that taking into account the aspects of a qualitative study would contribute significantly to the achievement of the desired results and to give voice and light to an educational field still little known in the context of English language learning. This research process requires identifying, analyzing, and solving various educational emergencies, and for this, it is supported by the qualitative method, which allows the analysis of the behaviors of students, the relationships make in their learning and the cultural interactions that occur through the learning of a new language (Marín, Muñetón & Orozco, 2016)

This qualitative study will be under the action research design, where an understanding of the pedagogical hospital context is built from the practice developed by the subjects under research. More information about the approach of this research is provided later in this document.

Context and Participants

The context will constitute people's relationships and indicates the conditions under which that action-interaction takes place. One of the most clarifying things in a qualitative research study is precisely discovering that context, as it will give meaning to the experience and explain the participants' actions-reactions in understandable terms (Benjumea, 2015). These research students are in an unconventional educational context, which refers to the hospital classrooms located in two hospitals in Bogotá.

Participants in a qualitative study do not constitute a sample in the positivist sense. The goal is not to represent a population or universe; the qualitative research subjects are informants, as they share an experience that provides specific information. (Benjumea, 2015).

These research participants are hospitalized children from two hospitals of Bogotá: Clínica el Country and Clínica La Colina. There are five patients/students who belong to different cycles¹ of the Colombian educational system, cycle two and four; their ages go from nine to sixteen years old; all of them are cancer patients in different treatment stages. Before diagnosing cancer, they studied in various schools from Bogotá, but due to their illness, they were integrated into the program "Aulas Hospitalarias" offered by Concejo de Bogotá. This program was created in 2010 through decree 453, "Through which the school educational support service for hospitalized and disabled children and young people is created in the network attached to the Secretaría Distrital de Salud". (Acuerdo 453, 2010)

¹ Readers can find detailed information regarding the educational cycles taken into account for the research in the semi-structured interview description in the data collection instruments.

Role of Students / Patients

The participants in the action are involved in all the activities, and due to the characteristics of the process, collaboration, real participation in all stages, personal commitment, openness to human activity, and responsibility are required. (Abad, Delgado & Cabrero. 2010). Participants have to collaborate in decision-making and be social actors, with their voice, ability to decide, reflect, and actively participate in the research process (Balcazar, 2003 cited by Lopez & Vilchis, 2016). Also, participants learn to develop a critical awareness that allows them to identify the causes of their problems and identify possible solutions. (Balcazar, 2003)

Along with the study, students/patients would play an active role in the pedagogical intervention and data collection, participating in every session and being part of the interviews and observations. Likewise, considering that it is an Action Research, the students/patients will have the opportunity to participate critically within the research, propose ways to solve the problem question, and achieve the research objectives, actively participating in the intervention's planning.

The pedagogical intervention would be a joint work between the students and the researchers. Still, it is essential to clarify that the sessions wouldn't take place at the same time with all of the students, but in different schedules depending on their educational cycle, in the following way:

Cycle two: One-hour session per week with three students.

Cycle four: Two half-hour sessions per week with two students.

Role of Researchers

In an Action Research, the researcher becomes an active participant, getting involved in the action, reflecting and questioning about it, playing an active role throughout the whole process of research;

the researcher uses his capacities of analysis, criticism, and empathy in the service of the study, he must promote the participatory character. (Lopez & Vilchis,2016) And it is necessary to emphasize the importance of the researcher/educator's active role as a group coordinator. Even assuming the difficulties of building a role that at certain times combines "the job" of researcher with that of educator, this does not mean that profiles and responsibilities cannot be delineated (Rigal & Sirvent, 2012). Teachers take action to improve student learning and, at the same time, gather data to demonstrate possible reasons for and usefulness of that action. (Bencze, 2019)

The role of the researchers during this study will be:

(Due to the strict quarantine established in the country and the low possibility of access to the population, some of these items could be modified or developed differently)

1. To establish clear objectives for carrying out the intervention process, data collection, data analysis, results, and analysis of results.
2. To know each of the students/patients who will be part of the population to be studied, performing a need analysis² to identify their strengths and weaknesses within the English communication skills.
3. To create a schedule of activities to be carried out with the students/patients, it is useful to identify the pedagogical strategies that are best adapted by hospital pedagogy.
4. To implement each activity proposed for each of the six moments, ensuring that students actively participate by serving as a mediator and getting involved in the activities by working with them.
5. To find the data collection instruments appropriate to the type of qualitative study to apply them to students/patients, thus getting closer to the expected findings.
6. To take all data collected to solve our research question and finish the research study with its respective results.

² The needs analysis formats proposed for this research work and for each cycle are in the appendices, Appendix C.

Role of Support Teacher

The role of the support teacher is determined by being a partner with the regular teacher, being a mediator and model in assessing and diagnosing the barriers to learning experienced by some of the students" (Arias et al., 2008), and according to Muntaner, Naranjo & Soldevila, 2017:

The support teacher becomes the one who coordinates together with the classroom teacher what actions are necessary to carry out with these children, offering support to the teaching task, collaborating actively in the design and development of the general activities, offering a space for development without controlling every movement, every action, every school assignment, and daily tasks, but instead supervising when necessary. Their concern for guaranteeing autonomy guides their actions, leaving space for development, and ensuring that children are active in their learning. The intention is for children to be protagonists in all activities and situations in their lives, rather than a patient who needs a companion who does everything for them. (Muntaner, Naranjo & Soldevila, 2017)

The support teacher of the hospitals where the students/ patients are is a professor with a degree in mathematics and who is in charge of the students/patients' academic support in all areas of knowledge in which students must take classes.

When developing the research, the role of the support teacher is to provide the researchers with the necessary information of each of the five students/patients, such as the educational cycle to which they belong, as well as their general medical diagnosis. Likewise, he is in charge of informing us about the biosecurity measures that should be taken for these contexts and giving us a talk about the measures and attitudinal actions to be taken if any of the students die because of their medical diagnosis.

Finally, the support teacher would be supervising our intervention in some sessions to help us achieve our objectives in the best possible way, teaching us to know a little more about what hospital pedagogy is, and advising us on the correct way to behave in the hospital classroom.

Approach of the Study

Based on the objectives stated in this inquiry and following its qualitative nature, a suitable approach to implement would be action research, which is defined in the educational field as a process that follows a cycle towards the improvement of practice by systematically oscillating between taking action and inquiring into it (Tripp, D. 2005). Having this understanding, action research would contribute to the exploration and recognition of hospital pedagogy practices when teaching English as a foreign language, allowing us to participate in the context where the research is going to take place, and contributing to the improvement of our teaching practices in contexts different to the regular ones, following the planning, implementation, description, and evaluation steps that this approach demands.

As stated by Bastidas, G & Suárez, S (2008), the action research requires the study of an educational or social situation, whose goal is to improve the quality of the actions carried out within that context. “It also addresses the concerns of practitioners and stakeholders rather than being solely based on the interests of the academic community” (Stern, T. 2015). In this case, hospital classrooms and all the people that are involved in it, such as teachers, students/patients, caregivers, and parents are going to take advantage of the pedagogical intervention in the English area, being a contribution to the educational process of the students who participate.

Data Collection Instruments

The choice of a qualitative research design presupposes a particular worldview. It requires defining how a researcher selects the sample, collects, analyzes data, and covers topics such as validity, reliability, and ethics. Qualitative research is not linear, but a step-by-step process, that is, an interactive process that allows the researcher to produce reliable and real data. Therefore, the

process of data collection and analysis is recursive and dynamic, in addition to being highly intuitive (Teixeira, 2003, cited by Albuquerque, Fernandes, Moreira & Oliveira, 2017).

The methods used for qualitative research include different techniques for obtaining information that has left clear evidence of their suitability for knowing, learning, and educating oneself about people's lives, behavior, social relations, reproduction systems, etc. They also include a diversity of techniques and procedures. (Monje, 2011 cited by Amaiquema, Beltrán & Piza, 2019)

Research with the qualitative analysis method presupposes the identification and exploration of the universe of meanings that comprise the phenomenon studied and the established interactions, anticipating new knowledge about the variety and depth of social phenomena. The study of these requires the application of explicit and systematic methods resulting from the data collection technique used, such as interviews, questionnaires, reports, and observations. (Albuquerque, Fernandes, Moreira & Oliveira, 2017)

There are many advantages provided by qualitative techniques. Among them, we highlight the following: - They allow dealing with complex problems such as studying beliefs, motivations, or attitudes of the population. - They make it possible for individuals with diverse experiences to participate, which allows for a broader vision of the problems. • They will enable the generation of a large number of ideas quickly. (Campoy & Gomes, 2015)

Having reviewed, researchers decided to use two data collection instruments that contribute to gathering the necessary information, taking into account the nature of the study and the context; those instruments are semi-structured interviews and observation.

Semi-Structured Interview

In qualitative research, semi-structured interviews are particularly suitable for creating conversational situations that facilitate the natural expression of perceptions and perspectives by the research subjects (Mata, 2020). In the semi-structured interview, the interviewer is allowed to have a certain degree of flexibility and freedom in posing questions (Pretto, 2017). The researchers can

ask a series of questions to the participants, but with the flexibility that the participants also express their points of view freely, giving the possibility to remove or add more questions during the interview taking into account what the interviewee is responding. “it allows enough flexibility for the interviewer and interviewee to clarify meaning and explore fully the issues raised during the interviewing process”(Barnes, 1992 cited by Pretto, 2017).

The semi-structured interview is useful in this research project because we can apply it, through flexible questions that can be turned into conversations, to know their perspectives on the English classes in their hospital context compared to the classes in traditional classrooms. It allows knowing the student personally and pedagogically; their opinions regarding the pedagogical intervention focused on listening and speaking skills.

According to (Spreckseln, Wessel & Weymann, 2020), An interview follows a certain dramaturgy. It can be divided into four periods: the warming up, exploring the present and future aspects, and the finish. The first step (warming up) serves as a means to make the interviewee comfortable. Present elements deal with the current situation and problems. Future aspects address the identification of needs and ideas. The finish ensures that nothing is left out. The interview guideline shall assure that no relevant point is left out and serves as a checklist for the interviewer during the interview.

Considering what was expressed by the authors mentioned above, the researchers decided to take that semi-structured interview template as an example of this research project. Dividing this data collection instrument into four stages or periods but making small changes in the aspects in mind in each of these periods

The semi-structured interview³ for this research project has the following four stages:

1. Initial conversation or warming Up: This stage is to create an approach and a bond of trust between the researcher teacher and the researched students/patients, trying to get to know them

³ The semi-structured interview guideline proposed for this research work is in the appendices, Appendix A.

intimately; questions may arise about their personal lives, their families, their academic level, and even their medical treatment. However, these questions must have limits so as not to violate the privacy of the interviewee.

2. Exploration of present aspects or present pedagogical situation: “it is carried out to determine the pedagogical situation with which the hospital learner arrives” (Florez, 2015). By having more confidence with the students, it is time to ask questions that help to know their pedagogical situation in English, the weaknesses in front of the English especially with speaking and listening skills, and the opportunities to intervene and create a favorable environment that promotes the skills mentioned above.

For this period or stage, are some general initial questions. Then, to measure the language level before the pedagogical intervention, questions will be asked depending on whether the student is cycle two or cycle 4. The questions in that part of the semi-structured interview are made taking into account the DBA (Derechos Básicos de Aprendizaje en Inglés) and the Estándares Básicos de Competencias en Lenguas Extranjeras Inglés, paying particular attention to listening and speaking skills.

Cycle 2: (Fourth and Fifth grades) Basic Level A2.1

According to the DBA, students in the first stage of educational cycle 2 ask and answer, orally or in writing, questions related to the who, when and where, after reading or listening to a short text and simple as long as the subject is known to them; and exchange simple opinions on a topic of interest through simple and known sentences..

In the Estándares Básicos de Competencias en Lenguas Extranjeras Inglés, for cycle 2, in the listening part, students should follow closely what the teacher and classmates say during a game or activity. Participate in games and activities by following simple instructions. Identify the characters' names and the main events of a story read by the teacher and supported by images, videos, or any visual material. Recognize some moods through the tone of voice in a story read by the teacher or in a recording. In the speaking part, students describe themselves or another known person in simple

sentences. They use short sentences to say what they can and cannot do. They express in a word or short phrase how they feel. They talk about their usual activities. Look for opportunities to use what they know in English. They can talk about quantities and count objects up to a thousand.

Cycle 4: (Eight and Ninth grades) Pre-Intermediate Level B1.1

According to the DBA, students in the first part of cycle 4 request and provide information about experiences and plans in a clear and brief manner and exchange information about academic and general interest topics, through simple conversations, dialogues, and role-plays. Recognize specific information in short oral and written texts on topics of general interest. They make brief presentations on academic topics related to their school environment or community and briefly narrate current facts, daily situations, or personal experiences orally and in written form.

In the Estándares Básicos de Competencias en Lenguas Extranjeras Inglés, in cycle 4, In the listening part, students should follow the instructions given in class to carry out academic activities. They understand what the teacher and their classmates say in everyday interactions in the classroom without repetition. They identify general and specific ideas in oral texts if they have knowledge of the topic and the vocabulary used. They recognize the linking elements of an oral text to identify their sequence. They use general knowledge of the world to understand what they hear. They infer specific information from an oral text. And in the Speaking part, students should tell short stories by linking their ideas appropriately. They express their opinions on issues of general interest to them and their peers. Briefly explain and justify their plans and actions. Make simple descriptions of various everyday problems in my environment. They make brief, rehearsed presentations on an academic topic of interest to them. Express opinions, tastes, and preferences about issues they have worked on in class, using strategies to monitor their pronunciation. They use a plan to present topics related to the academic environment of other subjects.

3. Exploration of final aspects or final pedagogical situation: After getting to know the students, in a personal and pedagogical way, we planned a schedule with activities focused on the fostering of Listening and Speaking skills to carry out a pedagogical intervention, making use of a myth or legend of each one of the six regions of Colombia as a means to make it more organize and

dynamic. Likewise, each activity has its version or level of difficulty, depending on each student's cycle.

After doing the pedagogical intervention, it is time to determine how effective planning and intervention were. For this, there are questions based on what was raised by the DBA (Derechos Básicos de Aprendizaje en Inglés) and the Estándares Básicos de Competencias en Lenguas Extranjeras Inglés for each cycle (2 and 4), but with some variations, the questions that appear in this third period are related to the questions of the second period of the interview.

Cycle 2: (Fourth and Fifth grades) Basic Level A2.1

According to the DBA, students in the second part of educational cycle 2 produce an oral and/or written narrative text, short and simple, that responds to “what? Who? When?, and where?” of an event or anecdote. Explain causes and consequences of a situation through simple sentences orally and written following an established pattern and exchange information about habits, tastes, and preferences about known topics, following models provided by the teacher.

In the Estándares Básicos de Competencias en Lenguas Extranjeras Inglés, the same items named in the second period or stage of the semi-structured interview are maintained throughout cycle 2 for students.

Cycle 4: (Eight and Ninth grades) Pre-Intermediate Level B1.1

According to the DBA, students in the second part of cycle 4, explain the reasons behind plans and actions related to their personal, school, and community environment. The students structure explanations appropriately, use connectors between ideas, check for spelling, and employ proper pronunciation to communicate ideas. Make short presentations on academic topics of interest using a clear structure and organization. Exchange information about academic and general interest topics in a conversation, to do so, students use their notes from any reading or listening on the topic, and they identify the type, purpose, and parts of a short written or oral text and share ideas from the text with classmates.

In the Estándares Básicos de Competencias en Lenguas Extranjeras Inglés, the same items named in the second period or stage of the semi-structured interview are maintained throughout cycle 4 for students.

4. Closing: In this last period or stage of the semi-structured interview, there are general closing questions, making a kind of summary of the whole process, discovering how all the intervention helped or not the students, also looking for giving feedback to the students and for them to provide feedback of their perspective about everything done in the research project.

Observation

Participant observation is the process of entering a group of people with a shared identity to gain an understanding of their community. This is achieved by gaining knowledge and a deeper understanding of the actors, interactions, scenes, and events at the research site. Through the experience of spending time with a group of people and closely observing their actions, speech patterns, and norms, researchers can understand the group (Allen, 2017). The data collected through this method reflects the various phenomena expressed by people in the sample population. As human beings frequently change their minds and behaviors, this, in turn, means that the data compiled from the participant observational methodology is likely to reflect these changing states (Qaddo, 2019). Observation methods are useful to researchers in a variety of ways. They provide researchers with ways to check for nonverbal expression of feelings, determine who interacts with whom, grasp how participants communicate with each other and check for how much time is spent on various activities (Schmuck, 1997; cited in Adjepong; Ameyaw; Assem, & Ofori, 2018).

It is essential not to leave aside all participant observation's purpose: to obtain the definitions and constructs that organize that sociocultural group's world. Therefore, it is interesting to observe them in what they do and collect from them stories, anecdotes, and myths to understand the issues that most interest and unite them. Simultaneously, with observation, researchers can give an account or verify if what they say, speak or believe (or whoever is investigating believes) is what they do. (Corrales, 2010)

Within this research project, it is useful to consider the observation instrument because we can obtain information regarding the students' level of English, their reactions to each activity proposed by the researchers to encourage listening and speaking, and the effectiveness of each of these activities. Also, observe how their performance or adaptation to English classes is from their hospital context and how they interact with the researcher teachers and the support teacher.

To make this instrument useful, we intend to take data from the observation individually, for each student of each cycle, and at the end of three moments of the six ones proposed for intervention; this to note whether there are changes or not in the learning process of students every two myths or legends.

To make the observation instrument in an orderly way, the researchers decided to use an observation guide⁴. This observation guide contains aspects that will help understand the effectiveness of the intervention and the research. These elements or aspects are based on what is contemplated by the DBA (Derechos Básicos de Aprendizaje en Inglés), and the Estándares Básicos de Competencias en Lenguas Extranjeras Inglés for cycles 2 and 4 to foster listening and speaking in a classroom.

In addition to the aspects that appear in the observation guides (Appendix B), researchers will also consider the following elements in a general way with students:

- The high or low effectiveness of the activity proposed for fostering listening and speaking through the myth or legend used in Colombia's specific region.
- Some change in the student's motivation and/or performance when he/she must be under medical control or in the hospital for a long time.
- Some change in behavior, adaptation, or assimilation to the English class when the student is in the classroom with the support teacher and when he is in the classroom only with the research teachers.
- Enthusiasm and interest in the English class, especially for the activities where listening and speaking are.
- Weaknesses and/or strengths of the student concerning listening and speaking skills

⁴ The Observation guides proposed for this research work are in the appendices, Appendix B.

- Positive or negative results shown by students after carrying out the activities proposed by the research teachers.

And other essential aspects to take into account during the observation process.

Trustworthiness and Generalizability

Looking for authors who have researched the field of hospital classrooms, we found Calvo, an author who in 2017 wrote an article about the importance of intervening pedagogically to patients to help improve their quality of life by reducing their academic needs without their medical treatments being considered an obstacle to their education. This research project we are carrying out is worthwhile because it will help five hospitalized children to have academic accompaniment in the area of English while they comply with their medical treatments.

Also, Salgado, in 2017, in his research work, reveals that pedagogy in hospitals is something relatively new and little explored in Colombia. That is why we decided to carry out this research in this educational field, because we want to make hospital classrooms visible and how students require academic support, especially in English, which has not been as explored and fostered as other areas have been.

In a study carried out by Rojas in 2017, where she decided to implement readings for the hospital context, she discovered that this helps the student/patient's motivation to cope with their illness while they have pedagogical access. For that reason, we want to do this study because implementing oral texts on myths and legends can be a different way to learn and make their hospital stay more bearable.

Alonso, García & Romero, in 2006, suggested that hospital classrooms should not focus only on the curriculum, but rather integrate the students in their educational process with those around them. This is why pedagogical intervention is done with the children grouped to share and see that other children with similar conditions are also involved, also their families are always present at each

moment of the intervention. The accompaniment is shown to the students, and they demonstrate more motivation and interest in their learning process.

Finally, in the year 2016, Garrote, Sanchez, and Palomares emphasized that hospitalized students' interventions should be dynamic and full of activities. For that reason, with the pedagogical intervention that we do, we propose diverse activities during the whole process to learn to communicate better in English through Colombian culture and with the support of those around them, making them get out of their hospital routine.

Unit of Analysis

The “unit of analysis” refers to the portion of content that will be the basis for decisions made during the development of codes as well as the coding process (Roller & Lavrakas, 2015), in this case, the aspects, criteria, or things that will be analysed in the research to derive meaning from the data.

Taking into account the nature and the objectives of the present inquiry, it is necessary to address units related to the students' performance when talking in English in oral presentations in class, when answering the semi-structured interview questions, and when observing their participation in the classes with the observation format. They will allow us to classify and to assess their performance and every aspect of it following this criteria:

- Area of concern: it refers to a low performance when speaking, in which the students made several mistakes regarding the use of language and it is evident that they have to practice more in order to correct them. It is important not only for the students but also for the teachers to pay attention to the weaknesses identified to improve the performance.
- Needs work: it refers to a performance with many mistakes, but also with some positive aspects in regards to the use of language that will allow the students to easily improve in the future if they pay attention to the weaknesses presented.
- Good: it refers to a good performance with some mistakes and many positive aspects when talking and using the language. It allows us to see that the student is about to meet the DBA

and Estándares Básicos de Competencias en Lenguas Extranjeras Inglés, expected performance for a student of that cycle.

- Very good: it refers to excellent performance with few mistakes and many strengths regarding the use of language that will allow the student to meet all the criteria expected by DBA and Estándares Básicos de Competencias en Lenguas Extranjeras Inglés.

These criteria will be found along with the observation format and the rubrics to assess speaking and it is helpful to measure the students' performance and to have a guide to clearly identify and organize data when gathering information from the instruments. The aspects that these criteria will have and that will be assessed in oral presentations are:

- Pronunciation and intonation: this component will take into account sound, stress, and variation in pitch when speaking.
- Fluency: this component will take into account the ability to speak without long pauses and to use the units and patterns automatically at a normal conversational speed when they are needed (Brown, J. 2003)
- Accuracy: this component will take into account the extent to which the language produced conforms to target language norms, which involves the correct use of vocabulary and grammar. (Yuan & Ellis, 2003 cited by Wang, Z. 2013)
- Vocabulary: this component will assess the student's usage of a variety of vocabulary and expressions based on what they learned.

Finally, the observation format and the semi-structured interview propose a series of elements specifically related to the DBA and Estándares Básicos de Competencias en Lenguas Extranjera Inglés regarding what is expected of every student according to their cycle in terms of grammatical topics.

Chapter 4

This chapter develops five different sections that explain the theory of learning, reflected on the pedagogical intervention, then, the theory of language and its explanation will take place to understand in-depth the concept and the author that supports it. The instructional design will be the next part, there, readers will find the corresponding instructional objectives that address the intervention and are helpful to identify what researchers want to achieve at the end of the process. Finally, the explanation of the PPP approach included in the lesson plans will take place and the proposed schedule that contains: number of weeks, number of hours, topics, activities, and materials.

Theory of Learning

Constructivism gives teachers researchers the possibility to establish a deeper relation with students'/patients' prior knowledge and background, without forgetting their context and the impact that it has on them, not only in the educational area but also in their daily lives. In this regard, learning is both an active process and a personal representation of the world. In this theory, knowledge is constructed from the experience and is modified through different experiences. Problem solving and understanding are emphasized in this theory. Authentic tasks, experiences, collaboration, and assessment are among other important factors in this view of learning (Christie, 2005 cited by Amineh, R & Davtgari, H, 2020).

Along with the development of pedagogical intervention and the implementation of Colombian myths and legends to foster listening and speaking, researchers include a cultural awareness factor that is part of the social interaction, that according to Vigotsky has a stronger impact on the process than the individual construction, believing that people master their behavior through psychological tools and he introduces language as the most important psychological tool (Vygotsky, 1978 cited by Amineh, R & Davtgari, H, 2020).

To build knowledge with others rather than doing it individually will help students/patients to socialize and to work in groups even when they are not sharing with classmates in a conventional classroom, but they are doing it with children who are hospitalized as well because of their medical treatment. The activities proposed to foster listening and speaking skills, have as starting points the knowledge that students already have and session by session they intend to build more understanding without forgetting the previous one.

Theory of Language

The theory of language that researchers consider is best suited to this research is Krashen's Theory of the Acquisition of a Second Language; this theory contains five hypotheses: the acquisition-learning distinction, the natural order, the monitor hypothesis, the input, and the affective filter.

The first is the acquisition-learning distinction: "According to the hypothesis of language acquisition and learning, the essential difference between language acquisition and learning is the difference between conscious learning, i.e., remembering the rules, and unconscious language acquisition" (Koceva, 2018).

In this research, a focus will be on learning and not on the acquisition, since during the intervention, the goal is for students to learn English as a foreign language through pre-established rules of that language. "We will use the term "learning" henceforth to refer to conscious knowledge of a second language, knowing the rules, being aware of them, and being able to talk about them. In non-technical terms, learning is "knowing about" a language, known to most people as "grammar", or "rules". Some synonyms include formal knowledge of a language or explicit learning". (Krashen, 1982).

The hypothesis of the natural order of acquisition assumes a predictable order in the acquisition of grammatical structures of the foreign language. In the same way, there is an order in the acquisition of rules of the mother tongue, that is, some rules are internalized before others. (Oliveira, 2007 cited by Barriga et al., 2020) Since it is implied in this hypothesis that specific structures tend to be acquired in the initial moments of language acquisition, while learners

developed until they are in advanced stages. This hypothesis is fulfilled in this research since, during the intervention, students learn the grammar established by the Ministry of National Education to advance to learn the more advanced ones.

The Monitor hypothesis implies that formal rules, or conscious learning, play only a limited role in second language performance. These limitations have become even more evident in the last few years. Second language performers can use conscious rules only when three conditions are met: Time, Focus on form and Know the rule. (Krashen, 1982). Monitor use results in the rise in rank of "late acquired" items in the natural order, items that the performer has learned but has not acquired (Krashen, 1982).

We can reflect that in this research's pedagogical intervention because the students are learning a foreign language. It allows them to monitor their learning processes, see where they have failed to understand the grammatical rules they should be learning, and reinforce them to be easier to use when they need to. Conscious learning is very useful because it has the function of editing or monitoring (Barriga et al., 2020)

Considering the fourth hypothesis of Krashen's theory, the input hypothesis, the learner improves and progresses along with the 'natural order' when he/she receives a second language 'input' that is one step beyond his/her current stage of linguistic competence. (Schütz, 2007)

With this in mind, researchers designed the planning made for the pedagogical intervention considering the students' needs. Students can accumulate what they have learned to expand their English knowledge when learning about some grammatical structure or vocabulary.

Finally, The Affective Filter hypothesis states how affective factors relate to the second language acquisition process. (Krashen, 1982). Krashen states that students with high motivation, self-confidence, a good self-image, a low level of anxiety, and extroversion are better equipped to acquire a second language. Likewise, the concept of affective filter defines the language teacher in a new way. An effective language teacher can provide input and help make it understandable in a low anxiety situation. (Krashen, 1982).

As research teachers, our duty is to create in students/patients the necessary confidence and support to learn what is in the planning and feel more secure speaking English as a foreign language.

Instructional Design

Along with the instructional design, readers will find the content in regards to the intervention, that includes objectives, the development of the method that will guide the lessons plan, the schedule, and the assessment to measure students' performance when addressing oral presentations, and developing listening skill as input. Besides, the instructional design contributes to a better understanding of the implementation process through the description of the procedure week by week and the explanation of aspects to evaluate the whole intervention.

Instructional Objectives

General Objective

1. To foster listening and speaking skills in English as a foreign language with students/patients using Colombian myths and legends.

Specific objectives:

2. To develop helpful activities to promote listening and speaking skills in students/patients
3. To work on different grammatical topics helpful to better understand when listening and speaking while learning Colombian myths and legends.
4. To foster oral presentations in class based on what they already learned, to practice speaking as a communicative skill
5. To be able to talk about some Colombian myths and legends using the language learned.
6. To promote the development of the listening skill as input to be able to understand what others are saying in English.

Presentation-Practice-Production Method

Presentation, Practice and Production (PPP) is a method that the teachers present the context and situation for learning by explaining and demonstrating. Students then practice the language within some parameters. Finally, students are allowed to be free with the language and encouraged to be creative and explorative (Sari, A & Sembiring, R, 2019). In this way, the development of the lesson plans that are part of the pedagogical intervention includes a PPP structure, that will allow students/patients to get a little bit into the context of the region to better understand the myth or legend that will be addressed, then they learn the grammar topic that will be useful to comprehend the text, and at the end, they practice and train both, listening and speaking skills by carrying out an oral presentation that includes what they previously learned.

According to Harmer (2007) cited by Sari, A & Sembiring, R (2019), PPP is divided into three phases, moving from tight teacher control towards greater learner freedom, following this procedure:

- 1)Presentation: The process of presenting the lesson focuses on the teacher giving information to the students. The goal of the presentation is to introduce the new material to the learners by short and simple explanations, a brief description of the new topic, idea, pictures, video, music, and demonstrations acting.
- 2)Practice: The students will be given an activity that gives them plenty of opportunities to practice the new aspect of language.
- 3)Production: Production focuses on students who demonstrate their ability to the teacher. In this process, the teachers are receiving information and students' mistakes.

The idea is to take the characteristics mentioned before to implement them in the pedagogical intervention and to combine them with the new PPP paradigm that pretends to turn the behaviorist perspective of the method into a more situational and communicative language teaching one (Lasmiatun, I & Munir, S, 2018), by developing student-centered activities that promote the encouragement of communication in a natural way, without forgetting the language presented and

the grammar learned, since presenting a new language to EFL students/patients is crucial because they are exposed to little or no English outside the classroom.

In this way, teachers' role will be to orientate and guide students, not only by teaching them the content but also by accompanying them in the learning and feedback process. While, the students/patients' role will be to actively participate in the three stages of the PPP process and to be focused on the topics to understand and comprehend the language presented in order to use it when needed, whether inside or outside the classroom.

The following schedule introduces the content of the intervention and it shows its general structure in six different moments, that are addressed in depth along with six lesson plans in the appendix D; each one of the lessons approaches, step by step, the activities that will take place every week. Their content will follow the PPP method with the corresponding procedures: presentation, practice, and production.

Schedule

Since the students are not allowed to take long classes, due to their medical treatment, it's important to clarify that every session would be developed for thirty or a maximum of forty minutes, and two sessions are held per week, resulting in one hour of intervention per week.

The activities proposed in the following schedule are general, but they are going to be approached in a different way, depending on the student's cycle. The intervention has six moments, which represent the six regions of Colombia, to take into account six myths or legends. In the schedule, you will see this division by stripes of different colors.

Each one of these moments of the pedagogical intervention will have a lesson plan (Appendix D). Within each one of them, activities are proposed, to have as a principal objective the promotion of listening and speaking skills using a myth or legend of each region as a means, taking into account the DBA (Derechos Básicos de Aprendizaje en Inglés), and the Estándares Básicos de Competencias en Lenguas Extranjeras Inglés for each of the educational cycles previously detailed in the description of the semi-structured interview in the data collection instruments.

Before starting to work with those six established moments for the intervention, in the first week, a Need Analysis is done for each student depending on the educational cycle and taking into account the English skills; those need analysis has already been done with the students, and that is why we determined that the skills with more deficiencies and that should be reinforced are listening and speaking.

In the second week, researchers contextualize the students about what will be done during the entire pedagogical intervention, talking about the six regions of Colombia and clarifying that the activities using myths and legends will be focused on listening and speaking.

At the end of the six moments of the pedagogical intervention, a week will be used to gather the information learned during the whole process. First, doing a Board Game to verify the learning of the grammar part, and then a roleplay in which the students will represent in a short oral presentation the characters of the myth or legend that they have liked the most.

In the last week, the students will make a presentation that collects everything learned; they will create a poster with characters from the myths and legends; they have to make a 3 to 5 minutes oral presentation of their posters. Partners will comment on an opinion of the whole presentation.

Lastly, it is necessary to highlight that, due to the pandemic, the entire intervention is planned to take place virtually.

| Number of weeks | Number of hours | Topics | Activities | Materials |
|------------------------|------------------------|--|---|---|
| 1 | One | -Introducing ourselves, and knowing the students -Need analysis | -Diagnostic questionnaire to evaluate English level -Test online | -Questionnaire -Computer/tablet/cell phone |

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| 2 | One | <p>-Introduction to the topic. Talking about the six regions of Colombia, explaining what myths and legends are, and learning to differentiate them.</p> | <p>-Kahoot quiz “What do you know about Colombia’s regions and their myths and legends?” Here</p> <p>-Interactive map game. Here</p> | <p>-Online quiz</p> <p>-Flashcards</p> |
| 3 | One | <p>Caribbean region</p> <p>Grammar Topic</p> <p>Cycle 2: Adjectives</p> <p>Cycle 4: Past continuous</p> | <p>-Presentation of useful vocabulary about the myth of legend of the region that will be approached in the next session.</p> <p>-Presentacion of the grammar topic</p> | <p>-Notebook</p> <p>-Flashcards</p> <p>-Genially presentation</p> |
| 4 | One | <p>-Getting to know the Caribbean region</p> <p>-Caribbean region myths and legends</p> <p>-The Alligator Man</p> | <p>-Interactive Powerpoint presentation to identify characteristic elements of the region.</p> <p>-Brief presentation of myths and legends of the region</p> <p>-Interactive reading of the legend. Here</p> | <p>-Powerpoint Presentation</p> <p>-Genially game</p> <p>- “The Alligator Man” text with images</p> |

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| | | | -Genially game “check for understanding” | |
| 5 | One | -The Alligator Man Assessment | -Creation of their own version of the Alligator Man using plasticine -Oral presentation of their “Alligator Man” version | -Plasticine |
| 6 | One | Andean Region Grammar Topic: Cycle 2: Simple Present Cycle 4: Reported Speech | -Presentation of useful vocabulary about the myth or legend of the region that will be approached in the next session. Presentation of the grammar topic. | -Powerpoint presentation |
| 7 | One | -Getting to know Andean Region -Andean Region myths and legends -Bachué myth | -Sketch of the region in wool -Audio narration “Bachué Myth” -True or false oral game, check for understanding | -Wool -Computer/cellphone |

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| 8 | One | <p>-Bachué Myth Assessment</p> | <p>-The game “Pictionary” is developed to reinforce the vocabulary learned in the myth. using only oral instructions and clues, practicing speaking and listening</p> | <p>-Notebooks -Pencil -Color pencils Virtual Whiteboard</p> |
| 9 | One | <p>Orinoco Region</p> <p>Grammar Topic:</p> <p>Cycle 2:</p> <p>Demonstrative Pronouns.</p> <p>Cycle 4:</p> <p>Storytelling</p> | <p>-Presentation of useful vocabulary about the myth or legend of the region that will be approached in the next session.</p> <p>Presentation of the grammar topic.</p> | <p>-Computer/cellphone/tablet Nearpod presentation</p> |
| 10 | One | <p>-Getting to know Orinoco Region</p> <p>-Orinoco Region myths and legends</p> <p>-Juan Machete Legend</p> | <p>-Interactive map of the region</p> <p>-Quick presentation of the different myths and legends of the region</p> <p>-Video narration of “Juan Machete” legend</p> <p>-Kahoot quiz, check for understanding.</p> | <p>-Computer/cellphone/tablet</p> |

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| 11 | One | <p>-Juan Machete Legend</p> <p>Assessment</p> | <p>-Presentation of flashcards created by the students to sum up what they understood from the legend, using the main vocabulary.</p> | <p>-Pasteboard</p> <p>-Markers</p> |
| 12 | One | <p>Amazon Region</p> <p>Grammar Topic:</p> <p>Cycle 2:</p> <p>Can / Can't</p> <p>Cycle 4: present perfect</p> | <p>-Presentation of useful vocabulary about the myth or legend of the region that will be approached in the next session.</p> <p>Presentation of the grammar topic.</p> <p>-Kahoot with questions to check for understanding.</p> | <p>- Computer/ cellphone/tablet</p> |
| 13 | One | <p>-Getting to know Amazon Region</p> <p>-Amazon Region Myths and Legends</p> <p>-” The big water tree” myth</p> | <p>-Powerpoint Presentation with the characteristics of the region</p> <p>-Genially game to know, briefly, some of the most popular myths and legends of the region.</p> <p>-Presentation of the cartoon “the big water tree” in which</p> | <p>-Powerpoint presentation</p> <p>-Online wheel</p> <p>-Online cartoon</p> <p>-Computer/cellphone/ tablet</p> |

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| | | | <p>the myth will be narrated.</p> <p>-Wheel “what’s the myth about?”</p> | |
| 14 | One | <p>-” The big water tree” myth</p> <p>Assessment</p> | <p>-Creation of a cartoon based on the myth read.</p> <p>-Presentation of their cartoons.</p> | <p>-Notebooks</p> <p>-Color pencils, markers</p> |
| 15 | One | <p>Pacific Region</p> <p>Grammar Topic:</p> <p>Cycle 2:</p> <p>Present Continuous</p> <p>Cycle 4: Will/ Going To</p> | <p>-Presentation of useful vocabulary about the myth or legend of the region that will be approached in the next session.</p> <p>Presentation of the grammar topic.</p> | <p>-Powerpoint presentation</p> <p>-Cellphone/tablet/computer</p> |
| 16 | One | <p>-Getting to know the Pacific Region</p> <p>-Pacific region myths and legends</p> <p>-” El Riviel” legend</p> <p>Hangman game</p> | <p>-Listening to songs from the pacific region (What do they evoke you?)</p> <p>-Famous food of the pacific Region</p> <p>-Audio Narration of the legend.</p> | <p>-Cellphone/tablet/computer</p> <p>Images of food and myths or legends</p> <p>Audio Narration Computer/tablet/Cellphone</p> <p>Virtual Hangman</p> |

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| | | | -Hangman game, check for understanding | |
| 17 | One | -Pacific region assessment | -Presentation of a recipe from the Pacific region, step by step. | -Cellphone/tablet/computer |
| 18 | One | Insular Region Grammar Topic: Cycle 2: Wh Questions Cycle 4: Future Continuous | -Presentation of useful vocabulary about the myth or legend of the region that will be approached in the next session. Presentation of the grammar topic. | -Computer/cellphone/tablet -Prezi presentation |
| 19 | One | -Getting to know Insular Region -Insular region myths and legends -"Captain Morgan" legend | -Oral presentation on fun facts of the Insular Region -A quick little tour of the Insular Region (video) -Video narration of the legend | - Video -Cellphone/tablet/computer |

| | | | | |
|-----------|-----|---|--|--|
| | | | -” Guess who, what & when?” game. Check for understanding with the characters of the legend. | |
| 20 | One | -” Captain Morgan” legend Assessment | -Video narration, created and presented by the students, of an alternative ending of the legend. | -Video -Cellphone/tablet/computer |
| 21 | One | -Closing activities | -Boardgame with the compilation of the topics seen. -Roleplay with the characters of the myths and legends seen. | -Boardgame -Cellphone/tablet/computer |
| 22 | One | -Final presentation | -Students have to make a poster, in which they include as many characteristics as they want about their favorite region. | Posters |

Interaction with Students / Patients

Due to the quarantine established in the country to prevent the spread of Covid-19, it was impossible to have a complete approach to students/patients to carry out pedagogical interventions for subsequent data collection and analysis.

During the few opportunities of intervention with the five students/patients, the researchers got to know their context, their basic personal data such as name, age, grade, medical diagnosis, and educational cycle. Knowing that the students belonged to two different school cycles, researchers decided to do a need analysis per student depending on their cycles and consider their English skills. These need analyses were presented to the students through slides since communication with them was purely virtual.

The application of the need analysis was helpful to identify that students had a good command of Reading, Writing, Vocabulary, and Basic Grammar, but with Listening and Speaking, they had many problems, it was thanks to these need analysis that this study has the focus on fostering these two deficient skills, using oral Colombian myths and legends as a means.

When creating the Schedule with the activities established for each of the six regions of Colombia, the first session was held, which included the contextualization of the general content of the pedagogical intervention, a general look at the regions, and an explanation about what are myths and legends and how to differentiate them.

Assessment

To evaluate students'/patients' performance in the oral presentations that pretend to foster speaking skill through the pedagogical intervention, researchers propose two rubrics⁵ defined as “analytic rubrics”, they give teachers the opportunity to deconstruct the learners' performance into separate and different dimensions. Identifying which criteria to be assessed helps “test developers to be clearer about what they are requiring of test takers and raters, and to think through the consequence of such requirements” (McNamara, 1996, p. 45 cited by Ounis, A, 2017).

The rubrics will be useful not only to measure students'/patients' performance but also to identify to what extent the input they received in listening was turned into a tool to use in their oral presentations. When approaching the assessment of speaking through rubrics, learners and teachers will be able to recognize the strengths and weaknesses in the learning process to work on them in the future and to understand them in depth. Besides, the promotion of speaking in the hospital classroom pretends to encourage students/patients to use the target language, applying the grammatical content learned through the lessons and producing language that allows them to communicate better in the foreign language.

Listening input will be fostered and evaluated through the different information that students/patients listen to and identify along the sessions and the activities proposed in the intervention when addressing the myths and legends. This is important not only to promote and train listening but also to provide learners with the different types of knowledge required for language learning: phonology, grammar, vocabulary, language use (Rost, M, 2005).

Chapter 5

This chapter will develop the technique for data analysis proposed by the researchers, then the expected findings of the research will take place, based on the instruments proposed in chapter III, semi-structured interview and observation. The analysis will be divided into cycle 2 and cycle 4,

⁵ The rubrics of assessment proposed for this research work are in the appendices, Appendix E.

taking into account the different grammar approaches that each one of them has, but including the general objectives proposed in the instructional design and the ones proposed for the research.

Techniques for Data Analysis

Qualitative data analysis is the process by which the information collected by researchers is organized and manipulated to establish relationships, interpret, extract meanings, and draw conclusions (Spradley, 1980, cited by Herrera, Lorenzo & Rodriguez, 2005)

The objective of the analysis of information is to obtain relevant ideas from the different sources of information, which allows the expression of the content without ambiguity, to store and recover the information contained (Sarduy, 2007)

Qualitative research studies structural and situational contexts, identifying the deep nature of realities, their system of relationships, and their dynamic structure. (Sarduy, 2007). Therefore, the qualitative data - contrary to the quantitative - becomes an active element resulting from a series of manipulations that transform reality. It is worth noting, then, a series of phases, such as the recording of reality, its material embodiment in some expression, and its transformation through a process of conceptual elaboration (Herrera, Lorenzo & Rodriguez, 2005)

Atlas.Ti Software

There are many discussions and positions on how to analyze qualitative data; there are those who use computer packages; those who prefer discourse analysis; there are those who pragmatically consider that it is not necessary to delve into epistemological issues (Cortazzo & Schettini, 2016). To carry out an analysis of the information or data that will be collected in this research study, the researchers decided to use and rely on technology, using a software that helps in the decomposition and analysis of such information, a program called Atlas. Ti

Atlas.ti is a powerful set of tools for the qualitative analysis of large bodies of textual, graphic, and video data. The sophistication of the tools helps you organize, regroup, and manage your

material creatively and systematically at the same time. ATLAS.ti allows you to stay focused on your research material. (Atlas.ti, n.d)

Software ATLAS.ti is a promising strategy for conducting content analysis and the software enables researchers to store all relevant information in one place, providing greater data management security and eliminating manual tasks. (Frieze, Pires & Soratto, 2020). It is the only current program that treats the text segments marked by users and encoded as computer objects. As a result, they can be named and adjusted, it is possible to write information about them, and they can be included in diagrams in the form of a network (Maletta, n.d)

But it is necessary to take into account that the software does not analyze the data automatically, all the relationships that are created during the analysis process are based upon the investigator's decision. This manifests the important role of the researcher in remaining a critical analyst during all stages of the research process. (Frieze, Pires & Soratto, 2020)

With this software, the researchers will take all the transcripts of the semi-structured interviews and the observations in Word or PDF documents, taking into account an order by educational cycle and student/patient to make the analysis more focused.

Once the transcripts of the data collection instruments are carried out separately and in order are ready, they have to be uploaded to the primary document library of the Atlas.Ti program.

After that, each of the documents should be opened and read by selecting in the form of "quotes" those phrases or words that call attention or give clear ideas about what is expected in the research. The "quotes" must be coded or grouped into sets of ideas called "codes", these codes will be grouped in turn into "families"

When the information is already grouped into "families," the list of codes and families is graphed within the Atlas.Ti Software, since with this, the result of the investigation can be generated, hoping that what is generated will be the same codes designated for the unit of analysis, the information will also be grouped by instrument.

Data triangulation

Data triangulation refers to using different strategies and sources of information on data collection and allows the data collected to be contrasted (Aguilar & Barroso, 2015). That way, we can verify and compare all the information collected during the intervention's different moments through the data collection instruments.

The triangulation of the information collected in this research project we will do taking into account the table of expected findings and the results obtained from the assessment rubrics at the end of three of the six moments that the pedagogical intervention comprises.

Using different triangulation methods such as structured interviews, observation, and assessment of three moments of the intervention, we seek to analyze the same phenomenon through different approaches or angles. We focus on contrasting views or approaches from the data collected and thus increase the findings' validity and consistency.

Expected Findings

For the expected findings, researchers will consider the results that are supposed to be provided by the implementation of the semi-structured interviews, the observations, and assessment rubrics at the end of three of the six moments that comprise the pedagogical intervention.

The semi-structured interview for this research project is divided into four phases or stages; therefore, the following table shows what the researchers expect to find in each stage for each educational cycle. On the other hand, the table also shows some aspects expected to be collected from what the observation guides obtain. After the table, we will give an overview of what is expected with the assessment rubrics.

| Cycle 2 | |
|----------------------------------|--|
| Semi-Structured Interview | <p>-In the initial conversation or warming up, students are expected to gain confidence with the researchers and share necessary information with them; thus, researchers and students can have an excellent approach to start the intervention with more confidence and get to know each other a little more.</p> <p>-Within the exploration of present aspects or present pedagogical situation, the students are expected to give an overview of the English classes from their experiences before the intervention. On the other hand, taking into account what DBA and the Estándares Básicos de Competencias en Lenguas Extranjeras Inglés propose for the beginning of cycle 2 in English, students are expected to be able to: answer WH questions, follow basic directions, describe something or someone, say what they can or cannot do, and comment on how they feel. Although considering the need analysis previously done where students demonstrated a low level of listening and speaking skills, the researchers think that the attention and response to questions with those characteristics will not be good. Likewise, the transcription of the answers in the Atlas.Ti software will show that as good or bad will be the answers.</p> <p>-For the exploration of final aspects or final pedagogical situation stage, it is expected that after carrying out the pedagogical intervention fostering listening and speaking through Colombian myths and legends and using the corresponding grammatical part for cycle 2 within the DBA and the Estándares Básicos de Competencias en Lenguas Extranjeras Inglés; students will be able to: answer and ask WH questions, discuss their views on various situations, describe themselves and others, discuss what they can or cannot do and how a situation makes them feel, all as fluently as possible, using listening and speaking skills in the way that best suits the students.</p> <p>We will transcribe the answers for each question of each student in the Atlas.Ti software to determine the effectiveness of the pedagogical intervention, depending on the analysis of the questions and the answers' classification.</p> <p>-In the final part of the semi-structured interview, students will talk about their pedagogical intervention experience, commenting on the activities, on their favorite and disliked parts. They will provide researchers with general comments about the whole process of the pedagogical intervention. Students' answers might show whether the Schedule of proposed activities worked or not, if the use of myths and legends to promote listening and speaking is useful, and look for improvements for future interventions.</p> |

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| <p>Observation</p> | <p>With observation as a data collection instrument, the researchers hope to observe in the students/patients of cycle 2 and 4 of the educational system: how effective was the plan that was made for the pedagogical intervention, the activities implemented, the students' motivation, and interest, and how the students' progress in listening and speaking is, taking into account the activities based on what DBA and Estándares Básicos de Competencias en Lenguas Extranjeras Inglés proposed the effectiveness of the use of Colombian myths and legends as a means to promote listening and speaking, and each of the aspects named in the description of the observation, according to each cycle.</p> <p>Researchers expect to observe positive aspects throughout the process, with significant advances; and of course, some difficulties or deficiencies could be present in the process, but they are going to be identified in order to improve them during the intervention and note down each of those modifications for improvement in future similar interventions.</p> |
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| <p>Cycle 4</p> | |
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| <p>Semi-Structured Interview</p> | <p>-In the initial conversation or warming up, students are expected to gain confidence with the researchers and share necessary information with them; thus, researchers and students can have an excellent approach to start the intervention with more confidence and get to know each other a little more.</p> <p>-Within the exploration of present aspects or present pedagogical situation, the students are expected to give an overview of the English classes from their experiences before the intervention. On the other hand, taking into account what DBA, and the Estándares Básicos de Competencias en Lenguas Extranjeras Inglés propose for cycle 4, students are expected to answer questions using different verbal tenses such as past continuous, simple past, present perfect, and simple future, to talk about their childhood and events that took place in the past, as well as to talk about dreams and future goals. But, taking into account the strengths and weaknesses identified in the need analysis, although the students could be able to talk about those aspects, they might present a lot of mistakes when addressing the verbal tenses in a proper way, affecting their fluency and coherence, and they might not talk for a long time, instead, they will provide short answers. Besides, they will probably ask the researchers to repeat the questions and they can be still a little bit confused. Finally, the transcription of the answers in the Atlas.Ti software will show that as good or bad will be the answers.</p> <p>-The third part of the interview addresses the exploration of final aspects or</p> |

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| | <p>final pedagogical situation. In this section, students are expected to provide answers that show their improvement regarding speaking and listening after the pedagogical intervention. They will use the different topics seen to build their answers when talking about past events to narrate some aspects of one legend or myth; besides, students/patients will be able to express opinions and support them, using connectors and clear structure. They might make some mistakes in regards to grammar which will block their coherence when talking, but, despite those mistakes, students will understand the main idea of the questions, evidencing that they understood the meaning of them. This time, after the pedagogical intervention, in which students/patients will have the opportunity to practice their communicative skills, they will comprehend the questions faster than before the intervention and they won't ask the teachers to repeat them several times.</p> <p>We will transcribe the answers for each question of each student in the Atlas.Ti software to determine the effectiveness of the pedagogical intervention, depending on the analysis of the questions and the answers' classification.</p> <p>-In the final part of the semi-structured interview, students will talk about their pedagogical intervention experience, commenting on the activities, on their favorite and disliked parts. They will provide researchers with general comments about the whole process of the pedagogical intervention. Students' answers might show whether the Schedule of proposed activities worked or not, if the use of myths and legends to promote listening and speaking is useful, and look for improvements for future interventions.</p> |
| <p>Observation</p> | <p>With observation as a data collection instrument, the researchers hope to observe in the students/patients of cycle 2 and 4 of the educational system: how effective was the plan that was made for the pedagogical intervention, the activities implemented, the students' motivation, and interest, and how the students' progress in listening and speaking is, taking into account the activities based on what DBA and Estándares Básicos de Competencias en Lenguas Extranjeras Inglés proposed the effectiveness of the use of Colombian myths and legends as a means to promote listening and speaking, and each of the aspects named in the description of the observation, according to each cycle.</p> <p>Researchers expect to observe positive aspects throughout the process, with significant advances; and of course, some difficulties or deficiencies could be present in the process, but they are going to be identified in order to improve them during the intervention and note down each of those modifications for improvement in future similar interventions.</p> |

After the implementation of the rubrics proposed, researchers expect to classify the students' performance taking into account some aspects or items such as pronunciation and intonation,

fluency, accuracy, vocabulary. Each of those aspects will be assessed depending on the performance that students/patients will have in their oral presentations and the results will determine their strengths and weaknesses in the different areas previously named, to recognize and work on the difficulties identified according to each item. Students/patients might show a significant improvement through the oral presentations, some of the first rubrics might evidence many items that need work or that are an area of concern, but session by session the results of those rubrics might change, having more aspects that are assessed as “good” and “very good” instead of “area of concern” and “needs work”.

At the end of the process, students/patients are expected to improve their performance in listening and speaking skills in English as a foreign language, being able to talk about and to better understand not only the myths and legends addressed in the pedagogical intervention but also general ideas about any topic, using the grammar structures and the vocabulary gained, reaching the goals or levels proposed by the Estándares básicos de Aprendizaje for each cycle in regards to use of the language. Researchers teachers look forward to fostering and to enhance the training of listening and speaking skills in every student/patient, in this way, when finishing the pedagogical intervention, they will see an improvement in their communicative skills in English.

Chapter 6

In this chapter readers will find the conclusions of the research that are based on what researchers expect to find according to the research objectives and the analysis of those expectations

Conclusions

- After the development of the pedagogical intervention, researchers expect to contribute to the improvement of listening and speaking skills in the students/patients, that will be visible in their performance on the different assessments. To train those skills, teachers will follow all the stages proposed in the schedule and they will apply the activities established in the

lesson plans, at the end of each assessment the students/patients may have some weaknesses and mistakes that are supposed to be corrected step by step in the rest of the process.

- The identification of students' needs in the English area is fundamental to work on their weaknesses according to their educational cycle and to address the intervention in a proper way with activities that promote their improvement in the aspects that they need, allowing them to have better communication skills. As researcher teachers it is important to recognize our students' strengths and also the areas in which they need to work more to encourage them with a suitable approach and method and to address them in the right way.
- To use cultural awareness as a means to work on the areas of need is useful to get the students/patients into stories that they may know, in places that they recognize within their country, working with elements that belong to their contexts and making the whole process more familiar to them while they train their weakest skills and identify things from their culture in the target language.
- The literature of hospital pedagogy and hospital classrooms in Colombia in the area of English is little, that's the reason why a proposal in this context is important not only for the teachers and students/patients but also for all the people who are involved in their medical treatment and their educational process. To contribute to the literature will be helpful to further research and to enrich with a new area the one that already exists.
- Due to the pandemic, it was not possible to carry out the pedagogical intervention that constituted this research; it is necessary to find the way to carry it out when the circumstances allow it, following each planned step, seeking to fulfill the objectives, and looking for how the results are according to the expected ones. Finally, with the results, when the researchers can carry out the pedagogical intervention, it will be possible to discover important factors for possible research in the same field.

- Learning English as a foreign language is important because it contributes to communicating with the world in a more effective way, which is why it is necessary to find a way and space that helps that learning process. We as researcher teachers were able to establish that any space is good and propitious to learn English as a foreign language, in this case, hospitals.

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Appendices

Appendix A. Guideline for the Semi-Structured Interview

| Period or Stages | Aspects / Questions |
|---|--|
| Initial Conversation or Warming Up | <ul style="list-style-type: none"> -What is your name? -How old are you? -What grade are you in? -Who do you live with? <p>And other questions that may arise at the time depending on the answers given and that allow us to know the student better.</p> |
| Exploration of present aspects or present pedagogical situation | <p><u>General Questions:</u></p> <ul style="list-style-type: none"> -What do you think of English Classes? -How many hours a week do you have English classes? -What kind of activities do you do during English classes? -Do you receive help from a family member to do your English homework? -Do you spend time practicing English outside class? -How is the relation between your medical treatment and your academic life? -What do you think are your best and worst skills in English? <p><u>Questions for cycle 2:</u></p> <ul style="list-style-type: none"> -Tell us when and where you were born, and who your parents are. -What do you think about today's weather? -Give us a description of yourself |

| | |
|---|--|
| | <p>-What can you do that most people can't do? and What can't you do that most people can do? -How do you feel in your English classes?</p> <p><u>Questions for cycle 4:</u> -What were you doing yesterday at this time? -What will you be doing in five years? -Tell us about the most embarrassing experience in your childhood -Have you practiced extreme sports? -What do you think of liars?</p> <p>*Among other questions that may arise at the time depending on the answers to each of the questions proposed, taking into account that it is a semi-structured interview*</p> |
| Exploration of final aspects or final pedagogical situation | <p><u>Questions for cycle 2:</u> -Imagine that you are part of a myth or legend. Tell us an anecdote, don't forget to say what, when, and where it happened and who you were with. -Tell us what you think happens if I go out without an umbrella on a rainy day? -Describe yourself, a family member, and your favorite character from a myth or legend. -Tell us what you can do with a sheet of paper -How do you feel about learning myths and legends in English class?</p> <p><u>Questions for cycle 4:</u> -What was your first impression of the first legend addressed? - After The Alligator Man received what he deserved for spying on girls in the river, what do you think he will do along that time as an alligator? -Tell us a summary of the story of "El Riviel" -Have you ever read other Colombian stories in English? -What do you think of Colombian stories?</p> <p>*Among other questions that may arise at the time depending on the answers to each of the questions proposed, taking into account that it is a semi-structured interview*</p> |
| Finish | <p>-What were your favorite activities? -What difficulties did you have in carrying out the proposed tasks or activities?</p> |

| | |
|--|---|
| | -How do you think the proposed activities were? |
|--|---|

Adapted from template by Spreckseln, Wessel & Weymann, 2020

Appendix B. Observation Guides

Observation Guide Cycle 2:

| ASPECTS | AREA OF CONCERN | NEEDS WORK | GOOD | VERY GOOD | ADDITIONAL OBSERVATION |
|--|-----------------|------------|------|-----------|------------------------|
| Answer and ask questions using WH questions related to the myth or legend of the region. | | | | | |
| Follow closely what the teacher and classmates say during a game or activity. | | | | | |
| Recognize some moods through the tone of voice in a story read by the teacher or in a recording. | | | | | |
| Describe himself or another known person in simple sentences. | | | | | |
| Use short sentences to say what he/she can and cannot do. | | | | | |
| Express in a word or short phrase how he/she feels. | | | | | |
| Look for opportunities to use what he / she knows in English. | | | | | |
| Explain the causes and consequences of a situation through simple sentences orally and written following an established pattern. | | | | | |

Observation Guide Cycle 4:

| ASPECTS | AREA OF CONCERN | NEEDS WORK | GOOD | VERY GOOD | ADDITIONAL OBSERVATION |
|--|-----------------|------------|------|-----------|------------------------|
| Exchange information about academic and general interest topics through simple conversations, dialogues, and role-plays. | | | | | |
| Recognize specific information in short oral and written texts on topics of general interest. | | | | | |
| Narrate current facts, daily situations, or personal experiences orally. | | | | | |
| Understand what the teacher and their classmates say in everyday interactions in the classroom without repetition. | | | | | |
| Identify general and specific ideas in oral texts if he/she has knowledge of the topic and the vocabulary used. | | | | | |
| Recognize the linking elements of an oral text to identify their sequence. | | | | | |
| Make brief, rehearsed presentations on an academic topic of interest. | | | | | |
| Express opinions, tastes, and preferences about issues worked on in class, using strategies to monitor pronunciation. | | | | | |
| Structure explanations appropriately, use connectors between ideas, check for | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| spelling, and employ proper pronunciation to communicate ideas. | | | | | |
|---|--|--|--|--|--|

Appendix C. Need Analysis

Need Analysis Cycle 2

NEED ANALYSIS

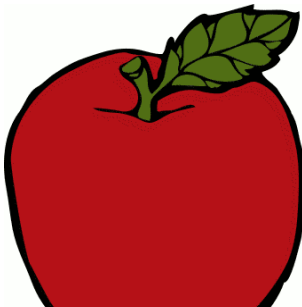
FIRST PART: VOCABULARY

1. Good _____
 - A. Blue
 - B. Morning
 - C. Night
 - D. Apple
2. What is the name of the animal in the picture?



- A. Horse
- B. Elephant
- C. Cat
- D. Dog

3. What is the name of the fruit in the picture?



- A. Watermelon
- B. Orange
- C. Banana

D. Apple

4. What is the name of the season in the picture?



A. Summer

B. Winter

C. Autumn

D. Spring

SECOND PART: GRAMMAR

5. Do you like dogs?

A. Fine, thank you.

B. No, I don't.

C. Yes, I don't.

D. I have three dogs.

6. I live in Bogotá

A. Who are you?

B. What are you doing?

C. Where do you live?

D. When did she go?

7. My dog is _____ than yours

A. Bigger

B. More big

C. More bigger

D. The biggest

8. There _____ many books

- A. Was
- B. Are
- C. Is
- D. Will

THIRD PART: READING COMPREHENSION

Read and answer:

Felipe lives in Yopal. He is 8 years old. He loves technology, especially he likes to play with his Tablet. The problem is that Felipe spends more than 5 hours playing with his tablet every day. This might be bad for him

Questions:

1. Felipe likes to play with his _____
 A. Tablet B. Cellphone C. Computer
2. Felipe spends more than _____ hours playing
 A. Three B. Five C. One
3. Where does Felipe live?
 A. Bogotá B. Amazonas C. Yopal

FORTH PART: WRITING

Write a short autobiography in which you include name, age, place of residence, hobby, and some likes and dislikes.

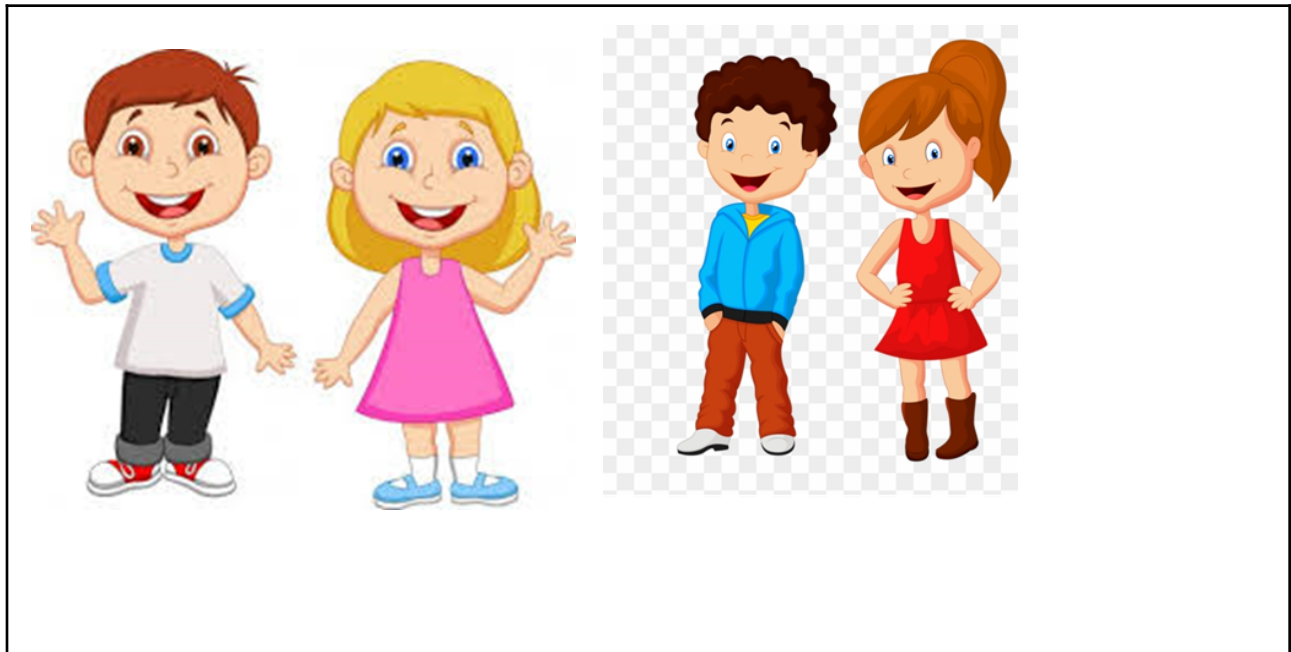
FIFTH PART: LISTENING

Listen and answer the questions

<https://www.cambridgeenglish.org/learning-english/activities-for-learners/a11055-i-love-sports>

SIXTH PART: SPEAKING

You have to describe as detailed as possible the following images:



Need Analysis Cycle 4

NEED ANALYSIS

FIRST PART: VOCABULARY

Complete:

1. Carlie is 20 years _____
A) old B) in age C) high D) tall
2. I usually have _____ at 8:00 AM.
A) to breakfast B) breakfast C) lunching D) to lunch
3. Someone has been cooking in here. The kitchen _____ like food.
A) feels B) sounds C) smells D) tastes
4. Many salespeople in electrical stores will tell you that you are not in the _____ to buy their extended warranty for your new washing machine.
A) compulsion B) permission C) option D) obligation

Circle the correct meaning:

1. Dessert: impedir postre desierto deseo diseño

2. Guilty: Invitado testigo culpable jurado asesino
3. Insurance: seguro multa tiquete apuesta billete
4. Compass: compasión brújula compás guía comparación
5. Dwarf: cuarzo dardo enano moreno dañar
6. Delay: demora delantal delatar deletrear débil

SECOND PART: GRAMMAR

Choose the correct form

1. I have English class _____
A) at Fridays B) on Fridays C) in Fridays D) to Fridays
2. "Where _____?"
A) lives your friend B) does your friend live C) your friend lives D) does live your friend
3. I want ___ apple and two cherries
A) a B) one C) an D) the
4. I _____ in Yopal for 3 years and I'm very happy here.
A) have lived B) lived C) am living D) live
5. This is the town _____ I was born.
A) when B) whose C) in that D) where
6. Where is the book? _____ is on the table..
A) it B) he C) she D) they
7. My best friend is _____ than his wife.
A) tall B) taller C) tallest D) more tall
8. This house was _____ by my grandfather.
A) build B) built C) builded D) 's built
9. Where is Paul? Paul is _____
A) in the university B) at the university C) on university D) to the university
10. What are you doing now?
A) I study B) I am study C) I am studying D) I studied

THIRD PART: READING COMPREHENSION

Read and answer:

My Family

"Hello! My first name is Charlie and my last name is Thompson. I am forty years old. I was born in New

York but I live in a quite small town called Tampere. It is located in Finland. I live in a big apartment with my wife and my two children. I have a daughter and a son. My daughter's name is Mery; she is five years old. My son's name is Patrick; he's six months old. My wife's name is María; she is Colombian. I am a doctor and my wife is a lawyer. We have lived in Finland for three years. I love living here but my wife misses Colombia a lot; her parents live there. We are moving to Colombia next year in July."

1. What's the name of the main character?

- a) Pierre b) Charlie c) Harry

2. Where do they live?

- a) Finland b) Colombia c) Spain

3. How old is Charlie's son?

- a) Six months old b) five years old c) twenty years old

4. Where is Charlie's wife from?

- a) Greece b) Atlanta d) Colombia

5. How many Children does Charlie have?

- a) Three b) One c) Two

FOURTH PART: WRITING

Write a letter to whoever you want, writing your name, your age and where you live, you can write in the letter about what you like to do the most, your favorite food, your favorite TV program, your favorite music and anything else you want to tell that person.

FIFTH PART: LISTENING


<https://www.cambridgeenglish.org/learning-english/activities-for-learners/b11080-tastes>

SIXTH PART: SPEAKING

Create a five-minute conversation with the teachers, where he introduces himself, tells something about his family, talks about his dreams and wishes for the future, and the routines or activities he does every day.

Appendix D. Lesson Plans


Lesson Plan # 1 Caribbean Region

|  <p>Universidad Distrital Francisco José de Caldas Facultad de Ciencias y Educación Licenciatura en Educación Básica con Énfasis en Inglés Aulas Hospitalarias- Clínica el Country / Clínica la Colina</p> <p>LESSON PLAN No. <u>01</u> Research Teachers: <u>Paola Andrea Bejarano Garzón & Liliana Sofía González Pedraza</u></p> <p>Cycle: <u>Two and four</u> HOSPITAL TEACHER: <u>Camilo Salgado Bocanegra</u> DATE: _____ TIME: <u>3 weeks</u></p> | | | | |
|---|--|--|----------------------------------|---|
| The Caribbean Region | | | | |
| GENERAL THEME: Cycle 2: Adjectives Cycle 4: Past continuous | | GENERAL OBJECTIVE: Cycle 2: To be able to appropriately use and identify adjectives when listening and speaking. Cycle 4: To recognize the use and function of past continuous and to apply it correctly when talking | | |
| First Week | | | | |
| STAGE | ACTIVITY | DESCRIPTION AND DIDACTIC PROCEDURE | RESOURCES/ MATERIA LS/APPS | TIME |
| Warm-up | FlashCards | Students/patients will watch some flashcards with useful vocabulary to better understand the topic that will be addressed, they will repeat the pronunciation of each word after seeing the picture of it. | -Virtual flashcards | -15 minutes |
| Presentatio n | Guessing game, roulette, and PowerPoint presentation | -Cycle 2: Students/patients will listen to an adjective told by the teacher and they will have three pictures and their corresponding words on the screen, their objective is to guess which is the one that corresponds to the word | -Computer | -45 minutes (each cycle in its respective schedule) |

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| | <p>Cycle 2: Adjectives</p> <p>Cycle 4: Past continuous</p> | <p>said, this way, they will recognize and identify the different adjectives and their pronunciation while trying to guess</p> <p>In a roulette will be appearing different adjectives, students/patients will take turns in order to spin the roulette and see what they have to draw, the idea is to draw the opposite of the adjective that appears there.</p> <p>-Cycle 4: Teachers will explain the past continuous with a PowerPoint presentation that contains the function and use of that verbal tense, the structure in affirmative, negative, and interrogative sentences. Within the presentation there will be some audios instead of written sentences and visual aids.</p> | -PowerPoint | |
| Second Week | | | | |
| Presentatio n | Caribbean Region Video | - Students/patients will watch a 3 minutes' video in which main aspects of Caribbean Region are shown, and they will extract some ideas from it. | -Youtube | 10 minutes |
| | Interactive reading "The Alligator Man" legend | -Teachers will read the legend "The Alligator Man" while the text is shared on the screen. Students/patients will listen carefully while following the reading, which has many missing words that are replaced by pictures. The idea is that they can relate and match what they are listening to the text on the screen | -Word | 30 minutes |

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| Practice | Check for understanding kahoot | - Students/patients will play a Kahoot game to check their understanding of the legend and the topic seen in each cycle. | -Kahoot | 20 minutes |
| Third Week | | | | |
| Production | The Alligator Man in plasticine | -Students/patients will create their own version of the Alligator Man in plasticine. Cycle 2: In an oral presentation students will describe their Alligator Man using all the adjectives previously learned. Cycle 4: In an oral presentation students will show their Alligator man in plasticine and they will sum up the legend by using some sentences in the past continuous. | -Plasticine, glue | 1 hour |


Lesson Plan #2 Andean Region

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|  | <p>Universidad Distrital Francisco José de Caldas Facultad de Ciencias y Educación Licenciatura en Educación Básica con Énfasis en Inglés Aulas Hospitalarias- Clínica el Country / Clínica la Colina</p> |
| <p>LESSON PLAN No. <u>02</u> Research Teachers: <u>Paola Andrea Bejarano Garzón & Liliana Sofia González Pedraza</u></p> | |
| <p>Cycle: <u>Two and Four</u> HOSPITAL TEACHER: <u>Camilo Salgado Bocanegra</u> DATE: _____ TIME: <u>3 weeks</u></p> | |
| The Andean Region | |
| <p>GENERAL THEME: Cycle 2: Simple Present Cycle 4: Reported Speech</p> | <p>GENERAL OBJECTIVE: Cycle 2: To use simple present to generate simple sentences to give opinions or instructions.</p> |

| | | Cycle 4: To understand the use of reported speech and its importance to communicate | | |
|----------------------|---|---|--|--|
| First Week | | | | |
| STAGE | ACTIVITY | DESCRIPTION AND DIDACTIC PROCEDURE | RESOURCES/ MATERIALS/APPS | TIME |
| Warm - Up | Memory Game of useful vocabulary about the myth “Bachué” | In this memory game, students have to discover pairs of words with relevant pictures within the myth of Bachué, and that will be useful later; those words with pictures will be: snake, lagoon, Goddess, little boy... among others. The teachers will handle the game, and the students must say in simple sentences which cards to turn over orally and pronounce the words that appear. | Virtual board with pictures | 15 minutes |
| Presentati on | Powerpoint presentation on the grammar topic Cycle 2: Simple Present Cycle 4: Reported Speech | Cycle 2: The teachers will use a PowerPoint presentation to show the students the structure of the simple present, the rules, and the use, with respective visual and oral aids for a better understanding. Cycle 4: The teachers will use a PowerPoint presentation to show the students the structure of the Reported Speech, the rules, and the use, with respective visual and oral aids for a better understanding. | PowerPoint Computer/tablet /Cellphone | 45 minutes (each cycle in its respective schedule) |
| Second Week | | | | |
| Presentati | Sketch of the Region in Wool | Each student will have the map of Colombia printed, and they will locate the Andean region to decorate it with wool; after locating it, they will try to name the myths and legends they have heard about that region. | Map of Colombia printed Wool | 20 minutes |

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| on | Audio narration "Bachué Myth" | Students will listen and pay close attention to an audio narration telling the whole myth of Bachué. the audio narration will be played 2 times (the audio is recorded by ourselves after the translation into English) | Computer/tablet /cellphone | 20 minutes |
| Practice | True or False oral game | Students and teachers will play, each saying a fact about the myth they have just heard, and the others will tell if it is false or true and why. | | 20 minutes |
| Third Week | | | | |
| Production | Pictionary | With the Pictionary game, the students must draw scenes representing some part of the bachué myth. They will use only oral instructions and clues (using present simple for cycle 2 and using reported speech for cycle 4) to try to guess what the partner drew, practicing listening and speaking. | Virtual Whiteboard or pencil and notebook | 1 hour |

Lesson Plan # 3 Orinoco Region

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|  <p>Universidad Distrital Francisco José de Caldas Facultad de Ciencias y Educación Licenciatura en Educación Básica con Énfasis en Inglés Aulas Hospitalarias- Clínica el Country / Clínica la Colina</p> | |
| <p>LESSON PLAN No. <u>03</u> Research Teachers: <u>Paola Andrea Bejarano Garzón & Liliana Sofia González Pedraza</u></p> | |
| <p>Cycle: <u>Two and Four</u> HOSPITAL TEACHER: <u>Camilo Salgado Bocanegra</u> DATE: _____ TIME: <u>4 weeks</u></p> | |
| The Orinoco Region | |
| <p>GENERAL THEME: Cycle 2: Demonstrative adjectives</p> | <p>GENERAL OBJECTIVE: Cycle 2: To recognize the different demonstrative pronouns and to use them and identify them when talking and listening Cycle 4: To be able to tell stories using message, conflict, characters,</p> |

| Cycle 4: Storytelling | | and plot. | | |
|--------------------------|--|--|---------------------------|------------|
| First Week | | | | |
| STAGE | ACTIVITY | DESCRIPTION AND DIDACTIC PROCEDURE | RESOURCES/ MATERIALS/APPS | TIME |
| Warm-up | The Roulette | Using a roulette, students will be taking turns to answer some questions in regards to vocabulary previously seen. The roulettes will be different according to each cycle. | Wheel of names | 15 minutes |
| Presentatio n | Nearpod and PowerPoint presentation of the topic Cycle 2: Demonstrative Pronouns Cycle 4: Storytelling | Cycle 2: Teachers will approach and explain the demonstrative pronouns through a PowerPoint presentation that will include the definition of the topic, its use, and some examples to understand how it works when talking. Along the presentation, students will have to read some slides and to listen to some sentences that are not written. Cycle 4: Teachers will approach the topic through a Nearpod Presentation that will include the elements of storytelling, its use, and some useful examples that will help students to better understand the dynamics of the topic. Along the presentation, students will have to read some slides and to listen to some short stories that are part of the examples. | Nearpod (software) | 45 minutes |
| Second Week | | | | |
| Presentatio n | Puzzle map of the Orinoco Region | Teacher will show a slide in which a puzzle map of the region, some images of landscapes, and some vocabulary appear. The idea is that they have to do the puzzle and to | PowerPoint | |

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| | Video Narration of “Juan Machete” legend | match the vocabulary with each one of the images. Students will watch a video that narrates Juan Machete legend. The video will contain different images that will be helpful to better comprehend the narration. | Cellphone/tablet/computer | |
| Practice | Organizing the story | Teachers will present a series of audios that have different sentences belonging to the legend and that describe the events that took place on it. What students have to do is to organize them in a chronological order for the story to make sense. The audios that will be used for cycle 2 include images. | SoundCloud | |
| Third Week | | | | |
| Production | FlashCards | In a cooperative work students will create their own flashcards with the vocabulary used and learned through the revision of the legend. Each student will address different words. Then, they have to develop an oral presentation to show their flashcards, exemplifying each word with a sentence using demonstrative pronouns (cycle 2) and telling a story (cycle 4). | Scissors, cardboard, glue, markers, colors | 1 hour |

Lesson Plan # 4 Amazon Region



Universidad Distrital Francisco José de Caldas
Facultad de Ciencias y Educación
Licenciatura en Educación Básica con Énfasis en Inglés
Aulas Hospitalarias- Clínica el Country / Clínica la Colina

LESSON PLAN No. 04


Research Teachers: Paola Andrea Bejarano Garzón & Liliana Sofía González Pedraza

| Cycle: <u>Two and Four</u> HOSPITAL TEACHER: <u>Camilo Salgado Bocanegra</u> DATE: _____ TIME: <u>4 weeks</u> | | | | |
|--|---|---|--------------------------|------------|
| The Amazon Region | | | | |
| GENERAL THEME: Cycle 2: Can/can't Cycle 4: Present perfect | | GENERAL OBJECTIVE: Cycle 2: To be able to talk about ability using the modal verb "can/can't" Cycle 4: To recognize the use of present perfect when talking and to be able to use it. | | |
| First Week | | | | |
| STAGE | ACTIVITY | DESCRIPTION AND DIDACTIC PROCEDURE | RESOURCES/MATERIALS/APPS | TIME |
| Warm-up | Jeopardy | Students will play the famous "jeopardy" game to practice grammar, vocabulary, spelling, and pronunciation. | Jeopardy web page | 15 minutes |
| Presentation | Prezi presentation of the grammar topic Cycle 2: Can/Can't Cycle 4: Present perfect | Cycle 2: Through a prezi presentation, teachers will approach the use of the modal verb can/can't to express ability. The presentation will contain visual and audio aids. Cycle 4: Students will get into the topic through a prezi presentation that will contain the structure of the verbal tense, its use, useful | Prezi | 45 minutes |

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| | | examples, and some audios for them to better understand the topic. | | |
| Second Week | | | | |
| Presentation | Nearpod Trivia “What do we know about the Amazon region?” | In this trivia students will answer some questions related to the region, the idea is that they can answer based on what they know, every wrong answer will show the right one and the explanation, making every mistake a good opportunity for them to learn. | Nearpod | 15 minutes |
| | “The Big Water Tree” myth cartoon | Teachers will show a cartoon that narrates the myth that will be approached “the big water tree”, in the cartoon students will interact with the content by listening to some audio transcription of the dialogues that appear there. | | |
| Practice | Solving problems | Teacher will show a serie of slides in which some statements regarding the myth are used, the idea | PowerPoint | |

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| | | is that they can correct hem, using the grammar topic see n and the myths previously read. | | |
| Third Week | | | | |
| Production | Their cartoon | Students will be asked to create and present a cartoon the abilities that the main character has (cycle 2) or retelling the story in past perfect (cycle 4) | | |


Lesson Plan #5 Pacific Region

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|  <p style="text-align: center;"> Universidad Distrital Francisco José de Caldas Facultad de Ciencias y Educación Licenciatura en Educación Básica con Énfasis en Inglés Aulas Hospitalarias- Clínica el Country / Clínica la Colina </p> <p style="text-align: center;"> LESSON PLAN No. <u>05</u> Research Teachers: <u>Paola Andrea Bejarano Garzón & Liliana Sofía González Pedraza</u> </p> <p style="text-align: center;"> Cycle: <u>Two and Four</u> HOSPITAL TEACHER: <u>Camilo Salgado Bocanegra</u> DATE: _____ TIME: <u>4 weeks</u> </p> | |
| The Pacific Region | |
| <p>GENERAL THEME:</p> <p>Cycle 2: Present Continuous Cycle 4: Will / Going to</p> | <p>GENERAL OBJECTIVE:</p> <p>Cycle 2: To use present continuous to express actions that are performed in the moment, in this case when a recipe is being prepared Cycle 4: To learn how to use “Will” and “Going to” to talk about future plans or predictions, in this case to talk about how they will make the recipe.</p> |
| First Week | |

| STAGE | ACTIVITY | DESCRIPTION AND DIDACTIC PROCEDURE | RESOURCE S/MATERIALS/APPS | TIME |
|----------------------|---|---|--|--|
| Warm - Up | Cross it Out | Using a virtual board will be put names of traditional food of the Pacific region and keywords of the legend of the Riviel. Students should choose one of those words and try to define it or contextualize it with the information they know or want; if classmates agree with the description, that word is crossed out and continues the next student with the same dynamic. This is done to know the useful vocabulary. | Board or Virtual Board | 15 minutes |
| Presenta tion | Powerpoint presentation on the grammar topic Cycle 2: Present Continuous Cycle 4: Will / Going to | Cycle 2: The teachers will use a PowerPoint presentation to show the students the structure of the Present Continuous, the rules, and the use, with respective visual and oral aids for a better understanding. Cycle 4: The teachers will use a PowerPoint presentation to show the students the meaning of Will and Going To, with their structure and difference of use. With respective visual and oral aids for a better understanding. | PowerPoint Computer/tab let/Cellphone | 45 minutes (each cycle in its respective schedule) |
| Second Week | | | | |
| Presenta tion | Songs From the Pacific Region | To contextualize the students about the Pacific region, they will listen to a traditional song, and they should tell us what that song evokes for them. | Song Computer/tab let/Cellphone | 10 minutes |
| | Food of The Pacific Region | There will be a short oral presentation with images explaining what the typical food of the Pacific region is and in what myths and legends of the region name some food. | Images of food and myths or legends | 10 minutes |
| | Audio Narration of | Students will listen and pay close attention to an audio narration telling the whole legend of The Riviel. the audio narration | Audio Narration Computer/tab | 20 minutes |

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| | “El Riviel” Legend | will be played 3 times (the audio is recorded by ourselves after the translation into English) | let/Cellphone | |
| Practice | Hangman game | Students and teachers will take turns talking about a typical Pacific food or a character or object from El Riviel legend (using present continuous for cycle 2 and Will or Going to for cycle 4). The other participants must guess the word before being hanged in the game. | Virtual Hangman | 20 minutes |
| Third Week | | | | |
| Production | Recipe | Each of the students will create their version of a recipe for the Pacific region, using ingredients drawn on paper and cut out; students must present the recipe in front of their classmates. - For cycle 2, students will explain how they prepare the recipe using the present continuous. -For cycle 4, students will explain how they will make the recipe in the future. | Paper Pencil Colors Scissors Recipe | 1 hour |

Lesson Plan #6 Insular Region

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|  <p>Universidad Distrital Francisco José de Caldas Facultad de Ciencias y Educación Licenciatura en Educación Básica con Énfasis en Inglés Aulas Hospitalarias- Clínica el Country / Clínica la Colina</p> <p>LESSON PLAN No. <u>06</u> Research Teachers: <u>Paola Andrea Bejarano Garzón & Liliana Sofia González Pedraza</u></p> <p>Cycle: <u>Two and Four</u> HOSPITAL TEACHER: <u>Camilo Salgado Bocanegra</u> DATE: _____ TIME: <u>4 weeks</u></p> | |
| The Caribbean Region | |
| GENERAL THEME: | GENERAL OBJECTIVE: |

| Cycle 2: Wh Questions Cycle 4: Future Continuous | | Cycle 2: To identify “Wh questions” and find ways to use them within a story for a video. Cycle 4: To use future continuous to express actions in progress at a specific time in the future. | | |
|---|--|--|--|--|
| First Week | | | | |
| STAGE | ACTIVITY | DESCRIPTION AND DIDACTIC PROCEDURE | RESOURCES/ MATERIALS/APPS | TIME |
| Warm - Up | Chain Game | Students and teachers will take turns playing the game. Each one is a pirate, and one by one, they say: "I'm going to treasure Island, and I will take _____ (Say anything) What will you take?" Each one has to repeat everything said before and add an element. The person who doesn't remember all the elements in order is eliminated. As there are very few people, several rounds will be made until someone loses. | Imagination Creativity | 15 minutes |
| Presentat ion | Prezi Presentation on the grammar topic Cycle 2: Wh Questions Cycle 4: Future Continuous | Cycle 2: The teachers will use a Prezi presentation to show the students what are the Wh Questions, and the cases in which each is used, with respective visual and oral aids for a better understanding. Cycle 4: The teachers will use a Prezi presentation to show the students the structure of the Future Continuous, the rules, and the use, with respective visual and oral aids for a better understanding. | Prezi presentation Computer/Tablet/ Cellphone | 45 minutes (each cycle in its respective schedule) |
| Second Week | | | | |
| Presentat ion | Fun Facts of the Insular | There will be an oral presentation on some fun facts of the Insular region, | Oral presentation | 10 minutes |

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| | Region | students must tell which was their favorite. | | |
| | Video Tour | Students will watch a short video explaining some myths and legends of the region and some important places in the island region. | Video Computer/tablet /cellphone | 10 minutes |
| | Video Narration of “Captain Morgan” legend | Students will watch, listen and pay close attention to a video narration telling the whole legend of Captain Morgan. The video narration will be played 2 times. | Video Narration Computer/tablet /cellphone | 20 minutes |
| Practice | Guess who, what or where game | Using flashcards with characters or objects from the legend of Captain Morgan, or places in the island region, students must guess what is behind the cards. - Cycle 2 students will play using Wh questions - Cycle 4 students will try to play making sentences with Future Continuous. | Flashcards | 20 minutes |
| Third Week | | | | |
| Production | Video Narration of students | Students should create a Video Narration about Captain Morgan, but with an alternate ending; the video will be presented to their classmates. Everyone else must comment on the classmate ending. - Cycle 2 students should tell the story trying to use Wh Questions; it can be with one character asking another about the legend. -Cycle 4 students should tell the story as if it hasn't happened yet, that will be in process at a specific time in the future. | Video Computer/Tablet/ Cellphone | 1 hour |

Appendix E. Rubrics of Assessment

Rubric to Assess Speaking

| Aspects | Score | Criteria | Indicator |
|------------------------------|--------------|-----------------|---|
| Pronunciation and Intonation | 1 | Area of concern | Makes frequent problems with pronunciation and intonation |
| | 2 | Needs work | Pronunciation and intonation are sometimes not clear or accurate |
| | 3 | Good | Pronunciation and intonation are clear or accurate |
| | 4 | Very good | Pronunciation and intonation are almost always clear or accurate |
| Fluency | 1 | Area of concern | Hesitates too often when speaking, which interferes the communication |
| | 2 | Needs work | Speaks with some hesitation, which often interferes the communication. |
| | 3 | Good | Speaks with some hesitation, which seldom interferes the communication. |
| | 4 | Very good | Speaks smoothly, with little hesitation that doesn't interfere the communication. |
| Accuracy | 1 | Area of concern | Uses basic structures and makes frequent errors. |
| | 2 | Needs work | Uses a variety of structures with frequent errors, or uses basic structures occasionally. |

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| | 3 | Good | Uses a variety of grammatical structures, but makes some errors. |
| | 4 | Very good | Uses a variety of structures with only occasional grammatical errors. |
| Vocabulary | 1 | Area of concern | Uses only basic vocabulary and expressions. |
| | 2 | Needs work | Uses limited vocabulary and expressions. |
| | 3 | Good | Uses a variety of vocabulary and expressions, but makes some errors. |
| | 4 | Very good | Uses a variety of vocabulary and expressions and almost never makes some errors in the word choice. |

Speaking Rubric Proposed by O'Malley and Pierce (1990)

Rubric to Assess Listening

| Aspects | Score | Criteria | Indicator |
|------------------|-------|-----------------|---|
| Ability to focus | 1 | Area of concern | The student was no able to concentrate on the listening task and was easily distracted and inattentive |
| | 2 | Needs work | The student found it difficult to concentrate on the listening task, but was able to attend occasionally. |

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| | 3 | Good | The student was mostly attentive and usually able to listen with good concentration. |
| | 4 | Very Good | The student was able to concentrate fully and listen very attentively throughout the assessment. |
| General Understanding | 1 | Area of concern | Student didn't understand enough vocabulary or information to answer the questions. |
| | 2 | Needs work | While the student didn't understand a lot of the vocabulary and information, he/she was able to complete some of the questions. |
| | 3 | Good | The student showed a good general understanding of the vocabulary and information, with most questions completed. |
| | 4 | Very Good | The students showed a very good general understanding of all vocabulary and information completing all the questions. |
| Listening for details | 1 | Area of concern | Student was unable to grasp specific details when listening and didn't include them in the answers. |
| | 2 | Needs work | Although the student showed a limited ability to listen for details, specific information was occasionally included. |
| | 3 | Good | The student was able to include most specific information and details in his/her answers. |

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| | 4 | Very Good | The student included all the specific information and details in his/her answers. |
| Accuracy of answers | 1 | Area of concern | The student's answers were mostly left out or unrelated to the information given. |
| | 2 | Needs work | The student included a small amount of information, however, a lot was left out or wasn't accurate. |
| | 3 | Good | Answers were mostly accurate and related to the information given with only a few errors. |
| | 4 | Very Good | The content was always accurate and related to the information given. |