

**From The Rural Context to The Multigrade English Class through Radio in Times of
Covid**

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Abstract

This Action Research study aims to describe the impact of a pedagogical implementation based on the Content-Based Instruction- CBI approach through radio in times of Covid with a multigrade group in the school “Escuela Rural Chiniata” located in the rural area of the municipality of Guayabal de Siquima – Cundinamarca with 12 third, fourth, and fifth graders and their teacher, who is a pre-service English teacher and the researcher in this study. All the process was based on four main constructs: rural English in Colombia, the multigrade classroom, the Content Based Instruction approach, and experiences of teaching and learning through radio. The research process followed the Action Research Design. The data collection was done using journals, interviews, and artifacts which were analyzed with a Content Analysis process. The data analysis showed that the pedagogical implementation generated different changes and considerations with the multigrade group in terms of learning processes at home, acquisition of English language and interdisciplinary knowledge, use of different resources, and communication between teacher and students in times of Covid. Besides, the families and community people around the school had unexpected achievements.

Key words: multigrade teaching, CBI, radio class, rural context, pandemic

Chapter I

Statement of the problem

Contextualization

The School “Escuela Rural Chiniata” is located in the Village Chiniata, in the rural area in the municipality of Guayabal de Siquima – Cundinamarca. This school is part of The Departmental Educational Institution El Trigo. The facilities are located 2 km from the main headquarters of the D. E. I. and 9 km from the urban area of the municipality. The research was oriented to develop an intervention exercise with 12 third, fourth and fifth graders, who are among 7 and 11 years old, and their teacher, who is a pre-service English teacher and the researcher in this study. This group of students belongs to a multigrade class; the Institution develops several flexible education models “MEF- Modelos de Educación Flexible” which are designed methodologies for schools, located in rural zones, and the New School Methodology is implemented in Elementary Grades.

In this model, Teaching and Learning processes are considered from individual and flexible learning rhythms of the students; the evaluation acquires an important formative purpose in the educational process; the implementation of PPP- Productive Pedagogical Projects are mandatory within the school activities. The implementation of PEC- Community Educational Project is a guideline for the formulation and implementation of PEI; the classrooms didactic needs the practice of collaborative work the most of time; the relevance of Student Government into the classrooms is crucial in daily activities; structuration of Learning Environments takes a relevant place with the organization of Learning Corners in each classroom; and the articulation of pedagogical practices in the institution with the contextual reality guides the processes that are developed in there. Consequently, the New School Model is a proposal with pedagogical,

methodological, and didactical components which are covered in all School possible scenarios (D. E. I. El Trigo, 2019)

There are two students with learning difficulties within the group who develop alternate and differentiated academic work concerning the rest of the group in some subjects. However, in English Subject, the differences in the activities are minimum because the competencies that are developed in this subject do not have a high level, taking into account that the English' curriculum in the School considers the same competencies for all Elementary Grades.

On the other hand, all the families of the students are inhabitants of the rural area. Also, 80% of people in this community have as main economic activity the agriculture, with crops of coffee, guava, banana, and corn. Regarding social security, 90% of the population belongs to the subsidized regime and all the families are in Sisben Stratum 1. Furthermore, 25% of the students live with their grandparents, 33,4% of them live in single-parent families, and 41,6% of them live with both parents (D. E. I. El Trigo, 2020).

Additionally, I have been working with this population for six years. I teach all subjects that are included in School's Curriculum to third, fourth and fifth grades.

Furthermore, The Departmental Educational Institution El Trigo was forced to redesign and adjust different educational strategies keeping students training during the Coronavirus contingency. For this reason, this school decided on printing guides which were prepared by teachers, and the material for one or two months is handed to students with instructions to work on it.

That material is based on official textbooks from another Flexible methodology which is named "Retos para Gigantes". They were created by MEN and they are usually used to work with students who are unable to attend school in person because of health problems. Those

guides are focused on Spanish, Natural Sciences, Social Sciences, Mathematics, Religion, Art, and Technology subjects and they were studied one each week depending on the complexity of the different topics.

At the same time, teachers explained and clarified doubts through phone calls. Then families sent task evidence each Friday through WhatsApp. However, some students could not use WhatsApp because they did not have a smartphone, they did not have money to buy internet data or they did not have an Internet connection. Hence, they usually sent their activities when it was possible for them. Thus, the school and teachers were flexible in diverse aspects. For instance, they modified due dates, attention schedules, ways to explain and assertiveness of activities because many parents frequently said that they did not understand and they did not know how to help their children.

Research statement

The research was oriented to develop an intervention exercise in times of Covid using the community radio station in the municipality as the main media. That pedagogical implementation was carried out with the 12 third, fourth and fifth graders who belong to a multigrade class located in The Departmental Educational Institution El Trigo – Chiniata headquarters. They usually had 2 hours of English per week which were developed in one day. According to the General Education Law – Law 115, Article 23 (1994), foreign languages are considered a mandatory subject but the hourly intensity is not established there (p. 8). Thus this is defined by each institution.

The school implements strategies from the New School Methodology in Elementary grades which leads learning from previous knowledge of the students and it is taking into account the

learning rhythm of each student. In this sense, flexible methodologies were a created strategy as a response to the difficulties and low results in the educational measurements in specific populations (MEN, 2002.p. 2-7); however, this methodology is not applied in the same way in English teaching and learning.

Consequently, for the study, I designed a pedagogical English proposal based on characteristics of Content Based Instruction – CBI. This is an approach that highlights the connection between English lessons and students' real life, the choice of contents is based on the context, background knowledge, learner's needs, wants, and intellectual level. In concordance, a logical organization of topics in the pedagogical design was taken into account in terms of learning strategies, rehearsing, reflecting, and problem solving, formulating and working on meaningful contexts more than language, integration of language with different subject matters, and adaptations according to the particular context. (Hidalgo, H., & Caicedo, M., 2011.p. 116-117)

The coronavirus contingency forced the Institution to assume home school methodologies but they did not take into account English because of the difficulties in the communication, parent's assumptions and knowledge to guide the students' learning process at their homes. As a result, different media had been used for students to access information and taking into account the trouble that students had for keeping in contact with teachers and the impossibility of some parents to guide the tasks, the radio program through the community radio station "Siquima Stereo" of the municipality Guayabal de Siquima was considered a more effective channel for students to get some meaningful guides for the English class and the possibility of studying some topics from other subjects which needed some reinforcement.

Additionally, the pedagogical proposal was designed for the group of students mentioned but the Director of the Institution suggested it could be projected to the rest of the children from other schools who belong to the Institution due to academic circumstances in times of pandemic contingency and taking into account all of these schools are located in rural zones. Consequently, all the students from the Institution were part of the implementation but only the group of 12 students participated in the research.

In that sense, this research allowed applying and describing a research design which impacts in Research Field 1: “Teaching and Learning of English as a Foreign Language”. Due to this, I adapted the practices as a pre-service English teacher according to the context setting and taking into account the COVID 19 contingency. This study is part of Research Macro project 1: “Innovative practices in English teaching and learning: practices of the LLEI pre-service teachers” and of Research Subproject 1: “Pedagogical innovations in EFL learning and teaching contexts” in order to recognize, describe and inform about English pedagogical practice in a rural context, with a multigrade group, and English learning through radio in times of pandemic searching to directly place value on the educational community of the school.

Research Question

How does the implementation of CBI through radio impact a multigrade group of a rural context in times of Covid?

Research Objective

Describe the impact of the Content Based Instruction- CBI implementation through radio with a multigrade group of a rural context in times of Covid.

Justification

The institution, where the microproject was carried out, assumes several flexible methodologies like the New School. They are formal education proposals which permit to assist diverse populations who attend multigrade classrooms and who are in vulnerability conditions or present difficulties for participating in the traditional educational offer.” (MEN, 2010). Those methodologies are implicit in most of the activities that are developed into the school and in the academic procedures. Equally, the institution has parameters for teaching, learning and evaluating all subjects of the curriculum.

Conversely, most of the principles of this methodology are implemented just in subjects like Spanish, Mathematics, Natural science, and Socials science. For the rest of the subjects, there are general syllabuses with the same competencies and topics for every grade of Elementary School, due to every classroom in Primary is Multigrade classroom which is the one that occurs in those schools where “children of different learning abilities from grade 1 through to grade 5 are taught in one classroom” (Kivunja, C. & Sims, M. 2015. p. 10) and different grades attend to a single class.

Additionally, it is necessary to exalt that “Multigrade teaching is not an answer to meeting teacher shortages in the educational systems but it is a strategy to improve the quality of education in rural communities.” (UNESCO, 1989.p. 5) Thus, this is a methodology which answers directly to the context’s reality but there is not a clear relation between the mentioned methodology and the way in which it relates to English as a foreign language in the School El Trigo. This can be reflected in the syllabus of this subject and in English classes too in which learners do not answer to the classes in the same way as in the other subjects and this fact took

more difficulty with all the adaptations that Institution had assumed as an answer to the home learning.

Consequently, the organization of class, the disposition of material and the techniques, which are used for each class or learning guide, are factors that directly affect the learning process. Thus, there is not a relation between the context and the implementation of strategies that facilitate the learning of English as a foreign language because students are looking at English like something strange that does not have relevance for their life outside the classroom and something that does not exist during pandemic times.

Therefore, this research strengthened the focus of the School El Trigo- Chiniata headquarters to be a builder agent that provides to the community an education which answers to the conditions, expectations, and needs of rural life, this is a response to have a pertinent and coherent education to its context. (I. E. D. El Trigo, 2019. p. 10). Similarly, it responded to requirements of the current society related to the importance to train students in English language skills to be equitably competent to the high standards, not only national but also international and then a way to continue with learning processes even when students are not attending to face-to-face classes.

In this case, this research gave to the educational community of the institution a recognition of a pedagogical proposal that was implemented according to the characteristics of the context and this fact helped the institution to have some parameters for implementing current national and departmental politics that are related to bilingualism.

At the same time, developing this research was very helpful for my professional training being a direct participant in the research which provided tools for being implemented in my English class practices. Furthermore, I was as a pre-service teacher involved in this study, learnt

about teaching through new experiences and adaptations in the specific context, from and for real intervention in an extraordinary academic situation because of the pandemic, using the community radio station as media between students and teacher based on contextual setting.

Moreover, English language activities, which were implemented through this research, permitted to give relevance to contextual setting. It focuses on teaching and learning of English as a foreign language in rural schools with multigrade groups. Also, this study took a radio program as an educational tool and it used the documentation of this pedagogical teaching experience and intervention, which was designed, carried out and analyzed, for being showed to the academic community of the LLEI.

In conclusion, the pedagogical intervention contributed to Research Subproject 1: “Pedagogical innovations in EFL learning and teaching contexts”. (Bonilla, M., Hernández, E. & Medina, M., 2017). Certainly, all of this permitted to supply support to the professionalization of English teachers in the LLEI, as well as, it endured the professionalization of the pre service teacher owing to the exposition to an educative context reality which had to be confronted with pedagogical designs which respond to that phenomenon and the complexity of learning at home in times of COVID.

Chapter II

Theoretical Framework

This chapter presents and describes the main constructs that guided and supported this research: Rural English Language Teaching in Colombia, The Multigrade Classroom, Content Based Instruction, and Teaching and Learning through radio and applied studies on the topic of interest

Main constructs

This research is oriented by the question: How does the implementation of CBI through radio impact a multigrade group of a rural context in times of covid? This was guided and supported by four main concepts:

Rural English Language Teaching in Colombia

Rural Education involves all the academic processes which are developed around schools located in geographical areas with particularities concerning social, cultural, and pedagogical aspects. Initially, social characteristics from the community are influential factors in the process of English teaching and learning taking into account that in a rural context it is possible to find cultural ideas within families about the education of their children, teachers develop cultural adaptation to teach multiple subjects and multiple level classes (Ramos, B., & Aguirre, J., 2016. p. 212)

Additionally, community customs generate own assumptions over English. Such as the school El Trigo which has an emphasis on agricultural projects for its daily academic activities but the English language is assumed as an isolated or irrelevant matter because of community

needs, the absence of a graduated English teacher, and the assumption that the rest of the teachers have over this language.

Similarly, rural schools assume language policies which do not make difference in the variety of population and authors have established that “schooling model develop in an urban context is not always relevant to a rural setting” (Ramos, B., & Aguirre, J., 2016. p. 212) and “rural education is marginalized because of low concentrations of children, economic constraints and lacks material and resources” (Bonilla, S., & Cruz, F., 2013. p. 28) taking into account that those flaws are the result of the state policies for public rural schools.

As a result, learners who study in rural areas tend to be uninterested because every content or topic, that they have to work on in the classroom, is not connected with their realities. “It is a source of demotivation for students to read and study topics that are totally unrelated to their daily lives. Knowledge must be seen as something real and tangible” (as cited in Ramos, B., & Aguirre, J, 2016.p. 215). Indeed, teaching and learning English as a foreign language is not an exception to that concept and even more, teaching and learning of this language require that teachers take advantage of local resources and previous knowledge of learners that can join the classroom with real-life above all recognizing that children have a substantial bank of knowledge, that in some cases, is not validated in the classroom. (Ramos, B., & Aguirre, J, 2016)

In this case, it is important to mention that cultural values and environmental materials must have relevance in order to be used inside a class as a meaningful option for improving pedagogical practices and learning processes taking into account the particularities of educative communities including parents and students respect to the relevance of learning English, and teachers’ perception about working in rural areas. Consequently, every English class in rural areas demands a different and contextualized treatment.

The Multigrade Classroom

Multigrade classrooms are the most common type of groups that can be found in rural areas and it is a common teaching practice throughout worldwide, in countries with different economic and social characterization. On the whole, multigrade teaching is the style which is implemented in classrooms where more than one grade attends the same classroom. (Hyry-Beihammer, E., & Hascher, T, 2015.p. 90).

Thereby, the concept of multigrade classroom includes aspects as how teaching and learning are implemented currently in the school El Trigo through some variations in teaching practices to introduce curriculums with the particular characteristics of the institution and those variations are framed within practices such as Curriculum rotation, whole class teaching, and Spiral Curriculum which are described from the organization of the curriculum and work in a classroom for minimizing the heterogeneity of the students (Hyry-Beihammer, E., & Hascher, T, 2015.p. 98 - 100).

Additionally, those students, who attend the same classroom, have diverse ages and grades. Furthermore, national policies have assumed previous concepts in the methodology, New School for rural schools that is “a formal education proposal which permits to attend to diverse populations who attend to multigrade classrooms and who are in vulnerability conditions or present difficulties for participating in the traditional educational offer.” Ministry of National Education (MEN, 2010). Likewise, New School is considered as an educational stream worldwide which shows a school based on experimentation, making, building, and reflection about life against the ideas of the traditional school and the systematic learning. New School regards important to focus attention on the student and her/his active participation in all scholar processes putting together the theory and the practice (Kennedy, D., 2018. p. 111).

Thus, mentioned theories give principles to the pedagogical implementation taking into account types of curriculum, planning, education concepts, and roles inside classes for both students and teachers making emphasis in the relevance of the context and real life.

Content Based Instruction

Establishing a connection between real life and English classroom permits to relate the learning with reality of content from the context taking into account the type of population who attends a Multigrade classroom in a rural area. In that case, Content Based Instruction – CBI represents an answer for those needs in Colombian Rural areas without ignoring Nacional policies. This pedagogical approach that according to Grabe et al. (1998): has like a principle, the motivation to the use of English in close- to – real daily school activities and tasks.

Additionally, the authors have proved that the Content Based Instruction approach has principal settings. First, it represents the development of topics that are organized in a logical way in order to be acquired in long-term memory. Second, CBI approach focuses on the meaningful contexts more than language as a central part of teaching and learning processes. Third, learners' needs, wants, and intellectual level are important during all the teaching and learning process and this reflects that English represents the cognitive developmental for the students. Fourth, there is an important connection between practice of English in the classroom and real life, thereby the relationship is given through the type of real tasks and contents. For instance, the presentation of complex language is developed based on authentic content. Finally, different emphasis of teaching and learning can be applied with CBI. Thus this approach provides opportunity to use a great variety of techniques such as cooperative learning, whole

language and task-based approaches in order to be successful in the purposes of language teaching and learning. (as cited in Hidalgo, H., & Caicedo, M., 2011.p.115-117).

Those aspects of language learning are exposed alongside natural characteristics of cognitive development in children who are in primary school and the implementation of this approach aims to relate interaction with the environment that is around learners. Transforming the learning in a meaningful process highlighting the process which is connected with particularities of the institution because of its location, population, methodologies and sociocultural description.

Teaching – Learning through Radio

The communities have tried to create communication channels or opportunities along with the history in order to build educational scenarios which can be accessible to all people. Since the radio as a media in those processes has taken a relevant role getting to students who live far away from the cities or who need other possibilities to be educated because of their access to the regular educational system.

For instance, Colombia developed an initiative named “Bachillerato por radio” between 1966 and 2004. Thus, that action was implemented by The Popular Training service, which assumed the distance education program which considered the use of diverse media as a divulgation tool for that academic plan. In that sense, the radio gained a fundamental role in the dissemination of programs because it was present in remote areas of the country and distance education program was accessible by more people. Then, youth and adults throughout the whole national geography were educated with the radio programs (Corporación Memoria y saber Popular, para 3).

Equally, there are some countries around the world that consider the radio as a good tool to engage and assist English teaching and learning processes. Thus, countries as Kenya consider that including radio as a means to teach and learn English contributes “to improve the quality of learning and education, to extend educational opportunities through distance learning, to improve the quality of classroom instruction, to teach communication skills and to support teachers work as well upgrade their qualification” (Florence, 2011. p. 963). In that country, school radio programs acquire an important role in English acquisition for primary children because they help to learn the foreign language faster and improve pronunciation of difficult words taking into account that students develop some confidence to speak after they have listened to their teachers previously on the radio before a regular or face to face class (Florence, 2011. p. 961).

Eventually, the Coronavirus has forced the use of multiple tools to develop educational programs in all academic contexts not only in Colombia but also around the world. Indeed, Colombia has particular characteristics in terms of connectivity and location of people scattered around its geography. Consequently, schools in remote areas had to adapt their contents and their media to communicate with their students and the radio, which is a mass media because of its scope, has taken again a relevance in that task and during the pandemic times, distance education challenges the teachers, parents and learners’ creativity who reinvented themselves to follow with the classes. Thus, education through radio is an initiative which has been permitted to educate Colombian rural students during Covid time in some territorial entities (Quintero, 2020).

Literature Review

Colombian studies make descriptions about current conditions of English teaching as a foreign language in rural contexts in Colombia based on real teaching experiences and critical descriptions of EFLs within the Colombian Educational System.

Correspondingly, there are a variety of factors which are involved in scholar processes in rural schools such as ideals of educational community respect to the relevance of learning not only English but also learning in a general conception. In the same way, alternative adaptations to the context are related to didactic and pedagogical proposals in English teaching and learning processes. It is possible to develop a “syllabus that includes the cultural particularities of rural areas, the proper introduction of teachers to the community, the participation of the community in the planning the process, the access to the learning resources centers, and local support” (Ramos, B., & Aguirre, J., 2016. p. 214).

Furthermore, there are practical aspects that are validated by the authors to be applied in this type of community as carrying out activities that value local resources, students background knowledge from the context, the implementation of real and tangible activities, adaptation of the programs, and designing materials and activities that give value to rural cultures as a positive asset (Ramos, B., & Aguirre, J., 2016. p. 216) in order to improve English teaching and learning processes despite generalized and not contextualized requirements of language policies.

Certainly, one of the main characteristics of rurality is the setting of class groups because they used to be composed of multiple grades, levels, and ages. Those groups are named multigrade classrooms. This type of classroom “is common throughout the world, in both developed and developing countries” (Hyry-Belhammer, E., & Hascher, T. 2015.p. 104).

Additionally, “multi-grade teaching has certain benefits, including student-centered learning and teaching processes, flexible teaching, a family-like and secure atmosphere, the ease of implementing innovative change, support for individual learning tempos, and flexible school-entry” (Hyry-Belhammer, E., & Hascher, T. 2015.p. 105). Similarly, we can see that this type of groups beyond the Colombian Educational policies with the practice of established methodologies as New School that is assumed by Ministry of National Education as proposal to attend students in multigrade classrooms (MEN, 2010). Additionally, that theory about New School follows approaches by Dewey that are analyzed and assumed throughout the world with a vision of the school built on practice, collaboration, and democracy taking into account six dimensions: built space, grouping patterns and principles, curriculum, texts and concrete materials, pedagogy, and governance. (Kennedy, D., 2018. p. 111).

Thereby, this research assumed Content Based Instruction approach as the contextualized approach. This approach was applied in the pedagogical experiences of teachers in some Colombian schools and it took the reality from the context to the content for English classes. Some authors state theoretical concepts worldwide taken from analysis of experiences in three different countries (Canada, Singapore, and United States) as well as through those experiences the authors justify the implementation of the approach in the Colombian educational context (Hidalgo, H., & Caicedo, M., 2011). In the same way, authors present that “the content-based instruction approach was useful to integrate environmental issues with the grammar and the communicative uses of the language” (Quintero, J., & Lopera, C. 2016.p. 130). Thus Content Based Instruction establishes the assumption of coherent and pertinent topics, steps, techniques, tasks, roles, backgrounds, materials, teachers’ profiles, assessment, and correlation of English with other subject matters in scholar processes (Hidalgo, H., & Caicedo, M., 2011).

Furthermore, as an answer to the extraordinary situation because of the pandemic of Covid – 19, the implementation took place through the community radio station as a main media between teacher and students. In that sense, multiple benefits, settings, and some background information are mentioned based on a research developed in Kisumu –Kenya with a program to assist primary students and teachers in English learning process, in which mentioned the radio as the most important tool to improve the levels of language skills in all population taken as a pillar of that process to students in primary schools. (Florence, O., 2011).

Comparable, Colombia had an experience in this type of distance education a couple of decades ago when the country developed a strategy to make education more accessible by more people along the country and this is narrated by “Corporación Memoria y Saber Popular” which is a collective group that builds proposals for the reconstruction of historical memory in Colombia. (Corporación Memoria y saber Popular, para 1)

Chapter III

Research Design

Type of Study

This study was in the frame of the Action Research Design which is according to Carr and Kemmis, 1986: “a form of self-reflective enquiry undertaken by participants in social situations to improve the rationality and justice of their own practices, and the situations in which those practices are carried out” (as cited in Ellis, 2012. p. 27). That process must include specific phases for its development: 1) the initial idea, 2) fact finding, 3) the action plan, 4) implementation, 5) monitoring, 6) Steps 4 and 5 again, (Ellis, 2012.p. 27).

- 1) The researcher does the identification of a relevant issue within the educational context.
- 2) It is necessary to get as much information as possible about the issue to describe the research statement
- 3) A possible pedagogical solution to the problem is designed
- 4) The solution is carried out in the educational context
- 5) Collecting data is mandatory during the implementation of the proposal analyzing its effectiveness.
- 6) According to the results in the previous phase, new implementation and analysis are developed. These phases can be repeated as many times as necessary or possible.

Data collection

The research question focuses on the description of the impact of Content Based Instruction in the English teaching and learning according to characteristics of the rural context, multigrade groups and radio lessons because of times of coronavirus. Thus in order to describe such impact

accurately and systematically, journals, artifacts and semi structured interviews were applied to carry out the data collection.

Journals

It is an instrument that permits to do a reflection about students' tasks evidence and teacher' practices. Hence, journals permit to describe a teacher's views about what is happening in the class during the process of the intervention; they also facilitate learning from the mistakes, modify teacher's practices, and follow changes in mental strategies of teacher's work (Wigerová, 2013.p. 238). Thus, this instrument gave tools to carry out the pedagogical proposal, evaluate it, and understand the phenomenon based on designed lesson plans according to the pedagogical approach. I wrote eleven journals with notes that followed key questions about teaching and key questions about students corresponding to eleven lessons that were implemented. The journal format can be found in Appendix B and written journals can be observed in Appendix I, in the labeled link 'Journals'.

Artifacts

These correspond to the students' productions: written, oral, visual, manual products (Suárez Ramírez, I. R., & Rodríguez, S. M, 2018.p. 99) along with each phase of the research, which also could show how the pedagogical intervention was working on teaching and learning processes. In that sense, it was possible to gather first-hand data from learners' skills. I carried the analysis of eleven artifacts which correspond to each one of the implemented lessons. Each artifact includes tasks that students developed by themselves according to instructions given during radio lessons. There were tasks of writing, speaking, listening, and reading skills taking into account learning outcomes that were presented for each one of the lessons.

Additionally, I used an observation format to write the analysis about each artifact product of the evidence sent by the students during the implementation. The artifact observation format can be found in Appendix C, the evidence of students' tasks that were included in each artifact are compiled in Appendix I, links of 'Artifacts', and the analysis that was written over each artifact can be observed in Appendix J in the link 'Open coding artifacts'.

Semi Structured Interview

This is based on a guide of questions and the interviewer is free to introduce additional questions to get more information if it is necessary along with the interview (Hernández Sampieri, R., Fernández Collado, C., Baptista Lucio, P., 2014.p. 403). Thus, it represents the way of inquiring with the students and teachers about their opinions, feelings, knowledge, sensitivity, and background over the process during the pedagogical implementation which was developed in a distance methodology because of the coronavirus emergency. It is important to search first-hand data with the learners and teachers in order to analyze both perspectives, students and teachers.

In that sense, two interviews were carried out: the first one was applied with eleven students in order to collect their perceptions about the radio lessons in which they participated; this interview format can be found in Appendix D. The second one was applied with two primary teachers to gather data about the external impact of the pedagogical implementation that was not planned but that arose through radio lessons; this interview format can be found in Appendix E. Furthermore, transcriptions and recordings from both interviews can be found in Appendix I, labeled link 'Interviews'.

Chapter IV

Instructional Design

Approach

Children learning processes are the common thread in educational actions inside any elementary school and it is necessary to understand that academic decisions conduct and determine the type of cognitive constructions that students develop along their training.

Clearly, language is part of that construction which is influenced too by the type of interaction that students have with their environment and that is the reason why pedagogical language acquisition should “bear in mind that children in learning and problem solving should be helped to acquire and use information, resources, and materials with a purpose” (as cited in Hidalgo, H., & Caicedo, M., 2011.p.114). Consequently, the contents, materials, and methodologies during language learning need special attention in order to achieve learning goals.

The Content Based Instruction approach, which guided this implementation, gave tools to work over those goals and recreate in the students’ minds the possibility of learning and using English in real situations, not only as one more subject of the curriculum but also as a way to communicate with the environment.

Academic decisions have to be supported by conceptions related to the students’ multiple learning preferences and choices; thereby pedagogical practices are conducted from aspects as students’ interests, their ages, their needs and context characterization in order to correspond to the cognitive development of each student (MEN, 2018), which certainly takes plays in language acquisition. This was the emphasis during all teaching and learning processes along this study, focusing on connections between the real world and the skills that the students practice; it

permits to create meaningful tasks from the context without missing students' background knowledge (Hidalgo, H., & Caicedo, M., 2011.p.116) in order to favor English learning.

Design

Decisions in terms of the pedagogical implementation were characterized by the main constructs: the rurality of the population, the multigrade group with its flexible methodology- New School, and the assumptions about school at home because of the Covid 19 pandemic which implied new media between schools and educative community, as well as, the context connects with Content Based Instruction approach that gave the principles to develop the pedagogical practices including, process as planning, implementing, and evaluating teaching and learning strategies.

Consequently, the learning goals, topics, techniques and resources were selected based on those lines, they expected to cover some competences, and subjects that were isolated because of learning at home, the difficulties of this type of methodology taking into account the rural characteristics. Also, the selection was connected to students' background knowledge and the possibilities in media which were available during the pandemic.

Furthermore, all the lessons were built from the idea that English is not only a subject into the school's curriculum but also it is a way to learn something else. Thus, each lesson was considered as an opportunity to make a review or learn some content of another different subject. The pedagogical proposal comprises fifteen lessons, one lesson per week. The first four lessons involved subjects such as Ethics and Values, Physical Education and Artistic Education; the rest of the lessons are divided into two groups, one of them is for Natural Sciences and the other for Social Sciences. Consequently, the topics of those subjects are taken from the Basic Competency Standards by Colombian MEN.

Additionally, all the lesson planning was organized according to a structure that is guided by New School Methodology through MEN guidelines and Flexible methodologies which the School El Trigo assumes into the PEI. Those guidelines establish that lessons and learning guides must have four stages if it is possible. Activity A: Basic Activities, Activity B: Practice Activities, Activity C: Application activities, and Activity D: Activities with family. I added also a previous task and an initial stage to all classes in order to have coherence with the radio dynamics.

In that sense, some lessons had a Pre-task stage to be developed with the families; this part was used to contextualize and include the family with the class. This stage was generally done using the Spanish language and it was focused on sharing opinions, identifying knowledge about the environment, culture, or family/community traditions.

All the lessons had a warm-up or initial stage which was used to establish communication with students, check tune, verify radio station transmission, give important announcements, and share some ideas from the pre-task stage by students' calls or their WhatsApp messages.

In the Activity A stage, basic activities were carried out. They comprehend different exercises to present the topic, English language (pre-reading or pre-listening), or sharing ideas talking about the lesson topic. Sometimes I had some guests at this stage. At the end of this stage, I asked for a pair of students who called to share answers. Then I always verified answers and made clarifications.

In the Activity B stage, practice activities were developed. Several practical exercises of listening, reading, speaking, or writing were done following the topic and ideas that were shared by students at the beginning of the lesson. In this part, students could call the radio station to develop exercises with my guide. I usually asked for students' calls in order to make corrections

or I eventually did them depending on the time available at the radio station. At the end of this stage, I used to read children's reports and messages on air.

The stages Activity C and Activity D were mixed taking into account that students had to do the application with their families. Thus, I gave explanations about the procedures of these exercises on air, answer students' questions and they developed them at home with the support of their relatives. This part had activities in which students needed to use previous stages to produce anything according to the outcomes. For instance, students had to produce pieces such as graphs, draws, informative posters, presentations, or artistic works.

In addition, students had some days to do the exercises and their parents sent me their evidence of class activities and exercises of the activity C and D, using WhatsApp. Then, I sent them the pertinent feedback.

It is important to say that all the activities were initially presented in the English language with some repetitions and clarifications in Spanish when necessary but I tried to alternate the use of English with Spanish explanations as the lessons progressed. Further, I used English songs with the vocabulary of each class to do breaks between stages or for giving time to students in order to do the exercises.

In the same way, I used the WhatsApp group to send clarifications, extra information, or extra audiovisual material after class. Clearly, students' material had the same structure with Activities A, B, C, D. This material can be observed in Appendix J, link of 'Students Material'.

In order to exemplify the procedure of each lesson, a sample of a lesson plan can be seen below:

Lesson number:1**Institution:** Departmental Educational Institution El Trigo**Pre- service Teacher name:** Laura Fernanda Martinez Sanabria**Group:** Multigrade Group - Third, fourth and fifth grader students**Date of implementation:** March 15th, 2021**Duration of synchronous class:** 2 hours**Duration of the whole lesson:** Approximately 3 hours**Other subjects involved:** Ethics and values**Learning Outcomes:**- **Pragmatic:**

By the end of the lesson the students will be able to greet using English language.

By the end of the lesson the students will be able to recognize the importance of greetings in any context.

- **Linguistic:**

By the end of the lesson the students will be able to use greetings and expressions as My name is... and I am... to introduce themselves.

Pre-Task with family:

Students will develop some exercises with family help. It will be done using Spanish Language.

- Write, why is it important to be cordial, respectful, kind, tolerant, emphatic, and supportive with others?
- Mention other three values that you consider important to live in a healthy coexistence. Explain your answer.
- Draw a picture about how you imagine a healthy coexistence in family.

Warm Up:

- T will invite Ss to call to the radio station for sharing and reflecting about the exercises in pre- task activities.
- T will make a short reflection over the importance of Greetings in order to develop harmony in community.

Activity A:

Listen twice to the recording from <https://www.youtube.com/watch?v=AA5hOCxlRaI> and do the following exercises in the printed material. T will guide

1. Match:

Nice	you
How	morning
Sit	are you
Good	to meet
Thank	down

2. Use the words below to complete the dialogue:

you - morning - in- how - you - down - nice - you - name

- Good morning
- Good _____, everyone
- How are _____?
- Fine, thanks. _____ are you?
- Great!
- Come _____, please.
- Nice to meet _____.
- My _____ is Kate
- _____ to meet you, too.
- Sit _____, please.
- Thank _____.

T will ask for a student who calls to the program and share his/ her answers

- T will verify the answers and clarify the use of the expressions into the dialogue as well as the importance of using them anywhere

Activity B:

- Ss will have pictures in the printed material with other greetings and usual phases, T will read and explain their use.

LISTEN AND REPEAT.**Greetings**

Good morning



Good afternoon



Good evening



Hello



Hi

Leave takings

Good-bye

Bye!See you
laterSee you
tomorrowGood
night**Other expressions**How are
you?Fine,
thanksNice to meet
you, too Ana.My name is
Tom.Nice to meet
you Tom.

I am Ana.

Images taken from:

[https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Greetings_and_farewells/Nice_to_meet_you_vq395070lb](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Greetings_and_farewells/Nice_to_meet_you_vq395070lb)

- Then, T will ask for some students who want to call for practicing a simple conversation in which the student can say hello to the teacher and introduce themselves.
- At the same time, T will ask for students to practice with their families.

Activity C and D

- Ss will complete the template with their own information:

Good _____ / Hello!

My name is _____

I am _____

See you...

- Ss will make a short video introducing themselves and saying hello to their classmates using English Language and they will say in Spanish how important is greeting. Then Ss will send the video to their teacher.

Resources

- Audio of the video taken from <https://www.youtube.com/watch?v=AA5hOCxlRaI>
- Images taken from [https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Greetings_and_farewells/Nice_to_meet_you_vq395070lb](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Greetings_and_farewells/Nice_to_meet_you_vq395070lb)
- Students' printed material

All the lesson plans can be found in Appendix J, in the labeled link 'Lesson Plan Pedagogical Design'.

This structure was in close relation with the directions from Content Based Instruction which supports language acquisition as a process that represents the students' cognitive development and it was related to school methodology following as principle the structuration of meaningful learning into academic scenarios.

Particularly, the Content Based Instruction- CBI approach establishes a connection between English lessons and students' real life. Secondly, the choice of contents was based on

the context, background knowledge, learner's needs, wants, and intellectual level, as well as, a logic organization of those topics was taking into account. Thirdly, in terms of learning strategies, rehearsing, reflecting, and solving problems formulated and worked on meaningful contexts more than language. Thus, integration of language with different subject matters and adaptations according to the particular context involved the decisions and procedures which were part of this implementation.

At the same time, the lessons took place using the community radio station "Siquima Stereo" as the principal media with students, they had printed material which helped the common thread of the classes and this material was used for activities by hand that students did before, during and after the synchronous work with the teacher, the evidences of all the tasks were sent by WhatsApp which was the media that school has used during pandemic time. The person in charge of the design of the material and classes, implementation and development of the feedback to students' tasks, was the teacher and researcher.

The lessons are organized as follows:

Table 2

Lesson Organization

	TOPIC	SUBJECTS INVOLVED	LEARNING OUTCOMES
LESSON 1	Respect / Greetings	Ethics and Values	Pragmatic: -By the end of the lesson the students will be able to greet using English language. -By the end of the lesson the students will be able to recognize the importance of greetings in any context. Linguistic: -By the end of the lesson the students will be able to use greetings and expressions as My name is... and I am... to introduce themselves.

LESSON 2	COVID	Natural Science	Pragmatic: -By the end of the lesson the students will be able to talk about some actions to stop the spread of the coronavirus and its symptoms Linguistic: -By the end of the lesson the students will be able to use the vocabulary related to care against coronavirus.
LESSON 3	Body Recognitio n	Physical Education	Pragmatic: -By the end of the lesson the students will be able to recognize their body parts Linguistic: -By the end of the lesson the students will be able to talk about their parts using these are - this is
LESSON 4	Art with colors	Artistic Education	Pragmatic: -By the end of the lesson the students will be able to recognize primary and secondary colors in their artistic tasks. -Linguistic: -By the end of the lesson the students will be able to use colors in English to describe their artistic tasks
LESSON 5	Organ Senses	Natural Science	Pragmatic: -By the end of the lesson the students will be able to talk about some abilities that they have through organ senses Linguistic: -By the end of the lesson the students will be able to use the modal verb can in first person -By the end of the lesson the students will be able to use the vocabulary of organ senses.
LESSON 6	Animal Diversity in Guayabal de Siquima		Pragmatic: -By the end of the lesson the students will be able to write about animals in their villages Linguistic: -By the end of the lesson the students will be able to use vocabulary of farm animals
LESSON 7	Plants in our municipali ty		Pragmatic: -By the end of the lesson the students will be able to write about plants in their villages Linguistic: By the end of the lesson the students will be able to use verb to be to write about parts of the plant

LESSON 8	Care of our natural resources / Recycling		Pragmatic: -By the end of the lesson the students will be able to identify some positive actions towards caring for the environment Linguistic: -By the end of the lesson the students will be able to use verb CAN to write about actions to take care of the environment
LESSON 9	Water Cycle		Pragmatic: -By the end of the lesson the students will be able to write about the water cycle Linguistic: -By the end of the lesson the students will be able to accurately use simple present in third person and the vocabulary related with the water cycle
LESSON 10	Food in our municipali ty		Pragmatic: -By the end of the lesson the students will be able to write about the ingredients of a typical dish Linguistic: -By the end of the lesson the students will be able to use verb HAS/ HAVE with vocabulary about common food
LESSON 11	Social groups / The family	Social Science	Pragmatic: -By the end of the lesson the students will be able to recognize the family as a social group Linguistic: -By the end of the lesson the students will be able to use the pronouns she and he to talk about their families. -By the end of the lesson the students will be able to talk about the names of their family members using proper vocabulary.
LESSON 12	Positive routines		Pragmatic: -By the end of the lesson the students will be able to describe their daily routines at home. Linguistic: -By the end of the lesson the students will be able to write about their daily routines using simple present in first person.
LESSON 13	I value what I am		Pragmatic: -By the end of the lesson the students will be able to describe and respect the physical appearance of people around them. Linguistic: -By the end of the lesson the students will be able to use adjectives to write about physical appearance.

LESSON 14	Natural landscape		Pragmatic: -By the end of the lesson the students will be able to recognize the difference between cultural and natural landscape. -By the end of the lesson the students will be able to describe a familiar landscape -By the end of the lesson the students will be able to ask and answer for their phone numbers. Linguistic: -By the end of the lesson the students will be able to accurately use there is ... and there are... forms to write about quantities in a drawing. -By the end of the lesson the students will be able to use numbers from 1 to 10.
LESSON 15	Cultural landscape		
ASSESSMENT AND EVALUATION			
The assessment is directed by the Institutional Education System - SIE which establishes that evaluation must be continuous, procedural, and integral. In this sense, not only a moment was taken into account but also every single activity during the lessons was recognized and valued. Taking into account the pandemic and work at home, some types of monitoring or assess the learning process was applied, as the MEN has guided for this extraordinary situation. Thus, the participation, effort and family support was incorporated in the registers of the students' evaluation. Further, the parameters for the assessment are an answer to the objectives and competences that students need to develop in Elementary School. In the same way, the auto-evaluation was taken into account for the assessment not only at the end of the course but also during the implementation of each activity or lesson. It is important to mention that students of the institution are evaluated in a qualitative way because of School Methodology. Thus, students do not have quantitative grades and descriptive observations are used for giving them qualitative feedback to each learner.			

Chapter V

Data Analysis

This section synthesizes the framework of analysis and findings obtained from the data collection. The data was collected through eleven reflective journals, one interview to eleven students, one interview with two external teachers, and observations of artifacts from eleven lessons which provided information that was analyzed with Content Analysis which is defined as a method whose “aim is to attain a condensed and broad description of the phenomenon, and the outcome of the analysis is concepts or categories describing the phenomenon” (Elo, S., & Kyngäs, H., 2008.p. 108). The framework was inductive; it means that data was segmented into small parts, grouped, and categorized following similarities, and reassembled in general statements according to the research question.

Accordingly, the analysis followed three main steps: preparation, organizing, and reporting (Elo, S., & Kyngäs, H., 2008.p. 108). Initially, data from the instruments were prepared and organized separately, interviews were transcribed line by line and grouped by questions, also some observations about each artifact were written, and every instrument was observed in separate files.

In the second stage Organizing, four stages were applied: open coding, grouping, categorization, and abstraction.

The open coding stage comprehended reading several times in order to break the data into small parts, searching for common characteristics among topics. Those codes were assigned taking into account similarities and labeled with colors depending on different patterns that were established according to the aspects of the content that were identified. Eight colors were used in this stage: olive green, light green, dark green, dark blue, light blue, red, pink, and yellow.

Then, each piece of data receives a letter code according to its color and meaning. These are LSP for learning – students process, LUL for learning - use of language, LIK for learning - interdisciplinary knowledge, TUM for teaching - use of material, TED for teaching English didactic, TSI for teacher-student interaction, FR for the family role, and EI external impact. After those codes, other letters and numbers were added to each code according to the type and number of instrument: J1- journal 1, I-interview 1, A1 – artifact 1, as well as, in the interviews other letters and numbers were added to each code making reference to the number of question, number of student-teacher who gives that answer: Q1- question 1, S1- student 1 or T1- teacher 1. For example, LULIQ6S4-1 means Learning- Students Use of Language, Interview, Question 6, Student 4, Piece 1. This was done in order to locate the place where the data was.

Afterward, in the grouping stage, all the broken pieces of data with the codes from each instrument were located in a graph with four columns. The first one with the label assigned to each color, the second one with data pieces from journals, the third one with data from interviews, and the last one with data from artifacts observations. This was done to develop the data triangulation searching proved pieces of evidence from several data sources in order to ensure transparency of this analysis. Thus, this grouping suffered a deep revision and adjustments.

Based on the previous procedure, categorization emerged from the revision, regrouping, and comparisons of the labels assigned to each similar content. Therefore, each one of the labels became a category in order to “provide a means of describing the phenomenon, to increase understanding and to generate knowledge” (Elo, S., & Kyngäs, H., 2008.p. 111)

Beginning with the description of common characteristics that were grouped in five categories and some of them have subcategories: 1. Learning: self-learning process at home, students' use of language, and acquisition of interdisciplinary knowledge; 2. Teaching: use of

material and English didactic; 3. Communication teaching- students interaction; 4. Family Role; and 5. External impact.

Thus, defined categorization is the base to develop the abstraction stage in which a general description of the research topic is formulated (Elo, S., & Kyngäs, H., 2008.p. 111) as is shown in the chart in the Appendix F, which summarizes the complete description from the Reporting stage that emerged from the complete process of Inductive Content Analysis. All the descriptions and findings are presented below.

Learning

Students Self-Learning Process at Home

In this category, the autonomous process of the students is depicted emphasizing the factors that could be evidenced along with data collection. Several changes were experimented by learners and their families during the implementation of classes through radio. Routines at home, participation, interests, and needs for learning, recursion, and effort were retaken and reinvented by the group of students that were part of this project.

In the first place, routines at home in times of covid were modified by students and their families in order to follow Radio Classes because they had been developing daily activities without an organization or schedule to school activities for around a year that learners did not go to the schools and worked on learning guides without direct guidance by the teacher. Consequently, taking a class at a specific time and with some requirements involved making decisions about the organization of times in the farms where they live.

For instance, several students express what they did before the beginning of radio classes with ideas like:

“yo me levantaba a veces cuando mi papá levantaba como a las 7, entonces yo ya sabía que las clases de inglés, entonces desayunaba y a veces no alcanzaba a desayunar, me afanaba, traía mis colores, el lápiz y la cartuchera yo la ponía ahí para empezar la clase de inglés” (LSPIQ12S4-1)

Sometimes I got up when my dad got up around 7:00, so I already knew that English classes, then I had breakfast and sometimes I could not have breakfast, I was rushing, I brought my colors, the pencil and the pencil case I put it there to start English class. [Translation]

As well as there are notes in the journals in which it is highlighted that students “like radio classes because it is a different way to work, they are only used to develop learning guides alone at home and they are engaged when they do something different” (LSPJ1-2)

Consequently, radio classes performed a challenge and allowed the children to feel involved in a different educational process and reformulated a learning routine despite they were studying at home after a long time.

Moreover, students did not engage in any participation exercise for more than a year because they only interacted with the teacher by phone calls. For this reason, the way for participating through messages and calls to the radio station was the opportunity to reinvent traditional interaction strategies in a face-to-face class. Thus, children assumed it in a positive way, “many students like to participate calling to the radio station, they like that I say their names in the program, it becomes in a motivator for them and it is a way to engage students to pay attention. As well as, they show their pleasure for developing all that I indicate” (LSPJ2-3). Also, there are many comments in journals that show students’ pleasure about their interventions

during radio classes. For instance, “I really believe that students liked to be mentioned air on the radio program and they liked to participate” (LSPJ3-4). In the same way, students state that they liked to be mentioned on air on the radio station:

“sí me parece interesante y sí me gusta que me escuchen los otros niños” (LSPIQ5S2-1)

Yes, I find it interesting and I like that the other children listen to me [Translation].

Another student talked about his reports through message while the radio class ran:

“Sí, bien. Solo por el WhatsApp, sí me gustaba que me mencionaran y me sentía bien”
(LSPIQ5S8-1)

Yes, OK. Just through WhatsApp, I did like being mentioned and I felt good. [Translation].

Thus, media as phone, WhatsApp, and radio helped to generate a space for participation and interaction and it was a motivational factor that permitted to catch students' attention, interest, and pleasure to follow the classes in order to achieve learning goals.

Additionally, those participation times were reflected on free practice exercises which asked for a lot of effort, recursion and attention by students. “I could see that students are paying attention over my indications and explanations because they are able to replay and answer almost everything what I ask or they talk with me about the class when I have a conversation with them after class” (LSPJ7-1). They actually needed to follow the radio class and find a way to understand explanations and activities to develop and produce the exercises.

Accordingly, that was consolidated with the pieces of evidence that students sent after each radio session. “Most children are very committed and responsible face academic activities. I can say from my experience as a rural teacher in this specific community that they are people who do not have a problem doing what I ask for despite difficulties. Then, it is normal that some girls and boys call me after radio class to ask for clarifications or extra explanations so, I think this is

a positive aspect to achieve learning goals” (LSPJ6-3). Besides, many times during the implemented lessons, it was possible to find comments such as: “Students sent evidence of all activities including the physical activity that they did when the song played. Some of them sent pictures and others sent videos” (LSPJ3-5). That proves that students were listened to and followed instructions during and after class.

Furthermore, radio classes changed different activities that students were developing at home. While it is true that this group, in general, has a good sense of responsibility, the challenge emerged with English exercises during and after classes and not all the students had the same performance with all the activities. For instance, the most prevailing trend was students sent activities which were developed during radio program but free practice activities were not sent by everyone.

However, those students who sent the full exercises showed care and recursion to do them even the difficulties. In those terms, a student said:

“A veces, cuando no habíamos escuchado casi que es lo que decía, porque a veces no cogía bien, nosotros cogíamos un diccionario de la que tiene mi mamá y entonces cogíamos de inglés y ahí decía lo que decía en español y ahí nos guiábamos”

(LSPIQ7S10-1)

Sometimes, when we had hardly heard what it was saying, because sometimes it did not tune in well, we took a dictionary from the one my mother has and then we took from English and there it said what it said in Spanish and there we guided ourselves. [Translation]

Additionally, there are comments in the journals as: “it is pleasure to see the effort and the final tasks that students do because there are some students who did not know anything in English but they make a big effort and develop beautiful exercises” (LSPJ6-4) and “I know that

many of them have as only resource an English dictionary but many of them are developing good exercises” (LSPJ6-1). It means that children were making a big effort in order to accomplish the orientations even the resources they had.

Similarly, students’ perceptions about learning English suffered changes and it was possible to perceive other thoughts about this language as:

“Lo otro que aprendí fue que las clases de inglés no son tan malas como pensaba...Ahora pienso que las clases de inglés son como una forma de comunicarnos para hacer tareas” (LSPIQ4S5-1)

The other thing I learned was that English classes are not as bad as I thought... Now, I think that English classes are like a way of communicating to do homework. [Translation]

“quiero seguir solo que a veces si se me trababa y a veces si me da como desespero que ya no quiero oír, ya no quiero oír que las clases de inglés...Yo no conocía absolutamente nada de inglés y pues me daba mucho miedo que por ahí dijera una palabra mal o que reprobara. Y ahora sí se un poquito y el miedo al inglés se desvaneció” (LSPIQ1S5-3)

I want to continue alone that sometimes if I got stuck and sometimes if I feel desperate that I no longer want to hear, I no longer want to hear that English classes ... I did not know any English at all and I was very afraid that he would say a wrong or disapproving word. And now if I know a little bit and the fear of English faded. [Translation]

Those opinions showed some perceptions and implications that were acquired by children during and after the implementation. It is possible to determine how involved they were with this project and how they assumed the English language as part of their academic and social growth taking into account their childhood mentality and the extraordinary situation in the pandemic time.

Students Use of Language

In this category, the use of the English language by the group of students, who were implied in this project, is described. Therefore, artifacts, comments within interviews, and notes in journals about the way that students used the English language in the tasks and the calls to the radio station during the classes are taken into account.

Certainly, there was not an emphasis on any language skill in this pedagogical implementation but the four English language skills were addressed differently and each one took a different common trend during the implementation of classes through radio.

Initially, reading and writing skills were implied in exercises that were developed mostly over the printed material because of it played an important role to guide the lessons. In that case, reading skill was developed with short exercises, using continuous and discontinuous texts.

In the same way it was possible to observe that students were able to make connections with language based on contents in order to identify, use and comprehend new pieces of vocabulary. “They could easily use images to understand meanings of the words in English” (LULA8-1) and they used their previous knowledge to understand unknown language following topics that they already knew as it was observed in the evidences with students’ artifacts: “This exercise showed that children understand the logic about the needs of a plant and they can establish connections between that knowledge and the use of new English words despite most of them have difficulties to answer properly true / false propositions” (LULA7-2).

Especially, reading comprehension exercises were not easy to learners but the material and the way to guide the reading exercises helped to them with an approach to understand the language based on the idea from CBI that “the presentation of complex language becomes easier since the contexts in which the authentic content of the subject matters appear to favor

understanding” (Hidalgo, H., & Caicedo, M., 2011.p. 116). Significantly, students took interesting decisions when they could not solve comprehension exercises, “they answer some reading comprehension questions but students answered them using Spanish language although the questions were literal and some students did not answer properly” (LULA9-2).

In this case, students were not able to use English language to answer questions but they answered using mother tongue. That means that students understood general ideas from written pieces of language even though they did not completely know how use it. They searched for solutions in order to do proposed exercises.

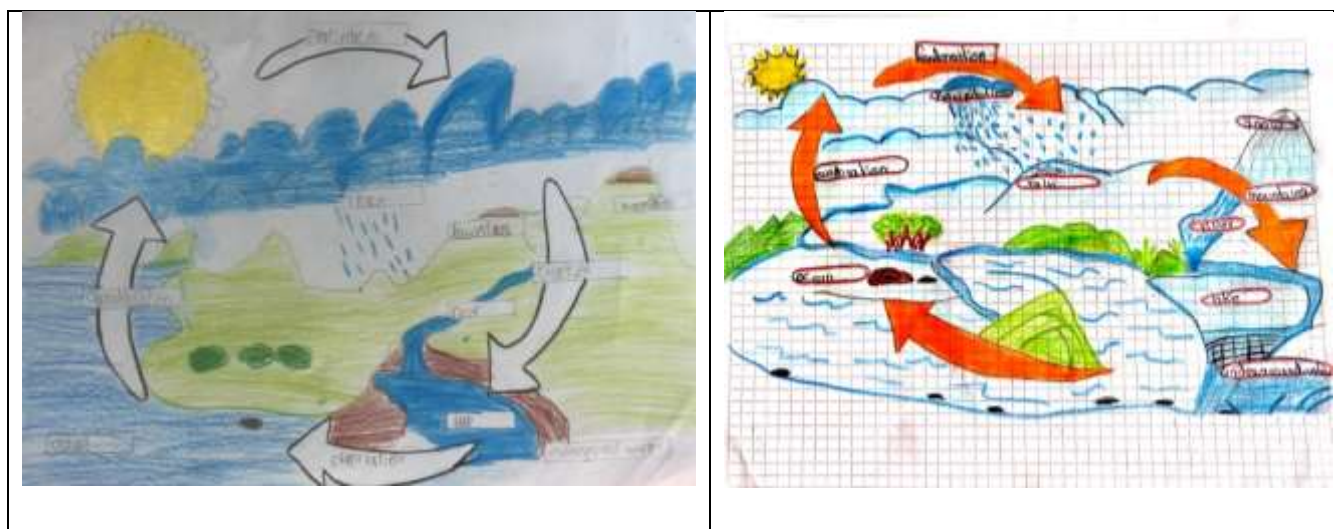
At the same time, writing language skill was worked and assumed by children based on most the activities that students did over printed material during radio classes and some of the free practice tasks. In this way, learners wrote and complete short sentences, created posters and completed graphics several times. In general terms, students started to perceive English language with a functionality to convey a message and their tasks show that they make use of their knowledge in the mother tongue to share and connect the information with unknown language or they do tasks using Spanish language in some cases.

Students’ tasks have a trend related to the intentions for accomplishing a requirement in terms of content even though they do not completely recognize and use in a correct way the vocabulary but they produce with pieces with a purpose and they establish links between a concept and possible words in the target language that they can use. That is considered by CBI approach as “the possibility of using the students’ background knowledge in content and language-related topics favors language acquisition”. (Hidalgo, H., & Caicedo, M., 2011.p. 116)

In concordance, some journals register notes as: “In general, students properly used the expressions of caring against coronavirus and the communicative purpose written was

accomplished with the elaboration of informative posters” (LULJ2-2) and it was possible to observe on the artifacts that “They tend to skip or change letters although they keep the sense into the expressions” (LULA1-1), “the exercises that were observed show assertive connections between images and English words. Students could identify basic expressions about symptoms and care against coronavirus in a written way.

Also, they defined a relation between target language and the reality of the whole world during the pandemic. Children who made the posters used the written pieces of English with some omissions or changes of letters” (LULA2-1), “children made a poster that could show the process of the water cycle using English. Thus, most of the students did it following the instructions and using proper vocabulary but some children did not write anything over the images and some others wrote in Spanish. Also, the use of the third person in the simple present was not evident within the poster” (LULA9-3). This can be observed in the pictures below.



(Students Artifact Lesson 9. Use of English to create posters of Water Cycle. Students 3 and 6 – Jun 1, 2021)

Similarly, students started to use simple grammar rules without making explicit explanations about them, “Students made a general recognition of Verb to Be in an implicit way. This is important because Students are using grammar structures without grammatical demands

by me and they are unconsciously acknowledging some rules.” (LULJ7-1), as well as, “they could write phrases about an animal they know taking into account farm animals, modal verb CAN, some short expressions with verb to be and colors.” (LULA6-3).

However, more complex structures were omitted by students despite they sent tasks in the way that they could: “only some students used the demonstrative pronouns this and these to write about their body parts” (LULJ3-1). Thus, students produce as they can, using the English language, with some mistakes as omission or changes of letter which is normal within beginning learners but without losing the communicative intention. That process is supported by the idea that “the functions of language are respected in the integration of language and content since, with the use of different language contexts in the different subject matters, meaning changes according to each context” (Hidalgo, H., & Caicedo, M., 2011.p. 117). This can be observed in this picture.



(Students Artifact Lesson 5.Sense Organ Skills.. Student 2– Apr 20, 2021)

Additionally, oral skills took an important role in the radio classes implementation. These skills were the ones that had the most difficulty but they were which gave and receive more relevance by children. Then, students required more effort and attention with listening and

speaking exercises because of distance education demands. It means that they had no other model and guide than the teacher's voice and explanations during the radio program.

Therefore, students consistently stated their difficulties with listening and speaking exercises:

“Sino que a veces no sé, es que yo me confundo un poco cuando pronuncio lo de inglés”

(LULIQ1S4-1)

But sometimes I don't know, it's just that I get a little confused when I pronounce English.

[Translation]

Additionally, this is mentioned on some notes from journals: “speaking represents trouble for students because they tend to talk or read similar to Spanish. They only have a model during class time so, they must do a big effort to catch spoken language in a good way. As a consequence, they try to repeat what they listen from me but this is not an easy task” (LULJ4-2).

Also, listening skill represented a big challenge for students and they expressed:

“Si profe, tuve muchas dificultades, la primera es para entender porque a veces decían unas palabras que yo no sabía” (LULIQ2S5-1)

Yes, teacher, I had many difficulties, the first is to understand why sometimes they said words that I did not know. [Translation]

“lo que no me gustaban eran los audios porque lo ponían y no se escuchaba la emisora, entonces yo no podía hacer bien y yo... lo de escuchar difícil” (LULIQ4S4-2)

what I didn't like were the audios because they played it and the station was not listened to, so I couldn't do well and I... the difficult thing to listen to. [Translation]

In the same way, the pieces of evidence of listening tasks in the artifacts show that oral input did not have a high positive result talking about technical terms: “Listening exercise shows

that students did not have clarity about pronunciation because around 50 % of the points were not correctly solved” (LULA3-1). Overall oral skills had the more complex work by students and the teacher.

However, the observation is based on the assumption, comprehension, and use of repetitive and daily language by students. Certainly, students used the English language to share short messages through calls to the radio station, developing synchronous activities that were supported on printed material, and tasks after class. The evidence of those activities was sent after each lesson by WhatsApp.

Particularly, learners assumed several words and frequently used expressions, and children started to use and understand them unconsciously in calls and normal conversations through available media. Thus, many notes about that effect were captured within the journals: “There are some students who answer in English when I call them to give explanations from other subjects” (LULJ1-2), “when I call them, they are saying hello and bye in English. It is a curiosity because I never told them that they had to do that, they just do it by their initiative” (LULJ2-4).

Besides students shared in the interviews several of those expressions that they learned and spontaneously used:

“Me aprendí ‘coronavirus’ (English)” (LULIQ1S3-1)

I learnt coronavirus. [Translation]

“del ‘coronavirus’ (English), los saludos, como ‘good morning’, ‘good afternoon’, antes si me los sabia pero no tanto” (LULIQ4S4-1)

about coronavirus, the Greetings, as good morning, good afternoon, before I knew them but no so much. [Translation]

“algo así que siempre se me quedó en la cabeza es la palabra más fácil ‘water’ que significa agua, ya no se me olvida el de la familia” (LULIQ6S2-1)

something like that always stuck in my head is the easiest word "water" which means water, I no longer forget that of the family. [Translation]

“Si he aprendido de inglés y de otras cosas, como el “coronavirus” (English), siempre a la profe le he dicho “teacher” y saludar en inglés, a decir “hello”, “bye bye”, siempre repetías “good bye” y antes no me la sabia” (LULIQ6S8-1)

Yes, I have learnt English and other things, such as the "coronavirus", I have always said to the teacher "teacher" and say hello in English, to say "hello", "bye bye", you always repeated "good bye" and before I did not know it. [Translation]

As well as, those words were usually used in the practical exercises that students had to develop in a freeway at home as it is possible to find in the artifact: “The use of English Language is positive in terms of functionality. Students introduced themselves and share their ideas as they can. Children used very short phrases, they made mistakes in pronunciation and intonation, as well as, some of them said expressions together with the same purpose as “hello” - “good morning”. Also, a child said hello using the expression “good bye”. (LULA1-1). See appendix I- Lesson 1- Speaking Free Practice and Lesson 11 – Speaking Free Practice.

Also, there was consistency in the journals highlighting that those expressions and words that students got were not a specific goal but they were class expressions or language of constant and repetitive use during the radio program, “I have looked at those words that I repeat a lot during radio program are the same words students can pronounce better” (LULJ6-2). This shows that regular exposition to the target language with clear information can increase and help to the acquisition by learners and this can be done in distance education too as it is considered by

Content Based Instruction – CBI: “The comprehensible input students receive and the form-focused content instruction favors language acquisition” (Hidalgo, H., & Caicedo, M., 2011.p. 116). Thus, the use of useful, short, and meaningful expressions during all the lessons by radio was caught by students and represented a breakthrough in English learning.

Acquisition of Interdisciplinary Knowledge

In this category, aspects related to students learning about other subjects are described. The pedagogical design for this project took as a reference CBI approach which considers emphasis on “The functions of language are respected in the integration of language and content since, with the use of different language contexts in the different subject matters, meaning changes according to each context (Hidalgo, H., & Caicedo, M., 2011.p. 117). In that sense, children shared in the interviews several comments about non-English content that they could appropriate during the radio classes.

“como en las clases, a desinfectarse bien las manos cuando vimos eso en inglés”

(LIKI6S8)

as in class, to disinfect your hands well when we saw that in English. [Translation]

“Lo del ciclo era nuevo, más o menos sé que de la nube cae el agua y llega a los ríos, a los mares y después vuelve a subir y baja y sube” (LIKI4S2-2)

The cycle was new, more or less I know that the water falls from the cloud and reaches the rivers, the seas and then rises and falls and rises again. [Translation]

About this last comment, there is something interesting related to the topic because The Water Cycle was a completely new topic for students, but many of them make reference to it. Thus, this is clear proof that they achieve new content using the English language.

Additionally, that fact could be observed in some notes from journals and from the artifacts in which they refer that: “However, the posters showed clarity face to the topic of the water cycle” (LIKA9-1), as well as, there are comments about other topics, “students did a general recognition about parts of a plant, functions of these parts and some close vocabulary to write about plants” (LIKA7-1). Then the goals could be analyzed with students’ artifacts too.

Consequently, the contents were organized and developed in groups of some different subjects, making emphasis on the contents with two general goals, reinforcement of some known topics and presentation of some new topics as it was previously exposed. Thus, students background knowledge was important for the reinforcement of topics that they already knew as it was expressed in some journals: “I think; this is the possibility of working on important themes of different subjects which are easy because students already know them” (LIKJ10-1) and in some artifacts: “they could define connections between English language and their background knowledge related to three Rs that they have learned in programs with environmental entities that are involved with the school” (LIKA8-1)

Also, sharing experiences and knowledge from the context was the predominant strategy, and students answered in a very positive way and the results in terms of learning generated an achievement of goals. This is how it is expressed in the notes of the journals “I would say that there was a positive thing, three students, who called to the radio station during the class, shared their knowledge and their own experience to talk about environmental care and the way to collaborate to prevent pollution from home. That is an important matter in terms of social problems and the responsibility that education has with the environmental solutions” (LIKJ8-1)

Teaching

Teaching Use of Material

In this category, two aspects related to the use of material by the teacher during the pedagogical implementation are described: the need to use printed material to develop classes through radio and the assertiveness of the material used during the lessons.

Clearly, printed material was considered to form the beginning of the design as an overriding tool and its importance was proved and enlarged along with radio classes because the teacher and learners saw it as the fundamental piece of material searching to achieve learning goals using this media to get it. In concordance, there were many notes in the journals which referred to the role of the printed material and its usefulness as: “the material was useful and supportive for radio classes, the images were very important to achieve some clarifications and the audio was easy enough” (TUMJ1-1), “I have proved that printed material is the best support to develop classes in which there is not visual interaction between students and teacher because is the only way of guiding what students are doing” (TUMJ6-1). Thus these types of notes became a constant lesson by lesson.

In the same way, most of the children voiced with emphasis the importance of printed material:

“Pues pudiéramos escribir, pero no tuviéramos o sea como de que está hablando la profesora, como que uno se pierde. O cuando digamos tú dices en la página tal, sino tendría esa guía uno no sabría que estamos haciendo o tendríamos cuidado por escribir, pero no tendríamos bien” (TUMIQ9S6-1)

Well, we could write, but we didn't have that, like what the teacher is talking about, like you get lost. Or when we say you say on the page such, but it would have that guide one would not know what we are doing or we would be careful to write, but we would not have it right. [Translation]

However, students talked about negative characteristics of the material:

“No me ayudaba a entender por lo que está en blanco y negro y además esta borroso”

(TUMIQ9S5-1)

It did not help me to understand because it is in black and white and it is also blurry. [Translation]

Thus, the colors on the papers were a limitation to facilitate students understanding.

Additionally, all the tools that were used during the classes (printed material and language pieces) had a purpose in order to reach the objectives and they acquired more relevance as the lesson was progressed. For instance, music that initially was introduced in lessons because dynamic of the radio station started to be important to catch the attention and help learners to get into a topic: “I feel that learners are attracted to music and beautiful images so; this type of material needs to have a purpose into the activities that I use because they can be a way to catch children attention” (TUMJ3-1). As well as, the use of material with activities that imply handling contribute to students’ interaction with the language and their familiarization with some language which they did not know anything but what they were related to previous ad contextual knowledge as CBI considers it “The emphasis on content and real tasks makes a connection between the real world and the skills that the students practice” (Hidalgo, H., & Caicedo, M., 2011.p. 116). As well, this is coherent with the rural context to which students belong.

Teaching- English Didactics

The pedagogical implementation was developed based on the design that followed characteristics of the Content Based Instruction- CBI, rural context, the heterogeneity of a multigrade group, and the setting of a radio program. Thus, several factors suffer modifications along with radio classes as time management, way to present activities and language pieces, use of language percentage of use of language by the teacher during the live class, and breaks during the classes in order to adapt the class to radio dynamics. Those aspects had continual changes and showed certain teaching evolution that was evidenced in many notes of the journals with comments as: “I did not know how to manage the time in radio because I was used to having control in a face-to-face class but in this case, I did not have answers from students. So, there were times in which I could not control the activity that I was doing because I had planned some exercises for interacting with students but we do not have an immediate answer, we need to take some time while students can call the announcer. So, I understood that I have to include those types of pauses into the plan for each class” (TEDJ1-2). Thus, teacher learning had a relevant experience alongside students’ learning taking into account that the teacher is part of the multigrade group under study.

Conversely, the aspect of teaching related to evaluation did not have modifications or a remarkable evolution because characteristics of distance education made difficult the evaluation which is assumed as a process, not as a moment. Then, many notes about that were generated in the journals along with all the lessons. For instance, “I have to say one more time that it is not easy to comprehend and describe the learning process that students are carrying out. I mean, they sent their pieces of evidence but I do not be sure they are doing the activities by themselves or their families are helping” (TEDJ10- 6) Clearly, the family was supporting students’ academic

activities at home and this create some barriers to have and objective observation over students learning process.

In that case, the teacher wondered about that process. However, the only finding was that oral practices were the only ones that could be observed, analyzed, and feedback with more credibility and depth as the teacher said: “written activities generate some doubts. However, oral activities must be done by children and these produce a little more security about tasks authorships” (TEDJ5-5). Therefore, performance in speaking activities was mostly observable and these types of activities permitted to give good feedback and analyze learning processes of English education through radio. However, listening, reading, and writing activities have a great limitation to be evaluated because it is not possible to define with accuracy if children develop exercises by themselves without family help. Thus, the evaluation of these skills becomes subjective.

Communication – Teacher- Student Interaction

In this category, aspects related to teacher-student interaction that took place along the pedagogical implementation such as type of communication, quality and effectiveness of the available media, difficulties with communicative realities of the rural context, and additional results of this type of interaction.

Initially, the interaction between students and the teacher was dependent on available media because of radio and contextual setting. The teacher talked to students by the radio station and students could call or sent messages through WhatsApp while the radio classes were on the air. There are many comments in the journals referring to the limitations and the amount of the

interaction “interaction while the radio program is minimal. Firstly, not all the students have internet or cell phone minutes to write through WhatsApp or call to the announcer” (TSIJ1-2).

Even though the teacher tried to interact more with students, there were very short interactive times: “I permitted more students called on Tuesday and I could talk and listen to students in real-time. Also, many students report signal through WhatsApp and send pictures of their exercises along with the classes” (TSIJ4-3). At the same time, children shared their opinions about it:

“todos los días de las clases escribía por los WhatsApp y a veces llamaba, cuando podía llamar” (TSIIQ5S1-1)

every day of the classes I wrote on WhatsApp and sometimes called, when I could call.

[Translation]

“Sí, pero ya alguien me había ganado el turno y pues si pude llamar a la radio y si me contestaron” (TSIIQ5S5-1)

Yes, but someone had already won my turn and well, if I could call the radio and if they answered me. [Translation]

Thus, the communication was limited in real-time because some children wanted to call and they could not do it for multiple reasons but they were the possibilities of the situation and students’ families in this rural zone.

Certainly, communicative scenarios have purposes and it was a pedagogical purpose in radio classes. This purpose was partially achieved because most of the time sharing information by teacher and interaction through WhatsApp and phone calls were successful. Nevertheless, sometimes the communication difficulties cut the objectives. For instance, several times the radio station’s transmission had interruptions based on the fact this is a community station and it does

not have the best equipment to improve the radiofrequency. Also, the village has big problems with cell phone signal and the connectivity is minimum. Thus, children and their families made big efforts in order to attend classes and develop the activities that were proposed. As revealed by many students:

“Algunas veces se me dificultaba porque el radio comenzaba a fallar” (TSIIQ2S2-1)

Sometimes it was difficult for me because the radio began to fail. [Translation]

“A veces me perdía porque me confundía y a veces porque no se escuchaba bien”

(TSIIQ2S5-1)

Sometimes I got lost because I was confused and sometimes because it was not heard well.

[Translation]

“como allá no nos cogía casi la señal pues teníamos que hacernos, por ejemplo, bien arribita porque es que a veces allá se va la señal” (TSIIQ5S10-1)

we almost did not get the signal there, for example, we had to move upwards there because sometimes the signal goes there. [Translation]

Thus, when this type of problem occurred, explanations by calls or WhatsApp after classes had to be done by the teacher as it was registered in journals: “I sent them some information after class because some learners lost the signal of the radio station and they could not develop the activities during the classes so, I sent them a pair of voice records to try they could develop some activities by themselves” (TSIJ7-1). Therefore, the radio station is effective in terms of rich many people and it is coherent with the context but it can generate interruptions or faults for pedagogical purposes. Despite all that, it was a good option during confinement time.

On the other hand, talking through radio not only by teacher but also students' voices and their messages that could be shared on-air contributed to the cultural conservation of the

community because children and their families participated sharing experiences and authentic knowledge that is important to the strength and engage children 'knowledge about their context as well as the exercise of participating in the radio station active some communication process that was stopped in times of studying at home.

Actually, the teacher referred to her learning too: "I consider that I learned some things about students' context based on the information that they shared through WhatsApp during radio class" (TSIJ6-1) and students shared information that they already knew during the radio class and in their tasks: "define connections between English language and their background knowledge related to three Rs that they have learned in programs with environmental entities that are involved with the school" (LIKA8-1).

Family Role

In this category, the role of students' families during the pedagogical implementation is described taking into account that family is an important part of the educational processes. Those processes were assumed in a particular way and adapted in times of studying at home because of pandemic time.

Radio classes engaged to learn differently not only to children but also to families, as well as, families started to teamwork in order to achieve some particular goals. Parents and other relatives became the only guide and support for students even though they did not have much knowledge about English. They helped in tasks such as organizing times at home, explaining when it was necessary, giving security, receiving activities, and sending pieces of evidence. In the same way, the family had to show responsibility and compromise in order to fulfill scholar tasks as in this case with activities of radio classes.

Those aspects are reflected in notes of journals: “families are making the tasks in group. Indeed, I cannot determine who is doing the activities at home I can say that there is a good effort to participate and comply with the requirements by all the families” (FRJ3-1), “Students are not working alone and their families are the only witness in the task of studying at home” (FRJ2-1), “they have great expectation and the families are learning with them” (FRJ6-2).

Furthermore, children confirmed that their families were their support in this project:

“pues tenía que pedirle ayuda a mi mami o a mi papi, o a Lorena que ella es la que sabe más o menos de inglés” (FRIQ2S5-1)

Well, I had to ask my mommy or my daddy for help, or Lorena because she is the one who knows more or less English. [Translation]

“Mi mamá me ayudaba o mi abuelita me ayudaba o yo no se me tranquilizaba, volvía y leía y lo hacía” (FRIQ2S11-1)

My mother or my grandmother helped me or I calmed down, went back and read and did it.

[Translation]

“Le preguntaba a mi mamá y ella sino sabia buscábamos en el celular” (FRIQ7S7-1)

I asked my mother and if she did not know, we looked on the cell phone. [Translation]

As a conclusion, it is possible to say that without family’s support distance English education through radio could not have been possible.

External Impact

The last category refers to effects that the radio classes had over population outside of the multigrade group that is the object of this project and this was registered in the journals and contrasted with the interview applied with two teachers from other schools. Initially, other

elementary students of the same school and from different headquarters were included in the implementation even though they were not part of this research. Apart from them, students from other schools of Guayabal de Siquima got involved in radio class by their own will and other elementary teachers from the same school were following radio classes too, according to the reports in the journals: “students who are not in this research are participating too, and they seem very pleased about that, according to their teachers’ comments. They are sending the activities and doing all the exercises too” (EIJ2-1).

Additionally, a teacher expressed that:

“me llamo mucho la atención pues como para cambiar la estrategia y a ver si se seguían como un poquito motivados y bueno no se nos retiraban o se animaban, pero pues la verdad se logró el objetivo porque ellos muy contentos con estas clases” (EII2Q3T1)

it caught my attention because I wanted to change the strategy and see if they continued as a little motivated and well no they retired or encouraged us, but the truth was that the objective was achieved because they were very happy with these classes. [Translation]

Thus, according to this teacher, radio classes were useful to change the monotony that students and families had studying at home.

Furthermore, the teacher from the urban school talked about her students’ interest in participating, she stated:

“De los treinta y seis niños matriculados, estaban participando en clase por la radio, por Siquima FM Estéreo, quince niños ... si estaban muy interesados en realizar este proyecto, se enteraron pues por la radio” (EII2Q2T2)

Of the thirty-six children enrolled, fifteen children were participating in class on the radio, on Siquima FM Stereo, fifteen children ... they were very interested in carrying out this project, they found out on the radio. [Translation]

It means that not only rural children but also the urban population could be involved in this type of education through radio and this media can be used as a motivating element for children with greater emphasis on the extraordinary academic situation that students lived because of the pandemic as an instance a teacher told a short anecdote:

“Pues mis estudiantes estaban muy motivados a recibir estas clases de inglés, tanto así profe, que, si estábamos en encuentros por Meet, con otras materias “ay no profe, yo me tengo que ir porque ya empezamos la clase de inglés y no me puedo perder ningún minuto de la clase con la profesora Laura” (EII2Q6T2)

Well, my students were very motivated to receive these English classes, so much so, teacher, that if we were in meetings for Meet, with other subjects “oh no teacher, I have to go because we already started English class and I can't miss no minute of class with teacher Laura”. [Translation].

Then, with this talking, it is possible to observe the difference between the possibilities for communicating of rural and urban children. However, the effect on learning perception is positive.

In the same way, a teacher considered that this project was useful for developing academic content from other subjects which were one of the guidelines at the beginning of the pedagogical design:

“pues por medio de estas clases que sumercé daba pues estaba tratando los otros temas todo integrado, pues eso fue muy bueno porque se veían de todas las asignaturas, pues además ahí uno podía calificar muchas cosas, de que de pronto el tiempo no le daba, el periodo pues era

muy corto y no podía tocar algunos temas, digamos yo evaluaba también diferentes asignaturas por medio de esta clase” (TEDI2Q7T1)

Well, through these classes that ‘Sumerce’ gave, because I was dealing with the other topics all integrated, because that was very good because they were seen from all the subjects, because there one could also rate many things, that suddenly the time did not give, the period was very short and I could not touch some subjects, let's say I also evaluated different subjects through this class. [Translation]

Also, this idea was observed several times in journals: “I can identify that we are covering many academic aspects with certain flexibility. We are creating a different educative scenario for students in the middle of the pandemic and the classes through radio permit develop discussions about general and known topics which are usually promoted in the school but forgotten during times of Covid” (TEDJ10-2). Thus, the fact of working contents and subjects in an integrated way answered the CBI approach, school methodology, and characteristics of multigrade classes.

Chapter VI

Conclusions and implications

This chapter presents the discussion about the general results based on the findings, difficulties, and recommendations from data analysis and the research question related to the impact of the implementation of CBI through radio in a multigrade group of a rural context in times of Covid.

It was found that the pedagogical implementation generated positive changes in the students' and families' school habits while they were studying at home. Radio classes encouraged different perspectives about English learning, daily routines throughout the lockdown because of the pandemic, and the use of different resources by students and families.

In addition, English language skills were introduced following the syllabus that was designed under some characteristics of the CBI approach which suffered some adaptations according to contextual setting and available media. That pedagogical design permitted to introduce the English language with a functional purpose through an alternative presentation of language pieces according to media and building it on students' learning from language understanding within a real context.

That process required some support from the mother language and gave a large relevance to background knowledge of the students; additionally, it exalted the students' and families' recognition of the environment taking into account that "the functions of language are respected in the integration of language and content since, with the use of different language contexts in the different subject matters, meaning changes according to each context" (Hidalgo, H., & Caicedo, M., 2011.p. 117). In that sense, language skills development was supported by the

pedagogical approach and it was successful in terms of achieving goals with higher performance in pragmatic outcomes.

Nevertheless, the listening skill represented the greatest difficulty for learners who had only some guides during the radio classes and limited practice. However, students unconsciously developed a spontaneous use and understanding of common daily expressions that were not the explicit purpose for the different lessons.

Furthermore, learning of other subjects had a great reach during the pedagogical implementation. Several topics, that were delayed during scholar activities in the lockdown, could be worked and they became the reason for studying English, and they were the opportunity to share experiences and cultural knowledge of the community in a media that everybody can hear.

On the other hand, it was found that printed material has an overriding role in a process of learning English through non-visual media as Radio. That material is mandatory because is the only support for introducing and practicing the language, as well as, it is the main resource for students to follow radio classes.

Further, developing this pedagogical design through a radio station implied several adaptations and learning by the teacher because she had to appropriate radio dynamics to reach the ears of the students and achieve learning outcomes. Thus, the biggest difficulties, changes, and evolution were related to aspects such as time management, the assertiveness in the way of presenting English language pieces, the percentage of use of the target language taking into account group characteristics, breaks, and speech control during radio classes.

In the same way, media had a predominant influence over the development of the study, not only for the implementation but also for data collection in the research process because of the

rural contextual setting. Thus, the types, amount, and quality of media had to be adapted and it should have been mostly taken into account in the pedagogical design in order to keep the common thread and coverage range with the group that is the object of study, as well as, media have an important role in data collection with extraordinary situations as pandemic because media can facilitate or complicate the effectiveness and precision of data collection step within the research process.

Equally important was the role of the families in the pedagogical implementation because families became the stronger support for learners and they were essential actors even though they were not conceived in a relevant way in the initial design. For instance, relatives learned with children, helped to solve students' doubts, promoted the fulfillment of tasks, and they established the channel to keep communicating with students, and permitted sending pieces of evidence, giving feedbacks, making clarifications, and participating during radio classes.

Additionally, an unexpected result was the fact that the implementation generated some effects over external population because not only the group of students, that were considered in the contextualization for this study, attended the radio classes but also students from other schools, other teachers, and people from the community were following and taking advantage of the project. Thus, the scope of the study was with a large number of people throughout the municipality.

Conversely, the greatest limitation was related to the evaluation process, since there were barriers to objective observation and only the oral practice exercises gave reliable evidence that allowed defining the authorship of the tasks.

Scope for Further Research

This action research study suggests new opportunities for further research in regards to the use of the CBI approach not only in face-to-face classes but also in not conventional educational contexts, the inquiry and innovation in rural English, and reappraisal of traditional media and knowledge about cultural traditions as the main component within Colombian educational processes.

In the case of the Content-Based Instruction approach, it is important to take advantage of more of its principles which can be applied in face-to-face lessons such as the relevance of collaborative work between children, negotiation of meaning, and reflection with students as part of knowledge construction and acquisition process in classrooms.

Additionally, other aspects can be treated, analyzed, and approached in not conventional scenarios like the one experienced during the health emergency because of the Coronavirus. For instance, these particular pedagogical situations with English teaching and learning can be focused on oral skills because of the reliability of students' practice and the possibility to engage children with communicative purposes of the language.

Furthermore, this study brings out the necessity of increasing pedagogical innovation scenarios in rural setting as part of the use of the cultural richness of the communities within syllabus design to language acquisition. It is important that English learning does not become an imposition but it can be an opportunity to share and value their authentic knowledge of the communities.

Similarly, future studies can consider the traditional and local media more deeply as a tool for increasing English teaching and learning programs with people who live in remote places and

do not have internet access. That fact can contribute to achieve the quality standards of English which are raised by MEN in Colombia for elementary schools although the majority of public schools do not have English teachers in elementary levels. Thus, future research and pedagogical proposals can emphasize on English programs through local media in different remote communities.

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Appendices

Appendix A: Consent form

CONSENTIMIENTO
TITULO DEL ESTUDIO: “From the rural context to the Multigrade English classroom in times of COVID” – Del contexto rural al aula multigrado de Inglés en tiempos de COVID
INVESTIGADOR: Laura Fernanda Martinez Sanabria
PROPOSITO: Por medio de la presente se está requiriendo la participación de su hijo, hija y/o acudido en un estudio investigativo, que está siendo llevado a cabo como parte fundamental de la Licenciatura en lengua Extranjera Inglés de la Universidad Santo Tomás. El propósito de este estudio es el de obtener mayor información con respecto a los procesos de enseñanza del inglés en un aula multigrado de la Escuela Rural Chiniata de la Institución Educativa Departamental El Trigo que se encuentra ubicada en la zona rural del municipio de Guayabal de Siquima, por medio de estrategias de enseñanza implementadas a través de un programa de radio en la emisora Siquima FM Stereo. PROCEDIMIENTOS: Para este estudio se llevará a cabo una lección semanal de dos horas, comprendida dentro del horario académico de los estudiantes, guiadas en clases sincrónicas a través de la emisora Siquima Estéreo. Durante cada sesión se realizarán análisis de carácter investigativo, así como se tomarán evidencias fotográficas y filmográficas de las actividades que realicen los estudiantes dentro del desarrollo de cada sesión y que serán enviadas a través de WhatsApp a la docente. CONFIDENCIALIDAD: Los nombres de los participantes serán confidenciales y no serán publicados a menos que los acudientes de los mismos así lo requiriesen. Por ende, la identidad de los participantes no se verá en riesgo ni se hará mal uso de sus nombres. Por favor, recuerde que los estudiantes no están obligados a realizar ninguna actividad con la cual se sientan incómodo. DIMISION DE PARTICIPACION: Usted puede comunicar en cualquier momento su decisión como acudiente de no permitir la continuidad de su hijo, hija y /o acudido como participante en el estudio y esta decisión será aceptada sin ningún prejuicio o consecuencia. COSTOS Y BENEFICIOS PARA EL PARTICIPANTE: La participación en este estudio no tiene ningún costo, lo único que se requiere es la participación de los estudiantes para el desarrollo de las sesiones de clase con cada una de las actividades que allí se propongan. Recuerde que la participación de su hijo, hija y /o acudido contribuye no solo al desarrollo del estudio llevado a cabo, sino también a los procesos de aprendizaje del inglés teniendo en cuenta el contexto en el cual se encuentra la institución y la situación actual de trabajo en casa por la pandemia.
MAYOR INFORMACION: Si usted requiere más información con respecto a este estudio, puede contactar a la docente investigadora a través del número de celular: 3115685280
FIRMA: Confirme que el propósito del estudio, sus procedimientos, confidencialidad, riesgos y costos así mismo como sus beneficios, han sido claramente explicados por el investigador. Todas sus preguntas han sido respondidas y acepta que su hijo, hija y/o acudido participe en el estudio. <i>Confirmo que el (la) investigador(a) ha explicado los contenidos de este consentimiento y reconozco que la participación de mi hijo, hija y/o acudido es voluntaria y hasta el punto donde yo considere suficiente. Así mismo, conozco los costos, beneficios y confidencialidad del estudio al igual que sus procedimientos y propósito.</i> Nombre del padre de familia y/o acudiente: _____ Documento de identidad del padre de familia y/o acudiente: _____ Nombre del participante (estudiante): _____ Fecha: _____ Firma del padre de familia y/o acudiente: _____

Appendix B: Journal Format

JOURNAL NUMBER: _____ SCHOOL: Departmental Educational Institution El Trigo– Chiniata headquarters Guayabal de Siquima	
Date:	
Lesson number	
Characteristics of the lesson	English Topics: Other subjects involved: Date of implementation: Duration of synchronous class: Duration of the whole lesson: Setting: Learning outcomes Pragmatic: Linguistic:
Teaching	
Students	
Additional Observations	
TEACHING: KEY QUESTIONS: 1. Were the goals accomplished? 2. How effective were the materials and techniques? 3. What kind of teacher-student interaction occurred? 4. Did anything amusing or unusual occur? 5. Was there any problems with the lesson? 6. Did I do anything differently from usual? 7. Which parts of the lesson were most successful/ least successful? 8. Was the teaching approach (CBI) reflected in the lesson? How? 9.What characteristics of the rural context were included in the lesson? 10. Did I discover anything new about teaching? If so, what? STUDENTS: KEY QUESTIONS: 1. Did students contribute to the lesson? 2.Were the students challenged by the lesson? 3. What do you think students really learned from the lesson? 4.What did the students like most about the lesson? 5. What couldn't the students develop well to? 6. What issues did students have before, during and after the lesson?	

Appendix C: Artifact Observation Format

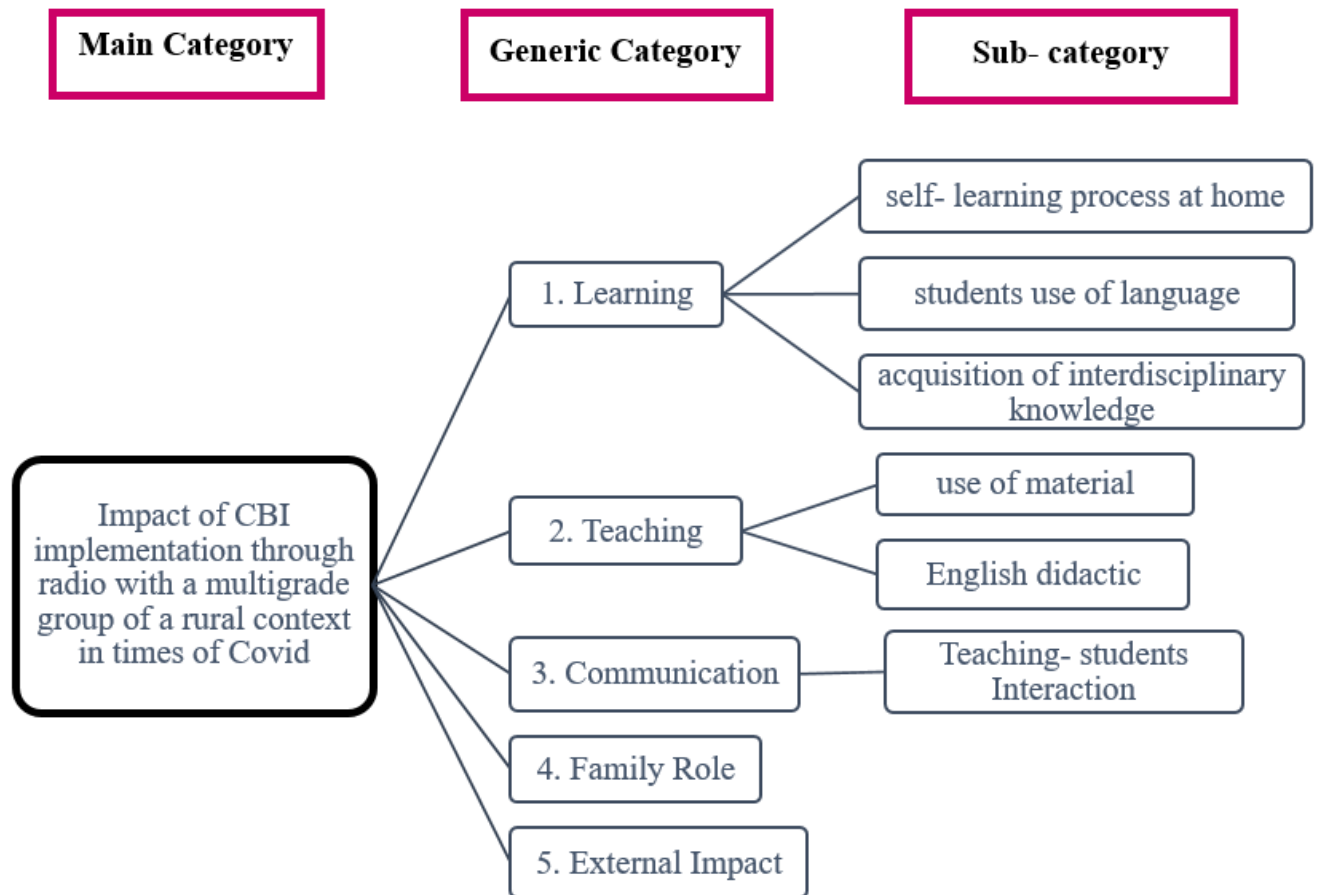
<u>ANALYSIS OF THE ARTIFACTS-</u>		Artifact Number: _____	
SCHOOL: Departmental Educational Institution El Trigo - Chiniata headquarters			
Guayabal de Siquima			
Teacher's name:		Lesson number:	
Date:		Time spent:	
Learning Outcomes:	Pragmatic: Linguistic:		
Artifact Number			
Description:			

Appendix D: Students Interview

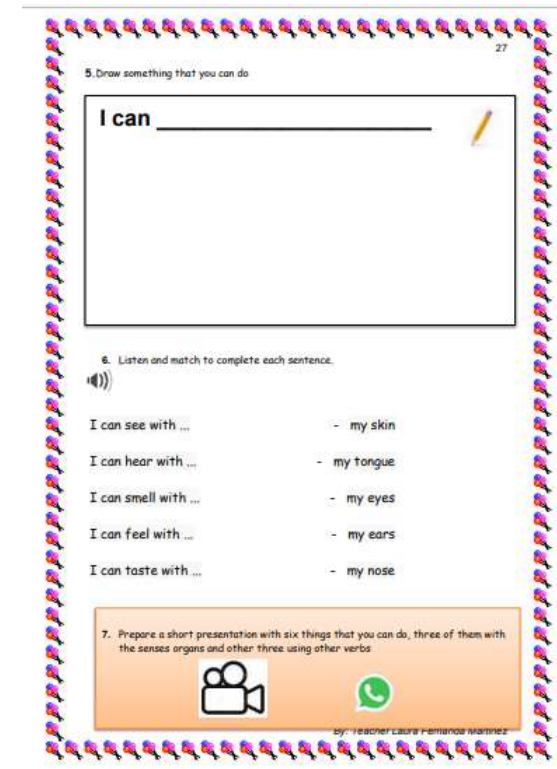
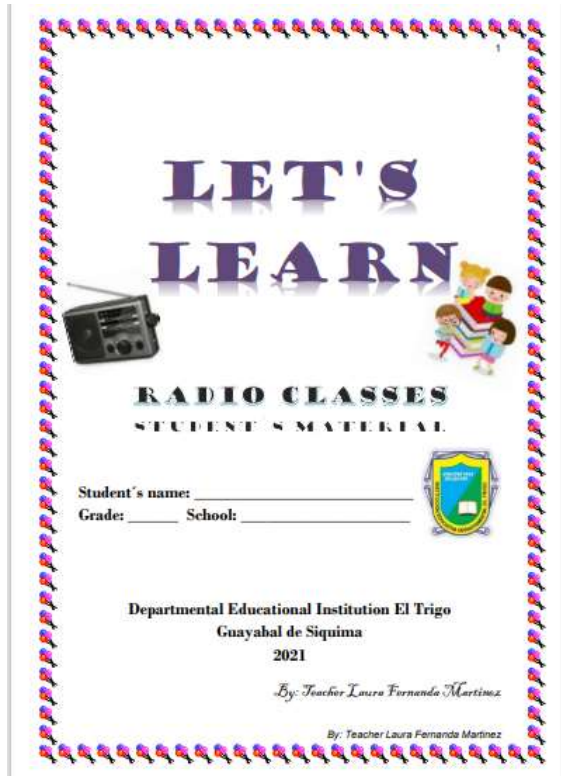
INTERVIEW NUMBER: <u>1</u> - SCHOOL: Departmental Educational Institution El Trigo– Chiniata headquarters Guayabal de Siquima			
Teacher's name(interviewer)		Date	
Student number		Grade:	
Questions			
1. ¿Qué piensas acerca de las clases que recibiste a través de la radio? 2. ¿Tuviste dificultades para escuchar el programa en los horarios establecidos? Si es así ¿Cómo lo solucionaste? 3. ¿Pudiste desarrollar todas las actividades que te asignaron o hubo alguna actividad que no pudiste solucionar? 4. ¿Pudiste recordar temas de otras asignaturas diferentes a inglés? ¿Cuáles recuerdas? 5. ¿Pudiste participar durante el programa de radio? ¿De qué manera? 6. ¿Consideras que has aprendido cosas nuevas durante las clases? ¿Qué cosas? 7. ¿Fueron para ti claras las instrucciones y explicaciones que dio la maestra tanto en el material impreso como en el programa de radio? 8. ¿Crees que fue fácil o difícil el desarrollo de las actividades? Explica 9. ¿Consideras que el material impreso que recibiste te ayudó para comprender las temáticas? ¿Qué crees que habría sucedido si no te hubieran entregado el material impreso en la cartilla y solamente te hubiera hablado desde la emisora? 10. Si tu fueras el profesor (a), ¿qué harías diferente en el programa de radio? ¿Que no te gusto? 11. ¿Alguien en casa te ha ayudado u orientado con el desarrollo de las actividades? 12. ¿Cómo te disponías en casa para atender a la clase de inglés?			

Appendix E: Teacher Interview

INTERVIEW NUMBER: <u>2</u> - SCHOOL: Departmental Educational Institution El Trigo (IED – Chiniata headquarters Guayabal de Siquima			
Teacher's name(interviewer)		Date	
Teacher number		Grade:	
Questions			
1. Describa de manera general su cargo y de su grupo, la escuela en que trabaja, los grados que maneja, el número de estudiantes que orienta. 2. ¿Cuántos de sus estudiantes estaban participando de las clases de inglés por radio? 3. ¿De qué manera se involucraron a este proyecto? 4. ¿Todos los estudiantes recibieron material impreso o como se realizó la distribución de las cartillas? 5. Dentro de los compromisos académicos de los estudiantes, ¿cómo les tenía en cuenta el trabajo de las clases de inglés por radio? 6. Describa de manera general la percepción que tuvieron sus estudiantes frente a las clases de inglés a través de la radio, ¿qué comentarios positivos o negativos escucho acerca de las clases? ¿qué disposición tenían los estudiantes para participar en las clases? 7. Desde su punto de vista como docente, ¿qué impacto cree que tuvo este proyecto en los estudiantes? Podría tener en cuenta aspectos académicos, así como las dinámicas que se han tenido por la pandemia.			

Appendix F: Categories and subcategories based on Content Analysis theory

Appendix G: Sample Students Printed Material



Appendix H: Sample Lesson Plan

PEDAGOGICAL DESIGN

Lesson number: 1
Institution: Departmental Educational Institution El Trigo
Pre-service Teacher name: Laura Fernanda Martínez Sanabria
Group: Multigrade Group - Third, fourth and fifth grader students
Date of implementation:
Duration of synchronous class: 2 hours
Duration of the whole lesson: Approximately 3 hours
Other subjects involved: Ethics and values

Learning Outcomes:

- **Pragmatic:**
By the end of the lesson the students will be able to greet using English language.
By the end of the lesson the students will be able to recognize the importance of greetings in any context.
- **Linguistic:**
By the end of the lesson the students will be able to use greetings and expressions as My name is... and I am... to introduce themselves.

Pre-Task with family:

Students will develop some exercises with family help. It will be done using Spanish Language.

- Write, why is it important to be cordial, respectful, kind, tolerant, emphatic, and supportive with others?
- Mention other three values that you consider important to live in a healthy coexistence. Explain your answer.
- Draw a picture about how you imagine a healthy coexistence in family.

Warm Up:

- T will invite Ss to call to the radio station for sharing and reflecting about the exercises in pre-task activities.
- T will make a short reflection over the importance of Greetings in order to develop harmony in community.

Activity A:

Images taken from:
[https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Greetings_and_farewells/Nice_to_meet_you_vq395070b](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Greetings_and_farewells/Nice_to_meet_you_vq395070b)

- Then, T will ask for some students who want to call for practicing a simple conversation in which the student can say hello to the teacher and introduce themselves.
- At the same time, T will ask for students to practice with their families.

Activity C and D

- Ss will complete the template with their own information:

Good _____ / Hello!
 My name is _____
 I am _____
 See you...

- Ss will make a short video introducing themselves and saying hello to their classmates using English Language and they will say in Spanish how important is greeting. Then Ss will send the video to their teacher.

Resources

Listen twice to the recording from <https://www.youtube.com/watch?v=AA5hOCxIRaI> and do the following exercises in the printed material. T will guide.

1. Match:

Nice	you
How	morning
Oh	are you
Good	to meet
Thank	again

2. Use the words below to complete the dialogue:

you - morning - is - how - you - down - nice - you - name

- Good morning
 - Good _____ everyone
 - How are _____?
 - Fine, thanks. _____ are you?
 - Great!
 - Come _____ please.
 - Nice to meet _____
 - My _____ is Kate.
 - _____ to meet you, too.
 - Sit _____ please.
 - Thank _____

T will ask for a student who calls to the program and share his/her answers.

- T will verify the answers and clarify the use of the expressions into the dialogue as well as the importance of using them anywhere.

Activity B:

- Ss will have pictures in the printed material with other greetings and usual phrases. T will read and explain their use.

LISTEN AND REPEAT:

- Audio of the video taken from <https://www.youtube.com/watch?v=AA5hOCxIRaI>
- Images taken from [https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Greetings_and_farewells/Nice_to_meet_you_vq395070b](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Greetings_and_farewells/Nice_to_meet_you_vq395070b)
- Students' printed material

Appendix I: Instruments Data Collection

Name	Link	
Journals	https://drive.google.com/drive/folders/1WR_PuSeom3X79O9nRPeDuiet3m8FgUVU?usp=sharing	
Interviews	Transcriptions	https://docs.google.com/document/d/13uut9HSI-AaUztXRfVp_ATGk4wJgotZL/edit?usp=sharing&ouid=105732148589380643628&rtpof=true&sd=true
	Recordings	https://drive.google.com/drive/folders/1F9RoHg4W5Fn77btB-0_NCDzPFcEVjnP?usp=sharing
Artifacts	Lesson 1	https://drive.google.com/drive/folders/1eS1OpD75Hq77wnliqRfGgAH7vi8UXWU?usp=sharing
	Lesson 2	https://drive.google.com/drive/folders/1w7CWcT83QmG23X9js_MdVkJWh_tc3Chc?usp=sharing
	Lesson 3	https://drive.google.com/drive/folders/1w7CWcT83QmG23X9js_MdVkJWh_tc3Chc?usp=sharing
	Lesson 4	https://drive.google.com/drive/folders/1WbBxvH6TrK30oyXUhiVsE4-MAggiTogL?usp=sharing
	Lesson 5	https://drive.google.com/drive/folders/1Ylj0RZvmwwbIulFAEZeBKHV_UDcOck7u?usp=sharing
	Lesson 6	https://drive.google.com/drive/folders/1gOZOcwsBBpvz0UZIBXoOCr96l-uYZb4W?usp=sharing
	Lesson 7	https://drive.google.com/drive/folders/1nlyUGo7MZgmfaBuRab5qhmDyCZUEWTU?usp=sharing
	Lesson 8	https://drive.google.com/drive/folders/1tYhzx-hWJoQguwD7XezpVQpRcz3dUsnc?usp=sharing
	Lesson 9	https://drive.google.com/drive/folders/12afF6D1-4VQO4ggL8BQELuXHMcfxx5vC?usp=sharing
	Lesson 10	https://drive.google.com/drive/folders/1ABG7TeOnaxFxxIaUQj9-J-8frd8yt_Ot?usp=sharing
	Lesson 11	https://drive.google.com/drive/folders/1FIDO7P9rUAaYGPc8PTizpjuzUZzVsbGw?usp=sharing

Appendix J: Evidence Research Process

Name	Link
Lesson Plan Pedagogical Design	https://docs.google.com/document/d/1ZC59GLCRYerCAds6j9gVYexiFV423Tlw/edit?usp=sharing&ouid=105732148589380643628&rtpof=true&sd=true
Students Material	https://drive.google.com/file/d/1AwuuGgy0nzo-Vnm_xI2Q1HT5_2LUMEZA/view?usp=sharing
Radio Classes Recordings	https://drive.google.com/drive/folders/1ORDvPsEN12rUDrh1Tilh1rAUiXNuy4WX?usp=sharing
Open Coding Journals	https://docs.google.com/document/d/1aQcvMdTfmMt88CQ-DQGKJYX-xqxhWqWh/edit?usp=sharing&ouid=105732148589380643628&rtpof=true&sd=true
Open coding interviews	https://docs.google.com/document/d/1CaG1CbrIlxZEjEPigeAg9TCBzCDvc3k8/edit?usp=sharing&ouid=105732148589380643628&rtpof=true&sd=true
Open coding artifacts	https://docs.google.com/document/d/1z5dzNa2MuhyCwMX0G4a17ROHPvZnkfLg/edit?usp=sharing&ouid=105732148589380643628&rtpof=true&sd=true
Grouping and categorization data analysis	https://docs.google.com/document/d/1p8yhQYRaI39D8GWb8vW93fH-HZfXsrUC/edit?usp=sharing&ouid=105732148589380643628&rtpof=true&sd=true