

LEARNING DISCOURSE OF EFL OF THE FIFTH GRADE STUDENTS OF C.E.R LA
PALMERA IN LA UNIÓN

LUZ DANELCY OSPINA OCAMPO

ELIZABETH SÁNCHEZ AGUIRRE

UNIVERSIDAD CATÓLICA DE ORIENTE

FACULTAD DE EDUCACIÓN

LICENCIATURA EN LENGUAS EXTRANJERAS

RIONEGRO, ANTIOQUIA

2019

LEARNING DISCOURSE OF EFL OF THE FIFTH GRADE STUDENTS OF C.E.R LA
PALMERA IN LA UNIÓN

LUZ DANELCY OSPINA OCAMPO

ELIZABETH SÁNCHEZ AGUIRRE

RESEARCH PROJECT

ADVISOR

CARLOS ANDRÉS GARCÍA

UNIVERSIDAD CATÓLICA DE ORIENTE

FACULTAD DE EDUCACIÓN

LICENCIATURA EN LENGUAS EXTRANJERAS

RIONEGRO, ANTIOQUIA

2019

Nota de aceptación:

Firma del presidente del jurado

Firma del jurado

Firma del jurado

Rionegro,

CONTENT

	Pag.
ABSTRACT	6
INTRODUCTION	6
LITERATURE REVIEW	8
STATEMENT OF THE PROBLEM	15
QUESTION	21
JUSTIFICATION	21
OBJECTIVES	23
THEORETICAL FRAMEWORK	23
METHODOLOGY	28
RESULTS	31
DISCUSSION	40
CONCLUSION	42
REFERENCE	45
APPENDIX	48
Appendix A	48

Appendix B

50

Appendix C

52

ABSTRACT

The objective of this research project is to recognize the English learning discourse of nine fifth students in the *Centro Educativo Rural* (Hereinafter *C.E.R*) *La Palmera of La Unión* (municipality of east of Antioquia), through verbal language, student perceptions and attitudes. This is qualitative research, with the case study and hermeneutics methodology, in which two data collection techniques, semi-structured interview and non-participant observation are used. Through the analysis of content, different categories and subcategories arise which acquire great relevance for the recognition of the discourse of learning English. Showing as a result that students see English as a requirement, as a possibility and they have different perceptions, such as, the perceptions that fifth students have about English, about the teacher, about classmates and the classmates about the teacher. Also, it showed that home and school are places where English is learned, and students' participation and attitudes come from different factors, for instance, the students' attitudes about materials, and the teachers' attitudes. In addition, students perceive materials as necessary elements for English learning. During collection data the word "*poner*" takes a big relevance because it is frequent in the students answers of semi-structured interview.

Keywords: Learning discourse, verbal language, perceptions, attitudes, English as a foreign language, rurality, students, and qualitative.

INTRODUCTION

Learning discourse of EFL it comes through different factors such as English, classes, materials, and action. In the *C.E.R La Palmera* in *La Unión* and with students of fifth grade of primary school, it allows to address from these factors, verbal language, attitudes, and

perceptions that they have. Hence the importance of recognizing the discourse of learning English, since this is fundamental for the construction of the identity of children in the fifth grade. This is because the student has a particular role, who plays according to customs and instructions, what they say, as they say about who they say creates an identity. Therefore, these specific aspects identify these rural students in the face of learning English as a foreign language.

During the student learning exercise, it is reflected that participation is conditioned by the teacher, materials and prior knowledge. In addition, students perceive English as a requirement and as a possibility. The verbal language is reflected in the skills used during English class. The concept of discourse in this context includes the identity of the students, and what they say, how they say it, where and when, from perceptions, attitudes, and verbal language.

Regarding the bibliography, it was difficult to find studies related to the students' learning discourse, since most of the studies found refer to the beliefs of university professors in urban areas. In its entirety, five studies were taken, most of them from Chile and one of them with more than five years of publication. In this case, in Colombia since the literature review and accessibility to information, no studies were found about the discourse of learning English.

Lastly, this research was carried out by students of degree in Foreign Languages, through files, matrices and recordings with a methodology of case study and hermeneutics. Additionally, the rural context was taken into account, with fifth grade elementary students of *C.E.R La Palmera in La Unión*. The instruments used were the semi-structured interviews and

the non-participant observation, since this allowed the approach to the objectives established for the knowledge of the students' learning discourse.

LITERATURE REVIEW

Discourse of teachers in teaching English has been the main object of research by many authors. According to the literature review, it was found six relevant research works about discourse in teaching English. In these investigations, the pedagogical discourse of English of the university teachers was analyzed. Besides, it was evidenced different perspectives, research methods, and participants, among other elements that will be described next.

To begin, the first research by (Díaz and Solar, 2011), it was carried out in a university in the Eighth Region of Chile. It was focused on understanding the linguistic-pedagogical beliefs of 15 university English teachers, on what they say in their discourses about teaching and learning. Likewise, to know the conception, this study is part of a transactional, non-experimental research with an exploratory design and carried out under the method of case study of an interpretative and descriptive nature.

The instruments used to collect data in this research were different. For example, it was used Likert scale type questionnaire to identify the linguistic-pedagogical beliefs of the informants. An interview applied to each of the reporting subjects, this in order to unveil their linguistic-pedagogical beliefs regarding their role in the teaching process and learning English. It used autobiographical journals which the informants for a period of six months recorded significant events of the didactic process in the classroom. Another instrument used

was a self-reflective interview that asked the informants to identify in a timeline the important milestones of his academic training in university, and their professional life in their workplaces.

After they analyzed the data, they found that informant linguistic-pedagogical beliefs regarding the teaching and learning of English in university contexts, influence the decisions they make in the classroom and direct their actions. Hence the importance of studying the phenomenon of beliefs as a way to find out the factors and conditions that facilitate or hinder change and innovation. The cognitive dimension and in particular the beliefs of the teachers are developed through their experiences as a student and teacher and they evolve in light of the conflicts and inconsistencies that the teaching task implies.

This study revealed the importance of teachers becoming aware of their beliefs about teaching and learning English. Likewise, how beliefs can influence their classroom practices, which, in turn, they are an important source of generating new beliefs about the decision-making processes that the teacher makes before, during and after their classes (Burns & Richards, 2009).

The second research project by (Mourón, 1997/2014) it is an article whose main objective is to describe the structure of the discourse constructed by the interaction between a teacher and their students in an English class. This type of interaction had as a relevant objective to achieve both effective communication and positive pedagogical results.

This investigation was eminently practical. For this, it is based fundamentally on the improved analysis model of Coulthard and Sinclair (1975) that in his paper applies to formal discourses, as in this case, instruction in the classroom. As a secondary objective, the author proposed a brief analysis of the language used by the teacher during the class. Besides, it

analyzed different characteristics, such as: the central role of the teacher, the pedagogical function, inhibition of the student, etc.

The perspective addressed in this type of study is Educational and Linguistic. This research covers topics such as the function of language and the analysis of discourse through interaction in the classroom between teacher and students. Besides, this is carried out from the point of view of the interaction; which considers the acquisition of language as the result of the interaction between the mental abilities of the student and the linguistic context in which it is immersed.

This research was carried out under a quantitative and qualitative method. For this analysis, it was chosen 38 students from the 2nd *Bachillerato Unificado Polivalente (BUP)* of the *Bachillerato Internacional (IB)* of *Fontiñas de Santiago de Compostela*. The students had an age range between 15 and 16 years old, and with a medium high level in English. The material used was a tape recorder to collect the information.

Because of the interaction between the teacher and the students, it can be affirmed that the central role of the teacher inhibits and restricts the possibilities of the student to participate in the class. Besides, teacher diminishes the possibility to achieve in real life an effective and satisfactory communication in the English language. The pedagogical function can be achieved and communication, but outside the classroom they do not have the effectiveness.

A third research project by (Díaz and Guerra, 2012) it has the main purpose of this research is to show how teachers' beliefs can relate to behavior in the classroom, with the thoughts and behavior of students. This paper approaches the linguistic and pedagogical beliefs that underlie a group of 30 university teachers' discourse about their role in the English teaching and learning process in college.

The concepts found in this research are pedagogical linguistic beliefs, beliefs, pedagogical practice, and process of teaching- learning. Approached perspective in this research is educational, it emphasizes in pedagogical practice and the process of learning-teaching from beliefs and discourse of university teachers.

The researchers used case study analytic- interpretative through qualitative methodology where were used two interviews semi- structured and autobiographical journals. After, they analyzed and triangulated through structural content analysis technique and the ATLASTI software. Afterwards, validating the instruments, the information was collected from the autobiographical diaries, semi-structured interviews and self-reflection, and the data analysis was performed.

The participants for this research were 30 university professors who teach English in national universities. They had more than five years of experience and an average of 45 years old of age. This research allowed for a relatively broad and deep look of what teachers think, know and believe about what they do in the classroom, and in general in the didactic process. It was evidenced the importance of maintaining a close relationship with the students, listening them and helping them with their needs. This could contribute to the teaching-learning process of English.

A fourth investigation by (Díaz, Guerra and Guerra, 2010) it has the main objective to understand the linguistic-pedagogical beliefs of 15 academic teachers of English from a university in the Eighth Region, regarding the process and learning of the language and the role of the teacher. Also, it analyzes the difficulties that arise in the process of teaching English and how the informants face them.

This research is qualitative in nature, congruent with the methodology of grounded theory, in which different data collection techniques are used, namely: a semi-structured interview and autobiographical journals by means of the analysis of semantic data, categories and subcategories are raised that acquire special relevance if one considers the influence of the pedagogical linguistic beliefs they exert in the pedagogical practice.

Among the findings of this research are several final versions. First, the learning of a language is mainly due to the personal characteristics of the students. Second, in teaching process, greater importance is given to the set of language skills and systems than to any other in particular. Third, the main source of ideas about teaching is literature. Fifth, the main characteristic of a good teacher is to be able to provide an environment conducive to learning.

Besides, it could be analyzed that the teacher's role is to provide his/her students with resources and materials. Among the most frequent functions are monitoring and feedback; while the least frequent is the teaching of language strategies. In Chile, teachers indicated aspects of the attitude and gave little importance to the initial teacher training.

The fifth study by (Cubides, Sanmiguel and Viancha, 2014) it focused on the identification of the different characteristics that intervene in the construction of the pedagogical discourse used by the teachers of the degree in Spanish, English and French at the Faculty of Education Sciences of the University of La Salle. In the process of communication of knowledge and human interaction of the teacher, the discourse is manifested through oral language, as well as its effectiveness in the transmission of knowledge by the teacher to the students.

Additionally, the formative purpose of the pedagogical discourse was taken into account to foster the students' ability to express ideas, emotions, needs, desires and the

development of critical thinking. According to the research process, different theoretical bases were used, centered on the analysis and structure of pedagogical discourse; related to the concept of pedagogical discourse, the communicative nature of orality and paralinguistic elements.

Therefore, it selected the methodology of the qualitative approach. The study of a case as a research method is seen through non-participative observation and the structured interview about the impact of the discourse of teacher on the students. This has the objective of responding to the needs of the students. Also, they focus on the characteristics that predominate, intervene, structure, compose, and implement in the pedagogical discourse to discover the verbal and nonverbal elements that generate performance in the communicative act with the students. In this same way, the importance of discourse development in the professional and work environment was demonstrated.

The process of grounded theory and analysis of results, showed how the discourse used by the teacher is structured and nurtured by the context and the self-reflection, of the knowledge of discipline, of the language that is being discovered with experience, of verbal and nonverbal elements which complement the intent of the message, filling with meaning the intervention of the person who emits it, being in this case the teacher. In a suggestion, it was proposed that the teacher who works in higher education should be aware of his or her orality and coherent in his or her non-verbal language so that in this way, his or her educational practice strengthens the formative intention.

Finally, the sixth research by (Lizasoain, 2017) the purpose of this study is to examine the pedagogical discourse in an EFL classroom of secondary education in Chile, this to describe how knowledge of English is constructed in a successful school establishment, in

contrast to almost 80 percent of Chilean establishments. (*Agencia de Calidad de la Educación, 2016*).

The research method was case study. It was recorded 10 lessons equivalent to 13.5 clock hours, which covered a lesson unit, related to the 'work'. The recordings were transliterated distinguishing the stages of the 'learning activities' (Martin and Rose, 2012), through which the meaning is negotiated in the classroom. After examining the learning activities, the options with which the experience is represented in the speech were identified.

The IDEATION system (Martin and Rose, 2007) offers the linguistic resources available to analyze the ideational meanings, through which participants and processes of the world are constructed, including their characteristics and circumstances. The interaction of these elements allows us to know how knowledge is constructed in discourse. In this study, knowledge analysis began with the taxonomic relationships (Martin, 1992) that take place through learning activities. First the nouns were recognized, which constitute the most productive lexical units, and then lexical chains were generated from which the taxonomic relationships were described.

It was found that the English class responds markedly to the mechanics of learning activities, repeating it stages over and over again (Martin and Rose, 2012). Through this mechanism, the teacher encourages interaction to negotiate known and known meanings, that is, the Zone of Proximal Development (Vygotsky, 1978). Both the tests carried out on students and the evaluations applied to the teachers have shown a low quality interaction in the EFL classrooms in Chile (Quality Agency of Education, 2016).

In this case study, a dynamic and participatory interaction was observed through learning activities which meaning is negotiated based common and specialized knowledge. It

was found that the most used linguistic resources refer to taxonomic relations of similarity, through which the representation of reality in the two languages involved is compared. Meaning is used as a meeting point to different signifiers, in this way; foreign language is brought closer to the classroom and to the experience itself. These could be two of the reasons why these students are successful in learning English language.

In conclusion, the Literature Review evidences that majority of researches were made in Chile and Colombia. Besides, Díaz was the principal author who has investigated about discourse of teaching. The participants in these investigations have been teachers and the context has been the university. On the other hand, in the literature review the researches were found from 1997 to 2014, this shows that the discourse of teaching English is a subject that was studied and analyzed mainly in Chile.

STATEMENT OF THE PROBLEM

In the university context of foreign languages, there is a need to acquire knowledge about the educational discourse generated in schools, as well as to analyze the different phenomena that occur in classroom interaction, since this is useful to improve the educational practice through knowledge of some basic aspects about the speech, knowing the point of view of the student and identifying learning methods. By different investigations, the authors have done various studies about the discourse on the teaching of English as a foreign language. In general, these studies have focused on the analysis of the teacher's discourse.

According to the literature review, it can be evidenced that South America has focused in research about discourse of foreign language. It found 4 works in Chile and 2 works in Colombia. In the year 1997/2014, it was found an investigation on the discourse of

English with a work called the analysis of the discourse of English in Chile. During a period of 13 years, 1997 to 2010, no research was found related to this topic. Then, in the year 2010, in Chile an investigation was again carried out about the linguistic-pedagogical beliefs of the teachers.

During the following two years, 2011 and 2012 two investigations were found in Chile and another in Colombia on the discourse of the university teacher. Later, in the year 2014, a new research was carried out on the characterization of the pedagogical discourse of the teacher in Colombia. Finally, three years later, in 2017, it was carried out an investigation about the analysis of pedagogical discourse in Chile.¹

Taking into account the literature review, there were different purposes to carry out these investigations. First, to understand the linguistic- pedagogical beliefs of university teachers, based on what they declare in their discourses on teaching and learning English, and analyze how these affect their pedagogical practice. Second, to describe discourse constructed by communication between a teacher and his students in a foreign language classroom. Third, to show how beliefs and thoughts of teachers can be related to behavior in the classroom.

The main concepts underlying these investigations were the linguistic-pedagogical beliefs, the pedagogical discourse, the cognitive dimension of the teacher, the analysis of the discourse, pedagogical practices and the teaching-learning process of English. Other concepts that are related in several of the projects analyzed are the linguistic structures, paralinguistic elements and the functional systemic linguistics. Other concepts such as act, movement, interaction, orality, non-verbal communication, thought, system of ideation and taxonomic

¹ There was not restrictive criterion of the place of publication, but there was a restriction of the years of publication. However, the work that was found in 1997, in Chile, has great relevance because of the contributions given to our research work.

relationships, were concepts that are not present in all the projects analyzed, and yet are key concepts to these investigations.

To obtain the results, most of the analyzed works used methods such as case study, phenomenological and qualitative method. Moreover, most of the techniques used in these works were semi-structured interviews, autobiographical diaries and self-reflexive interviews. The least used techniques were the Likert-scale questionnaire, the recording, and the non-participating observation. Besides, in the majority of the researches found the participants were English university teachers. In one of the projects the participants were students between 15 and 16 years old, and in another the participants were high school students.

The analysis of the investigations yielded different results, for example, linguistic-pedagogical beliefs can influence decision-making by teachers in their classroom and teachers should reflect on their beliefs in the teaching and learning process of English. Additionally, the teacher is who controls the class through his speech and he/she restricts the student to participate and they get real-life communication. However, the importance of maintaining a close relationship with the students, listening to them and help them with their needs is evident; this could contribute to the process of teaching and learning English.

Likewise, the pedagogical discourse is based on a process determined by social needs and practices. It means, pedagogical discourse is a social practice negotiated between the teacher and the student which is generated in different learning scenarios and in which cognitive and intellectual exchange is made possible (Garzón, Sanmiguel and Viancha, 2014). Besides, teacher encourages interaction to negotiate known and unknown meanings, it means, the zone of proximal development through similarity relationships. Also, the age of better

English learning is the first stage, since children are not afraid of making mistakes and have personal characteristics such as language skills.

Currently, with the importance of analyzing the discourse of English in Colombia, the program "*Colombia Bilingüe 2014-2018*" is studied, which includes the student population, both rural and urban. Due to the above, it can be evidenced that in the works found, the study of discourse in the urban sphere is more frequent, while the bilingual program takes into account both contexts. Colombian students live in a world that every day demands that they communicate more in English and interact with citizens from other countries. In addition, proficiency in English will allow them to have better employment opportunities both in Colombia and in other countries.

"*Colombia Bilingüe 2014-2018*" program has been structured to strengthen the learning of English in basic and secondary education. Also, different strategies have been promoted for teachers, students and official educational institutions. For instance, teacher training and incentives for teachers, in which they improve their level of communication in English and strengthen methodologies for teaching the language. Also, it focuses on the improvement of Teacher Professional Development Programs in the regions with the support of the universities.

According with the last, this program has structured an "incentive plan" in which teachers of English stand out for their excellent performance in the official sector of Secondary and Middle Basic Education. They can participate in English immersion programs, both in Colombia and abroad. This will help them in the development of their activities of teaching- learning English, in their professional development and this strengthens English skills of students (*Colombia Bilingüe*, 2015)

On the other hand, the "*Antioquia Bilingüe*" program has been developed in Antioquia and it has coverage in 117 non-certified municipalities. Antioquia has extended teaching of English as a Foreign Language with Pearson Multinational help. This program manages to reach remote regions by implementing the link with Antioquia Virtual Siglo XXI, which is facilitating the entire technological platform. In addition, it is using the Educational and Cultural Citadels as teaching centers of the foreign language (*Ministerio de Educación de Colombia, 2010*)

East of Antioquia has been the main axis of development for tourism, commerce, education and the promotion of new jobs. *Rionegro* and *La Ceja* are two of the municipalities, which are located in strategic places to contribute to the economic, educational and social development of their inhabitants. Furthermore, in this region some institutions of Higher Education and educative centers such as *Universidad Católica de Oriente*, *Universidad de Antioquia*, *Comfenalco*, and *Colombo Americano* was focused in English teaching.

For its part, *La Unión* is located in east of *Antioquia* to 56 km from *Medellín* and 39 km from *Rionegro*, that is *La Unión* is a distant location with few technological and tourism resources. The education is until the secondary school one, since there are only two public schools: *La Institución Educativa Pio XI* and *La Institución Educativa Félix María Restrepo Londoño*; and a private school: *Institución Educativa Nuestra Señora de Las Mercedes*. The other schools are located on the rural areas with an educational model of *Escuela Nueva*.

The *Institución Educativa Félix María Restrepo Londoño* has two headquarters in the urban area, one is the primary school and another is the secondary school. Besides, this school has two headquarters in the rural area, one is in *La Palmera* and another is in *Las Acacias* with the *Escuela Nueva* model. The majority of the population that studies in these schools

belong to the rural zone. Therefore, young people of rural areas have to transport to *La Unión* to complete secondary school, and after they have to transport to *La Ceja* or *Rionegro* to complete their higher education.

Considerable "*Colombia Bilingüe*" program and the Literature Review, it was evident that teachers are protagonists of the teaching-learning discourse of English. However, according to the Education Program of the Inter-American Dialogue along with Pearson, Colombia reports a shortage of 3,200 English teachers and does not cover the entire student population. According to the latter, Colombia is a country that does not have enough English teachers and students have little role in their learning. According to Ocampo (2014), "60 percent of teachers do not speak English." For this reason, the main population that may be affected are the students.

In previous research, it is evident that the authors have focused on the teaching discourse of the teacher. In addition, these studies focused on universities and urban areas. This means that the research has not yet been carried out in rural areas and since the role of the student in the process of learning English; this is why this topic is unknown. In addition, in the rural context in Colombia the level of English is low. According to the British Council (2015), students have a low level of English, this is due to the study of policies, perceptions and influencing factors.

Thus, it is essential to investigate and identify the discourse of learning English as a foreign language of primary school students in rural areas, in this case, fifth grade. This is because in Colombia there have not been any previous investigations on this subject. Besides, it is bear in mind that the programs of *Colombia Bilingüe* and *Antioquia Bilingüe* focus on rural education.

QUESTION

What is the learning discourse of EFL of fifth grade students of C.E.R La Palmera in La Unión?

JUSTIFICATION

This project will focus on studying the learning discourse English in students of fifth grade of the rural area. This is due to the fact that in previous studies, both in Colombia and in other countries, they focused on investigating the teaching discourse of teachers. For this reason, the present research can show discourse of students in the learning English showing different influences in discourse such as body language that can help the teaching practice. In addition, it is important to know the students' learning discourse because they can help the teacher to know what are the perceptions and interests that the student has about English.

Research on students' learning discourse contributes to the identification of the learning styles that students may have. Besides, it can help to know the discourse of students in the rural area and improve the teaching and learning of English. Through the knowledge of the English learning discourse, the needs that students can have in their learning can be identified. Besides, this research can make possible improve teaching-learning methods of English based on student discourse.

Besides, knowing the students' discourse, we can plan the different English classes and focus on the needs of the students. That is, the students' discourse of learning can provide both teachers in training and professional teachers with a different vision of teaching English to

children in rural areas. Therefore, it forces us to expand the methods with which English is taught and to improve our practice and help students to know their learning discourses.

On the other hand, this work can contribute to improve the relationships between students and teachers based on knowledge of students' learning discourse. This with the aim that in the classroom there is always equality and it is not always the teacher who controls the teaching learning, the student can also be the protagonist in their learning process. In addition, recognizing the relationships that exist between the teacher and the student and the discourse of the students can help in pedagogical practice. This can also help identify how rural students think and act.

Educational institutions are the main place of learning in which students can transmit their knowledge and attitudes through their discourses. This research could help educational institutions to introduce curricular elements to improve the relationship that exists between teacher and students to improve the pedagogical practice of teachers in training. Besides, this would help institutions to recognize the learning discourses of their students.

For its part, to the University would help generate reflections on the discourse of students and their teaching-learning processes of English. Likewise, it would help both teachers, parents and the community to understand how think the students in rural areas and how they transmit their knowledge of a foreign language from their discourses. This would help improve the relationships that currently exist in the classroom.

Finally, recognizing students' English discourse facilitates the teaching and learning of students and it contributes to the improvement of pedagogical practice. In addition, the role of students in their process of learning English will be highlighted. The protagonist in the

classroom would be the student who transmits to others their knowledge and thinking through discourse in the learning of a foreign language.

GENERAL OBJECTIVE

To recognize the English learning discourse of fifth students in the *C.E.R La Palmera* of *La Unión*.

SPECIFIC OBJECTIVES

1. To analyze the verbal language of the students about the English classes
2. To identify students' attitudes to learning English as a foreign language
3. To analyze perceptions that students have about learning English

THEORETICAL FRAMEWORK

The discourse has been analyzed with teachers in the teaching of foreign languages in the classroom in front of their beliefs and thoughts in university contexts. In the same way, the teaching discourse in countries such as Chile and Colombia has been analyzed. However, the learning discourse English with students in rural areas has not yet been investigated. To carry out this kind of research, it is suggested to analyze public education, primary education, foreign language learning, learning, rurality in Colombia, discourse and identity. This is to identify what is the discourse of learning English as a foreign language of fifth students in the rural area.

Public Education

To begin, education in Colombia “(...) is a process of permanent, personal, cultural and social formation that is based on an integral conception of the human person, his dignity, his rights and his duties” (*Ley 115 de Febrero 8 de 1994*, Article 1). Similarly, education is defined as “the aggregate of all the processes by which a person develops abilities, attitudes and other forms of behavior of practical values in the society in which s/he lives” (Dictionary of Education, edited by C.V. Good, 1973). Besides, education is a natural process which it has place interaction between people and environment (Basics in Education, 2014, p. 24). It means the student’s interaction with rural area and teachers.

Moreover, in Colombia can be said that education can be offered in public and private contexts. Public education is imparted through schools management and through concessional schools (*Mineducación*, 2016, p. 147). Besides, public education can be “that to which any citizen has right without distinction of any kind, such as racial or ethnic origin, religion, physical or mental ability, or socio-economic basis” (Ávalos, 2015, p. 1). Its central focus is the individual and social development of citizens, and the state has the responsibility of management and quality of this.

Primary Education

Correspondingly, in Colombia public education involves primary, secondary, medium, and superiority education. Primary basic education in Colombia is compulsory and free in state establishments and it has a duration of 5 degrees, serving children between six and 10 years. (*Ministerio de Educación Nacional*, 2001). According to the *Ley 115* (1994) “ (...) Primary basic education is structured around a common curriculum, consisting of the fundamental areas of knowledge and human activity”. That is, the teaching of basic skills such as: reading, writing, calculating and learning some of the cultural concepts.

Learning

According to the above, in education the learning of different abilities of the students is reflected. Learning can be defined as “the activity or process of gaining knowledge or skill for study, practicing, being taught, or experiencing something” (Merriam-Webster dictionary, 2018). Moreover, according to Lachman (1997) learning is a change in behavior that is due to experience. Besides, it is seen as a function that maps experience onto behavior. In other words, learning is defined as an effect of experience on behavior (p. 1).

Learning Foreign Language

In this way, public education offers the teaching and the learning of foreign language. Foreign language is defined as the language that is learned in a country where language is not official and native (Catalano and Moeller, 2015, p. 327). Besides, it “is one that is acquired in spaces where this language is not spoken in the community and is acquired, mainly, in the classroom”. (Province of Chubut, p. 278). A language is considered foreign “if it is learned largely in the classroom and is not spoken in the society where the teaching occurs”. (Catalano and Moeller, 2015, p. 327).

However, “language learning is seen as an acquisition and not as a training habit; each student is also responsible for their self-learning” (Díaz and Guerra, 2012, p. 20). Chomsky (1965) affirms that human beings have the innate capacity to acquire language; this is not only with the mother language, but also with the other languages. Besides, the function that meets children is not to teach, but “to activate the innate capacity and turn it into linguistic competence”. (Sanz, 2017, p. 6).

Rurality in Colombia

Next, education in Colombia can be in urban and rural area. At present, rurality can be defined from different geographical, symbolic, demographic, economic, and other points of view. Suárez and Tobasura (2008) argue that rural refers to the whole area outside the urban area that has a direct relationship with the environment, wildlife and nature (p. 4483). In contrast, López (2006) mentions about rural: "...a characteristic of the rural in the Colombian environment is the persistence of the farm as a form of social and economic organization" (p. 139).

In the rural context, education and school are different compared to education and school in the urban area. According to Riella and Vitelli (2005), Gallardo and Sepúlveda (2011) and Flórez (2012) they emphasize that "rural school is a public institution open to the requirements of the environment to the extent that empowers subjects to make comprehensive readings on rural issues in order to design creative proposals aimed at the promotion of collective welfare" (Rivera, 2015, p. 106).

Furthermore, rural school can relate with new school model. New school is a recent innovation of education in Colombia. "New school has searched to universalize primary school and it has been implemented in 20.000 scholar headquarters" (*La educación en Colombia, 2016, p. 190*). Besides, the new school model is characterized since there is more than one grade in the classroom and the student progresses at his or her own pace.

Discourse

Otherwise, learning discourse in the classroom can be defined from different points of view. Foucault (1988) defines discourse as "a set of historically grounded statements that exhibit regularities in presuppositions, thematic choices, values, etc., that limit what can be said about something, by whom, when, where, and how; and that is underwritten by some

form of institutional authority.” (Cited in McKay and Wong, 1996, p. 579) (Escobar, 2013, p. 49). For his part, Cameron (2001) considers that “... a discourse is a sort of identity kit which comes complete with appropriate costumes and instructions on how to act, talk and often write so as to take a particular social role that others will recognize” (Gee, 1996. p. 56) (cited in Escobar, 2013, p. 49).

Identity

Certainly, discourse can implicate with identity, values, and customs of people in their society. In this case, identity has not a particular meaning and this term is used in everyday discourse. However, Abrams & Hogg (1988) define identity as “people’s concepts of who they are, of what sort of people they are, and how they relate to others” (p. 4). Besides, Jenkins (1996) argues that identity refers “to the ways in which individuals and collectivities are distinguished in their social relations with other individuals and collectivities”. (p. 4). For his part, Norton (2000) refers to the close relationship between identity and learning made possible by the strong and direct relationship that exists between identity and discourse. (p. 49).

Therefore, this research will focus on the definitions of the discourse of both Foucault and Cameron. The first definition refers to the speech saying about something, by whom, when, where and how, in this case, the discourse of fifth grade students in *C.E.R La Palmera*. The second one refers to the discourse in front of the identity, the customs and the instructions of how to speak and to act. Therefore, this research will focus on the discourse of students taking into account the identity, customs, as students speak of rural areas.

METHODOLOGY

To recognize the English learning discourse of the fifth students in the *C.E.R La Palmera of La Unión*, it is use case study and hermeneutic methods. On one side, The case study focused on achieving the proposed objectives and deepen the discourse of learning of fifth graders in the C.E.R La Palmera. On the other, hermeneutics is an appropriate method to carry out research and help to recognize and identify language not only written, but also oral in children.

To begin, case study consists in to compile and to interpret the information about an individual or institution (Arroyo, 2009, p. 57). In this research, is to collect information about learning discourse of students in the *C.E.R La Palmera*. According to Zainal (2007) “case study method enables a researcher to closely examine the data within specific context with a very limited number of individuals as the subjects of study” (p. 1). On this wise, the specific context used to research about learning discourse is the C.E.R La Palmera with 9 participants of fifth grader in the rural area.

The case study exploratory is done when selected topic and there are few previous researches. In accordance with Zainal (2007), exploratory case studies set to explore any phenomenon in the data, which serves as a point of interest to the researcher, in this case, learning discourse in students of rural area (p.3).

On the other hand, it will use in this research Hermeneutic method. This procedure consists in understanding texts not only written but also spoken (Arroyo, 2009, p. 54), and hermeneutic has had an important development in education field. “Hermeneutic is the art of interpretation” (Abulad, 2007, p.11). For this reason, in this research all compiled information

will be interpreted and analyzed and it is evident the necessity to interpret not only texts of students but also their speech, attitudes, perceptions, language verbal, etc.

To analyze the verbal language of students, to identify student's attitudes to learning English as a foreign language, to analyze perceptions that students have about learning English, and to use qualitative research. Since, this is a multi-method because it is interpretive, naturalistic, it studies people in their natural environment, in this case, it studies the children of fifth grade in a rural context (Galeano, 2004, p.20). Besides, this method helps to analyze in a concise way the information obtained through instruments used.

The instruments used are semi-structured interview and observation (recording). The interviews can be classified in structured, semi-structured and unstructured interviews. In this research, it will use semi-structured interview, since the questions are open and the interviewee is free to respond. According to Díaz, Martínez, Torruco and Varela (2013) "the interviewer must be alert to their nonverbal behavior and their reactions to the responses, so as not to intimidate or encourage restrictions in the testimonies of the interviewee" (page 164). Therefore, not only verbal language will be taken into account, but also non-verbal language; which will help to recognize learning discourse of English in fifth grade students.

For its part, observation "is the systematic description of the events, behaviors, and artifacts of a social setting" (Marshall and Rossman, 1989, p. 79, cited in Kawulich, 2012, p.2). There are two major types of observations: Participant observation and direct observation. In this case, it will use direct observation since this involves observing without interacting with students. Likewise, this tool will help to identify students' attitudes to learning English and to characterize the fifth students of *C.E.R La Palmera*.

According to these instruments used, the analysis of qualitative data requires certain steps. According to Alvarez-Gayou, 2005; Huberman and Miles, 1994; Rubin and Rubin, 1995 this process can be summarized in the following steps: first, obtain the information. Second, capture, transcribe and order information. Third, coding the information. Finally, integrate the information. Once the information is obtained, we continue to transcribe and order it; this means that the interviews and the observations must be transcribed and ordered. This information obtained must be transcribed in a readable format.

Then, this information is encrypted, it means, the information obtained is grouped into categories, which may have similar ideas or themes. The most significant information must be extracted, that is, the ideas or topics that follow the objectives. After performing this coding in categories, the researcher goes on to integrate the information. That is, the obtained categories are related. Therefore, "the material is analyzed, examined and compared within each category. Then the material is compared between the different categories, looking for the links that may exist between them." (Fernández, 2006, p. 4).

On the other hand, to designate the informants for this research, the total number of students in fifth grades of the *C.E.R La Palmera* in *La Unión* will be taken into account. They are 9 participants and they are between 9 and 10 years old. Their mother tongue is Spanish, in this manner, English is their foreign language . Additionally, due to the academic trajectory, these students can have more skills in their discourse and they are more exposed to foreign language. Further, at the present these participants are studying in *C.E.R La Palmera* which is the place chosen to carry out this research about learning discourse of English as a foreign language.

In order to work with this population it must have the consent of both the institution and the parents as they are minors; respecting the confidentiality of the institution and the

participants, avoiding being subjective to the responses and comments of the informants. It also takes into account the decision taken by the parent to indicate whether he/ she agrees or not that his/her son participate in this research, maintaining an academic relationship with the participant. It is important to rescue the vigil of the values and norms of *C.E.R La Palmera*, both of the students and the data provided in the *Universidad Católica de Oriente*.

Other things to take into account in this research is try to have not an impact on children in all their family, institutional and community environment. It should also be noted that the schedule in which these instruments will be applied is respected and the space provided by the teacher is respected. During the observations, there will be no interference with the teacher and students and no positive or negative comments will be made.

Finally, the application of the instruments, observation and semi-structured interview, will be carried out since the third week until fourth week of May. This research will be make during 1 day per week. It will be implemented during 2 hours of the English class. In the first week will apply the instrument of observation, and the second week the instrument will be the semi-structured interview. The observation will make during 2 hours and the semi-structured interview will make during 4 hours. The participants will be 9 students of fifth grade.

RESULTS

The recognition of the discourse of learning English as a foreign language of fifth grade students in the *C.E.R La Palmera in La Unión*, it was evidenced by a series of aspects to highlight. These were obtained through data collection, semi-structured interview and non-participant observation, based mainly on two authors: Cameron (2001) who mentions the discourse as an identity conformed by customs which indicate, how to act, speak and write.

Also Foucault (1988) who says that the discourse is a set of explanations that point out what can be said about something, by whom, when, where and how. Generating a central approach to relevant certain aspects to the development of data collection methods. Based on the above, we were able to show some attitudes, verbal language and perceptions of the students, these being the pillars of the specific objectives.

In the data collection and analysis we found four relevant categories which are English, English classes, materials, and actions. Taking into account the pillars that Cameron and Foucault mention, these elements were of greater recurrence and relevance in the development of semi-structured and non-participant observation. These in turn are divided into different subcategories in which we will mention later. These subcategories gave us a series of codes which were a key element to respond to each of the specific objectives. In the next paragraphs we are going to talk about each of them.

The discourse of learning English of the students of fifth grade of *C.E.R La Palmera*, in *La Unión* is perceived through the traits that the students recognize about the learning of English as a foreign language (EFL), these traits constitute identity. Its main category is English and this is divided it in the following subcategories: English as a requirement, factors that determine like for English, perceptions of learning English, qualifying elements of teaching English as a Foreign Language, and explanatory of different aspects for teaching and learning English. We will delve into the most relevant.

Starting from the subcategory, English as a requirement, it shows that students conceive English as a condition, in this case, to study and to travel. We could find that English is seen to study “*para la carrera que voy a estudiar*” (Interview, student 1, May 21st, 2019). It is also seen as a requirement to travel to another country “*porque, por ejemplo,*

digamos que ser un buen doctor, demás que lo llevan, lo pueden llevar a muchas partes del mundo, entonces uno tiene que ir aprendiendo idiomas” (Interview, student 1, May 21st, 2019).

The second, factors that determine English likes, showed us that influences the attitude of the teacher, the group and the materials. The teacher attitude is the result of students English learning like *“pues, con esta profesora no me gusta casi tanto, como con la otra, es muy regañona”* (Student 1, interview, May 21st, 2019). At the same time it is reflected that the likes and wish for English can be given through the accompaniment, group and with classmates *“en grupo”* (Student 2, interview, May 21st, 2019). It was also evidenced that the materials fulfill a function for the likes of interest, *“cuando llevó el video beam”* (Student 3, interview, May 21st, 2019).

The third, perceptions regarding learning English, produced results from the perspective of several students and about different topics. These perceptions show what students think about English, the classmates, and what the teacher wants them to learn for. The students like English a lot and they consider it is very important *“(…) a mí me gusta mucho, es de mis materias favoritas y es muy importante”* (Student 5, interview, May 21st, 2019). As well, they consider that there are partners who find it difficult *“hay algunos que son malos para aprender inglés”* (Student 4, interview, May 21st, 2019). Finally, the teachers believe that learning is the guarantee of a better future *“que los profesores quieren que nosotros aprendamos para tener un gran futuro”* (Student 3, interview, May 21st, 2019).

The fourth, qualifying elements of teaching English as a Foreign Language, it was possible to demonstrate a significant number of different qualifiers in terms of school, English, teaching, classes, the teacher, the role of the teacher, the activities, materials, and

learning. The most relevant qualifier of all these elements mentioned by the students was good and fun to grade classes, materials, school, teacher, etc. As they express it “*Buenas*” (Student 1, interview, May 21st, 2019) “*Que son buenos*” (Student 2, interview, May 21st, 2019). “*Buenas*” (Student 3, interview, May 21st, 2019), “*Bien, buenas*” (Student 4, interview, May 21st, 2019) and “*Muy bien, buenos*” (Student 5, interview, May 21st, 2019).

In turn, in the qualifiers the other predominant factor was the funny expression. Such as the students expressed, “*Divertidas*” (Student 1, interview, May 21st, 2019). “*Más divertido*” (Student 3, interview, May 21st, 2019). “*Sería chévere, sería muy divertido porque las personas que quieren aprender inglés son muchas*” (Student 5, interview, May 21st, 2019). On the other hand, the qualifying “*maluco*” is the least frequent, “*A veces colocan unas cosas muy malucas*” (Student 3, interview, May 21st, 2019).

The fifth, explanatory of different aspects for teaching and learning English, we found different types of explanatory by students. Some of the most relevant are: explanatory learning in which the student gives the reason why he uses the materials “*porque, con ellos uno aprende más*” (Student 2, interview, May 21st, 2019). Explanatory about teaching and learning “*para enseñarle a mi papá o para practicar yo misma*” (Student 5, interview, May 21st, 2019). Explanatory of English utility “*para mi es mucho, porque uno un día uno no sabe y un día se puede ir para otra región que hablen inglés*” (Student 4, interview, May 21st, 2019).

Continuing with another explanatory, we found the explanatory about the materials, “*el diccionario, porque la profesora siempre escribe en el tablero y nosotros tenemos que buscar esas palabras en inglés*” (Student 5, interview, May 21st, 2019). Explanatory of the subjects in which the student expresses “*a mí el inglés me gusta mucho y la artística por los*

dibujos” (Student 4, interview, May 21st, 2019) and “*porque puede relacionar entre dibujos y palabras*” (Student 5, interview, May 21st, 2019). Finally, explanatory about the classes “*muy buenas, me gustan mucho porque uno puede aprender cosas de inglés que puede decir y también que puede relacionar*” (Student 5, interview, May 21st, 2019).

On the other hand, the second category we found was the class. This category is made up of the following subcategories: places where English is taught and learned as a Foreign Language, frequency of English as a Foreign Language classes, duration of English classes, student participation in English class, and attitudes: visibility, assessment and interrelation. Next, we will go deeper into each of these subcategories.

The first subcategory is the place where English is learned and taught as a Foreign Language. It was evidenced that the places in which they learn English are at school and at home. As indicated by fifth grade students “*en la escuela*” (Student 2, interview, May 21st, 2019). They also affirm that they learn English at home “*en mi casa*” (Student 4, interview, May 21st, 2019). Some students indicated that in both places they learn and teach English “*Acá en la escuela y en la casa*” (Student 4, interview, May 21st, 2019) and “*para mí, la casa y acá en la escuela*” (Student 5, interview, May 21st, 2019).

Another result we found was the frequency of English as a Foreign Language classes. The majority of fifth grade students agreed that English classes have a weekly frequency. Besides, they indicated different days they receive classes, such as Mondays “*una, los lunes*” (Student 1, interview, May 21st, 2019), “*una, hoy los lunes*” (Student 4, interview, May 21st, 2019). And also on Tuesdays “*nos dan los martes*” (Student 2, interview, May 21st, 2019), “*hoy, los martes*” (Student 5, interview, May 21st, 2019).

At the same time, the students in the fifth grade of *C.E.R La Palmera* indicated the duration of English classes. Some reported that the classes last between one and two hours, “*como una o dos horas*” (Student 1, interview, May 21st, 2019). Other students said the duration of the classes is two hours “*dos horas*” (Student 3, interview, May 21st, 2019), “*de 10 am a 12:30 pm*” (Student 5, interview, May 21st, 2019).

The structure of the English class is presented in three moments: previous knowledge, introduction and development of activities, and closing of the class. In the first moment, the teacher asks questions based on previous knowledge, “*la profesora empezó la clase preguntando a los estudiantes conocimientos previos acerca de las comidas en inglés sin mirar del cuaderno*” (Observation, May 14th, 2019). In the second moment, the teacher gave her explanations and introduction of the activities that were being developed “*en este momento de la clase, la profesora les informa que verán un video acerca de las comidas, pero hace énfasis diciéndoles que en el video aparecerán algunas palabras nuevas aparte de las que ya escribieron en el tablero*” (Observation, May 14th, 2019).

In the third moment, when the class closes, the teacher gives the students the instruction for the next class. The teacher tells them what they should do in their homes “*luego, sonó el timbre para salir al descanso, y la profesora les indicó que terminaran en sus casas los dibujos de las demás comidas que habían hecho en el tablero y que las llevaran para la próxima clase*” (Observation, May 14th, 2019).

Another of the subcategories found was the participation of the students in the English class. It was evidenced that some do it without asking for the word, others asking for the word, they do it as a team, with the help of the materials, that there is a frequency and absence in the participation of the students. The students' intention to participate in a hurried way

means that they do not ask for the word “*dos estudiantes dicen egg alzando la voz y sin pedir la palabra*” (Observation, May 14th, 2019). At the same time, the interest in participating in the class makes the students ask for the word “*otro estudiante alza la mano y dice cookies*” (Observation, May 14th, 2019).

It was also possible to show that there is a team work which helps students to participate. As indicated “*comparten palabras en busca de la pronunciación en inglés para participar*” (Observation, May 14th, 2019). The materials were also a means to participate, “*los dos estudiantes que están junto a las niñas corren al tablero y uno de ellos copia su significado al frente*” (Observation, May 14th, 2019). On the other hand, there is a frequency in participation “*se puede observar que cada uno de los estudiantes cumplen diferentes roles, por ejemplo, los dos niños ubicados al lado de las niñas salen al tablero más veces que los otros estudiantes*” (Observation, May 14th, 2019). However, there is also an absence of participation by two of the students “*las niñas escriben y prestan atención, pero no participan al salir al tablero*” (Observation, May 14th, 2019).

On the other hand, another subcategory found was attitudes: visibility, assessment and interrelation, in which the attitudes of both students and the teacher stand out. There is a relationship between students' attitude and learning English, “*porque, noo uno vive jugando, uno no entiende nada y ya después le preguntan a uno una cosa ¿usted sí entiende?*” (Student 1, interview, May 21st, 2019). The students' attitude towards the materials was also evidenced, “*los estudiantes se distribuyen los colores, sacapuntas y diccionarios*” (Observation, May 14th, 2019). The attitude of the teacher showed us that she is aware of her students “*la profesora se encuentra al frente, al lado del escritorio, pendiente que los*

estudiantes le respondan correctamente y no le hagan desorden” (Observation, May 14th, 2019).

Taking into account our specific objective "to analyze the perceptions that students have about learning English", we find the third category the materials. In this category the subcategories appear: the materials needed for teaching and learning English, the materials used by the teacher and the students, and the valorization of the materials and the importance of the teacher's effort. In the following paragraphs we will deepen each of these subcategories.

First, the materials needed for learning and teaching English, we found that these are classified as teaching materials, learning materials, materials like, usefulness of materials and materials as a form of evaluation. We were able to analyze that the students relate the teaching materials with the materials that the teacher uses, *“la computadora, el video Beam, un libro, el internet, porque ella pone el internet y de ahí vemos en el tablero videos”* (Student 4 , interview, May 21st, 2019). In turn we could found that the materials for learning English are traditional *“con el cuaderno”* (Student 2, interview, May 21st, 2019) and modern *“el computador, el celular y el televisor”* (Student 1, interview, May 21st, 2019).

Besides, we found that materials like are classified as modern and traditional. In the modern ones there are the computer, the cellphone, and the television *“el computador, el celular y el televisor”* (Student 1, interview, May 21st, 2019); and in traditional ones there is the notebook, the board, the dictionary, etc. *“el cuaderno”* (Student 2, interview, May 21st, 2019). Also, we were able to show that the materials are used for learning *“porque con ellos uno aprende más”* (Student 2, interview, May 14th, 2019), and they are used for evaluation *“por ejemplo, con sus materiales y con talleres de inglés nos han puesto muchos talleres, yo tengo esa carpeta llena”* (Student 1, interview, May 14th, 2019).

Second, the materials used by the teacher and the students, it showed us that there are some materials that are used by the teacher, others are used by the students and that there is an absence of materials within the classroom. The portable computer, the video beam and the photocopy are the main materials that the teacher uses in the classroom *“En el escritorio de la maestra está el computador portátil y el video beam, y en el piso está ubicado el bafle grande”* (Observation, May 14th, 2019). Besides, we could observe that students use different materials such as notebook, dictionary, and pens *“para esta actividad los estudiantes usan los diccionarios, sus cuadernos, lápiz, borrador y lápiz rojo”* (Observation, May 14th, 2019). We could analyze that there is an absence of certain teaching materials inside the classroom *“En las paredes no hay algún tipo de material didáctico”* (Observation, May 14th, 2019).

Third, the valuation of the materials and the importance of the teacher's effort, yielded certain important data in which the students recognize the level of effort of the teachers in the teaching of English and value the materials that the teacher uses. In the first one, students recognize that it is important to assess the teacher's effort in their training process *“ella se esfuerza mucho por enseñarnos a nosotros”* (Student 4, interview, May 21st, 2019). In the second one, the students make a positive assessment of the materials that the teacher uses for teaching English *“nada, los materiales que usa ella lo piensa bien y enseñanza muy bien”* (Student 4, interview, May 21st, 2019).

Finally, taking into account our objective “to analyze the verbal language of the students in front of the English classes”, we found the fourth category: put as an action of the students and the teacher. According to the objective, we could analyze that there was a high frequency of the students in repeating the word “put”. This referred to the action that the student or teacher performed. For example, the teacher's action on students is evidenced in the

testimony *“ponernos todos esos videos y ponernos a escribir”* (Student 1, interview, May 21st, 2019). Another, the student's action on teachers *“que yo haga, ponerle cuidado a los maestros”* (Student 1, interview, May 21st, 2019).

Additionally, the students indicated the word "put" as the teacher's action on a single student *“(...) y me pone a mí solo a practicar”* (Student 4, interview, May 21st, 2019). Besides, the word "put" was a result of the attitude of the student *“me pongo feliz”* (Student 3, interview, May 21st, 2019). In turn, "put" as the teacher's action on the material *“porque ella pone el internet y de ahí vemos en el tablero videos”* (Student 4, interview, May 21st, 2019). Finally, the word “put” for the students' action on themselves *“pongo atención, me pongo a escuchar la profesora qué hace...”* (Student 5, interview, May 21st, 2019).

To conclude, we were able to verify through the methods of data collection, semi-structured interview and non-participant observation, to develop the proposed objectives through axial and selective coding. Which threw four main categories: English, classes, materials and put as action. From these 4 categories emerged different subcategories and testimonials of vital importance, which respond to our objectives.

DISCUSSION

Starting from the literature review, we found a series of similar and different aspects to our findings from the thematic, theoretical and methodological part. The aspects from which we based, were the type of research approach, the participants, the method used, the perspective and the results. These will be developed below.

From the thematic point of view, it is important to emphasize that two of the studies are focused on understanding the linguistic - pedagogical beliefs of university teachers. The

next one is focused on describing the structure of discourse built by the interaction between a teacher and his students in the classroom. In our study, we analyze the learning discourse of the fifth grade students of *C.E.R La Palmera* mainly from four aspects: English, classes, materials, and action.

Considering the literature review, we found that one of the investigations is interested in showing how teachers' beliefs can relate to classroom behavior; similar to this we find the attitudes of the students that are presented in the classroom about the teacher, the materials, among others. The latter focuses on the identification of the different characteristics involved in the construction of pedagogical discourse; while our study has different elements that constitute the discourse of learning English.

On the other hand, the participants that were analyzed in the different studies were mainly university teachers from urban areas, of which in four of the five studies the participants were university professors and only in one of these studies they took into account students from the 2nd *Bachillerato Unificado Polivalente* (BUP). Most of the works had more than ten participants. In our study, however, we worked with nine students in the fifth grade of primary school in the rural area of the Municipality of *La Unión*.

Finally, starting from the theoretical aspect, we found different results in each of the studies. The first, it showed as a result how beliefs can influence their practices in the classroom, which in turn, are an important source to generate new beliefs about the decision-making process that the teacher makes before, during and after classes. The second, it showed how the interaction between the teacher and the students can affirm that the central role of the teacher inhibits and restricts the student's possibilities to participate in the class.

Our study showed how student participation is conditioned by the authorization of the teacher, previous knowledge, materials, and teamwork.

The third, it evidenced the importance of maintaining a close relationship with the students, listening to them and helping them with their needs. This could contribute to the teaching-learning process of English. Our study showed that there is an open relationship and teamwork between students. The fourth shows a series of results of which the most important was that the main characteristic of a good teacher is to be able to provide an environment conducive to learning.

The fifth, showed how the discourse used by the teacher is structured by context and self-reflection, knowledge of the discipline, the language that is discovered with experience, verbal language and nonverbal elements, which complement the intention of the message that the teacher issues. Contrary, our study showed that there is a verbal language of the students which is evidenced mainly by the activities used and communication with other people.

In contrast to our study, the results that the data collection showed us were that the students have different perceptions and qualifications regarding the learning of English, in addition there are different factors that determine the likes for English by the students and in turn they see English as a requirement. Also, it showed that students perceive home and school as places where English is learned and taught, as well EFL Student participation and attitudes depend on different elements given in the class. Students perceive materials as necessary tools for learning and teaching English.

CONCLUSION

Research on the EFL learning discourse of students at CER La Palmera becomes important, since it is a topic that has been little explored in rural areas and with elementary students according to the literature review to which the majority had access of the investigations focused on the discourse of teachers and in the urban area. The present study analyzed the learning discourse of 9 students in the fifth grade of *C.E.R La Palmera in La Unión*. The number of participants helped us recognize and deepen the factors that determine the learning discourse, such as the perceptions they have about English, attitudes, and verbal language.

The instruments used for this population were fundamental for the data collection; however, it is important to highlight that by time and by the number of participants the focus group is suggested since there were some children who were a little shy when responding or they did not understand the question. Besides, you must be very careful when going to field work, as there may be some details that distract students such as break time, the presence of people outside the class, among others.

Another important aspect is that researchers must self-monitor for the application of the semi-structured interview to avoid contradictions, repetitions and / or ambiguities. In addition, the researcher must give confidence to the interviewee to generate a dialogue and in this way the interview does not become monotonous or relevant aspects are allowed to pass. Recording of the class is also recommended for non-participant observation, since at the time of transcription there are details that can be forgotten.

Knowing the learning English discourse of children in rural areas, this study showed a tool for training teachers and professional teachers to expand the methods of teaching English in this context. In addition, through an approximation of the learning discourse, a relationship

between students and teachers can be achieved, so that the student also has a role in the class and can help in the pedagogical practice of the teacher. It was possible to understand how students perceive English in rural areas, thus contributing to the University, parents and the community to improve the relationships that currently exist in the classroom.

Finally, learning discourse of EFL of fifth graders students of *C.E.R La Palmera* contribute valuable information to the recognition of what they perceive about English, their attitudes, and their verbal language. Also, the content of this information can be very relevant for rural and urban institutions, and with students not only of primary but also of secondary, since it is possible to demonstrate the identity of the students, what they say about English, classes, the materials thus building their learning discourse.

References:

- Abulad, R. (2007, december). *What is hermeneutic?*. Kritike : An Online Journal of Philosophy. Volume 1, 10.3860/krit.v1i2.55610.3860/krit.v1i2.556.
- Centro Virtual de Noticias de Educación (CVN). (2018). Antioquia Bilingüe se extiende a todo el departamento. Retrieved from:
<https://www.mineducacion.gov.co/cvn/1665/w3-article-245273.html>
- Cubides, Y. Sanmiguel, M., & Viancha, T. (2014). *Caracterización del discurso pedagógico de los docentes de la licenciatura en lengua castellana, inglés y francés de la universidad de la Salle*. Bogotá, D.C
- De Houwer, J., Barnes-Holmes, D. & Moors, A. Psychon Bull Rev. (2013). 20: 631.
<https://doi.org/10.3758/s13423-013-0386-3>
- Del Chubut, P. (nd). *Campo de conocimiento: Lengua Extranjera*. Ministerio de Educación.
- Díaz, L., Torruco, U., Martínez, M., & Varela, M. (2013). *La entrevista, recurso flexible y dinámico*. Departamento de Investigación en Educación Médica, Facultad de Medicina, Universidad Nacional Autónoma de México, México D.F., México.
- Díaz, C. & Guerra, A. (2012). *The university English teacher`s discourse as an unraveling instance of his cognitive world*. Revista folios, núm. 35, enero-junio, pp. 17-32. Bogotá: Universidad Pedagógica Nacional.
- Díaz, C. & Solar, M. (2011). *The revelation of pedagogical and linguistic beliefs from EFL university teacher`s discours*. RLA. Revista de Lingüística Teórica y Aplicada. Concepción (Chile), 49 (2), II Sem. pp. 57- 86.

- Díaz, L., Torruco, U., Martínez, M., & Varela, M. (2013). *La entrevista, recurso flexible y dinámico*. pp. 162- 167. Departamento de Investigación en Educación Médica, Facultad de Medicina, Universidad Nacional Autónoma de México, México D.F., México.
- Escobar, W. (2012). *Identify-forming discourses: a critical discourse analysis on policymaking processes concerning English language teaching in Colombia*. PROFILE Vol. 15, No. 1, April 2013. ISSN 1657-0790 (printed) 2256-5760 (online). pp 45-60. Universidad el Bosque. Bogotá, Colombia.
- Fernández, L. (2006). ¿Cómo analizar datos cualitativos? Butlletí LaRecerca ISSN: 1886-1946 / Depósito legal: B.20973-2006. Universitat de Barcelona Institut de Ciències de l'Educació Secció de Recerca.
- Gobierno de Colombia. (2010). Ministerio de Educación Nacional. Mineducación.
- Guerra, A., Guerra, M., & Díaz, C. (2011). *Las creencias lingüístico- pedagógicas de profesores de inglés respecto a la enseñanza y aprendizaje del idioma en el contexto universitario*. Contextos, N. 25, pp. 53- 65
- Kawulich, B. (2012). *Collecting data through observation*. Chapter 12. University of West Georgia. <https://www.researchgate.net/publication/257944783>
- La educación en Colombia. (2016). Revisión de políticas nacionales de educación. Organización para la Cooperación y el Desarrollo Económicos (OCDE), París. ISBN: 9789264250598/<http://dx.doi.org/10.1787/9789264250604-en>
- Ley 115 de febrero 8 de 1994. Por la cual se expide la ley general de Educación.

- Merriam- Webster. (2018). *Merriam- Webster's unabridged dictionary Britanicca English- Arabic translation English- Spanish- English Translation*. Merriam- Webster, incorporated.
- Mineducación. (2018). Colombia Bilingüe. Colombia aprende la red del conocimiento. Recovered from:
<http://colombiaaprende.edu.co/html/micrositios/1752/w3-article-315554.html>
- Moeller, A., & Catalano, T. (2015). *Foreign Language Teaching and Learning*. Faculty Publications: Department of Teaching, Learning and Teacher Education. 196. <http://digitalcommons.unl.edu/teachlearnfacpub/196>
- Mouron, C. (1997). *El análisis del discurso en el aula de inglés*. Adquisición y aprendizaje de lenguas segundas y sus literaturas.
- Redacción Educación. (2014). El 60% de los profesores de Colombia no habla inglés, reconoce Mineducación. *El Espectador*. Recovered from:
<https://www.elespectador.com/noticias/educacion/el-60-de-los-profesores-de-c-olombia-no-habla-ingles-rec-articulo-503781>
- Rivera, A. (2015). Estado del arte sobre la escuela rural: Una perspectiva desde los vínculos entre escuela y comunidad. *Itinerario Educativo*, 65, 99-120.
- Sanz, M. (2017). *El aprendizaje significativo en la enseñanza del inglés en Educación primaria*. Categoría Tesouro: 1.1.8 Métodos pedagógicos. Universidad Internacional de la Rioja. Madrid.
- Suárez, N. & Tobasura, I. (2008). *The rural area: An unfinished "field"*. *Rev.Fac.Nal.Agr.* 61(2): 4480-4495. Medellín, Colombia.
- Zainal, Z. (2007, june). *Case study as a research method*. *Journal Kemanusiaan bil.* 9.

APPENDIX

APPENDIX A

INFORMED CONSENT FORMAT FOR PARTICIPATION IN RESEARCH *

Título de la investigación:

Ciudad y fecha: _____

Asesor: (Carlos Andrés García Builes)

Usted ha sido invitado a participar en el proyecto de investigación titulado como aparece en la parte inicial del presente documento. Fue invitado por haber tenido una experiencia de enseñanza del inglés en un contexto rural antes de obtener su título como Licenciado en Lenguas Extranjeras. Antes de que decida participar, es necesario que usted conozca en qué consiste la investigación y el tipo de aporte que usted realizaría. Por favor tómese el tiempo para leer cuidadosamente la siguiente información antes de aceptar la invitación. No dude en preguntar si algo de lo que lee no está claro o si le gustaría tener más información al respecto.

Propósito y objetivos de la investigación:

Metodología utilizada:

Tipo de estudio, técnicas, tipos de datos, idioma de preferencia,

Qué está involucrado?:

Si usted está de acuerdo con participar en este proyecto, su participación consistirá en hacer parte de entrevistas y grupos focales. Estas sesiones serán grabadas.

Tiempo y lugar en que se llevará a cabo la investigación:

Beneficios derivados del estudio:

Por su participación en el presente estudio no recibirá algún tipo de gratificación, beneficio, remuneración o similares. Al contrario, participar en este estudio permitirá la generación de conocimiento en torno al tema de interés de los investigadores.

Participación voluntaria:

Su participación en este estudio es totalmente voluntaria. Si usted decide participar, nosotros le pediremos que firme este formato para demostrar que usted está de acuerdo con participar. Usted tiene el derecho de retirar su consentimiento o de suspender su participación en cualquier momento sin consecuencias y sin necesidad de explicaciones. Si usted se retira del estudio, sus datos solamente serán considerados si usted lo autoriza por escrito a los investigadores; de lo contrario, su registro o cualquier material relacionado serán destruidos.

Confidencialidad, acceso a la información y salvaguarda de la información:

Su confidencialidad y la confidencialidad de los datos estarán protegidos en todo momento. Las grabaciones se almacenarán en los computadores de los investigadores con contraseña. Copias impresas de las transcripciones serán almacenadas en la biblioteca personal de los investigadores. El acceso a los computadores estará restringido a los investigadores y al asesor del trabajo de grado (Carlos Andrés García Builes).

Nombre de los investigadores:

Correo electrónico:

_____	_____
_____	_____
_____	_____
_____	_____

Luego de haber leído y entendido la anterior información, manifiesto libre y espontáneamente el interés de participar en el presente estudio.

Nombre:

Firma:

Documento de identidad: Tipo: _____ N°: _____ De: _____

Huella:

*Adaptado de: Carrasco Aldunate, P., Rubio Acuña, M., y Fuentes Olavarría, D. (2012). *Unisabana*, recuperado de http://aquichan.unisabana.edu.co/index.php/aquichan/article/view/32-41/html_1

APPENDIX B

SEMI-STRUCTURED INTERVIEW QUESTION FORMAT

1. ¿Cuál es tu nombre?
2. ¿Cuántos años tienes?
3. ¿Por qué estudias en esta institución?
4. ¿Hace cuánto tiempo estudias en esta institución?
5. ¿Qué materias te enseñan?
6. De todas las materias que te enseñan, ¿cuál te llama la atención?
7. ¿Por qué?
8. ¿Cuántas veces en la semana tienen clases de inglés?
9. ¿Cuánto tiempo duran las clases de inglés?
10. ¿Cómo son las clases de inglés?
11. ¿Si tuvieras la oportunidad de aprender una materia en inglés, qué materia te gustaría?
12. ¿Cómo te parecen las clases de inglés?
13. ¿Cómo te gustaría que fueran las clases de inglés? ¿Por qué?
14. ¿Qué es lo que más prácticas en la clase de inglés?
15. ¿En qué lugares aparte de la escuela usas el inglés?
16. ¿Cómo usas lo que estás aprendiendo en inglés?
17. ¿Qué dicen tus compañeros de las clases de inglés?
18. ¿Qué dicen tus padres y las personas que están a tu alrededor acerca de aprender inglés?
19. ¿Qué hacen tus padres y las personas que están a tu alrededor para que aprendas inglés?

20. ¿Qué haces tú para aprender inglés?
21. ¿Qué es para ti aprender inglés?
22. ¿Qué función cumple tu profesora en tu aprendizaje del inglés?
23. ¿Quiénes te apoyan para que aprendas inglés?
24. Aparte del inglés que aprendes en la escuela ¿dónde más aprendes inglés?
25. ¿Cómo aprendes más fácil inglés?
26. ¿Cómo te das cuenta que estás aprendiendo inglés?
27. ¿Cuáles son los materiales con los que has aprendido inglés?
28. ¿Cómo te parecen estos materiales?
29. ¿Qué piensas de los materiales que usa tu profesora para enseñar inglés?
30. ¿Qué materiales te gustaría usar para aprender inglés?
31. ¿Cómo evalúa tu profesora lo aprendido en las clases de inglés?
32. ¿Qué piensas acerca de lo que has aprendido en las clases de inglés?
33. ¿Qué opinas acerca de que en la escuela te enseñen inglés?
34. ¿Qué te gustaría aprender acerca del inglés?
35. ¿Dónde crees que se puede aprender inglés?
36. ¿Cómo crees que te puede servir el inglés para tu vida?
37. ¿Dónde te gustaría aprender inglés?
38. ¿Cómo te gustaría aprender inglés?
39. ¿Qué consideras necesario para aprender inglés?
40. ¿Para qué crees que se pueda aprender inglés?
41. ¿A qué edad crees tú que te deberían enseñar inglés?
42. ¿Qué otros idiomas te gustaría aprender?

APPENDIX C
NON PARTICIPANT OBSERVATION

1. ¿Cuántos estudiantes hay en el salón?
2. ¿Cómo están distribuidos los estudiantes en el salón?
3. ¿Cómo está estructurada la clase de inglés?
4. ¿Qué comportamientos tienen los estudiantes frente a las actividades que plantea la profesora?
5. ¿Cómo es la participación de los estudiantes en la clase de inglés?
6. ¿Cómo reaccionan los estudiantes frente a las preguntas o indicaciones en inglés que les hace la profesora?
7. ¿Cómo es la relación de los estudiantes con la profesora?
8. ¿Cómo es la relación entre los estudiantes?
9. ¿Cómo usa la profesora el inglés durante el desarrollo de la clase de inglés?
10. ¿Cómo usan los estudiantes el inglés durante la clase de inglés?
11. ¿Qué materiales hay en el salón de clases?
12. ¿Cómo usan los estudiantes los materiales que hay en salón de clases?
13. ¿Cómo usa la profesora los materiales que hay en salón de clases?
14. ¿Qué habilidades son más usuales en la clase de inglés?
15. ¿Qué disposiciones muestran los estudiantes durante el desarrollo de la clase?
16. ¿Cuáles útiles escolares usan los estudiantes durante la clase de inglés?
17. ¿Cómo usan los estudiantes los útiles escolares durante la clase de inglés?
18. ¿Cómo es el comportamiento de los estudiantes en cada momento de la clase de inglés?

19. ¿De qué manera involucra la profesora a los estudiantes durante el desarrollo de la clase de inglés?
20. ¿Cómo reaccionan los estudiantes a las formas en que la profesora los involucra en la clase de inglés?
21. ¿Cómo reacciona la profesora ante una negativa de involucramiento por parte de los estudiantes?
22. ¿Cuáles roles se puede distinguir entre los estudiantes durante el desarrollo de la clase de inglés?
23. ¿Qué actitud adopta la profesora frente a la participación de los estudiantes?
24. ¿Cómo es la actitud de la profesora durante el desarrollo de la clase de inglés?
25. ¿Cuáles materiales usa la profesora durante la clase?
26. ¿Cómo usan los estudiantes los materiales que la profesora usa durante la clase?