

**Santoto English Kids: An initiative to develop English Language Skills for
Students with Low Income.**



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Nota de aceptación

La sistematización de experiencias titulado: **Santoto Kids: An initiative to develop English Language Skills for Students with Low Income** presentada por Yorlenis Guerra Barrios en cumplimiento parcial de los requisitos para optar al título de Licenciada en Lenguas Extranjeras Inglés, fue aprobado por:

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Advertencias

“La universidad no se hace responsable de los conceptos emitidos por el estudiante en su trabajo. Solo velará por que no se publique nada contrario al dogma ni a la moral católica, y porque el trabajo de grado no contenga ataques personales y únicamente se vea en ella el anhelo de buscar la verdad y la justicia”.

(Artículo 23 Res. No. 13 de julio de 1956)

Contenido

Bogotá, 2024.....	3
Table of Annexes.....	5
List of Figures.....	6
Agradecimientos.....	7
Abstract.....	8
Introduction.....	10
Reconstruction and Theoretical Foundation of the Experience.....	13
Statement of the problem	14
Objectives	¡Error! Marcador no definido.
General Objective	¡Error! Marcador no definido.
Specific Objectives	¡Error! Marcador no definido.
Reconstruction of the Experience	¡Error! Marcador no definido.
Theoretical Foundations of the experience.....	18
The literature review of this proposal will be based on the topic which has been posed above. The theoretical review is developed into some main aspects such as:.....	¡Error! Marcador no definido.
Sociocultural Theory	¡Error! Marcador no definido.
Communicative Approach	¡Error! Marcador no definido.
Differentiated Instruction	26
Inclusive Education	¡Error! Marcador no definido.
Meaningful Learning	27
Analysis of the experience.....	27
The initiative	30
The proposal: Elementary A1. Student's Book.....	35
Figure 1.	38
Figure 2.	39
Figure 3.	40
Figure 4.	41
The workbook.....	42
Figure 5.	42
Evaluation of the experience	48
Conclusions and recommendations.....	50
References.....	53
Annex 1.....	55
Annex 2.....	¡Error! Marcador no definido.

Table of Annexes

Annex 1.....	Pag 44
Annex 2.....	Pag 45-48
Annex3 G.	Pag 59

List of Figures

Figure 1 Book Cover Pag 30.

Figure 2 Book`s Content Unit 1 and Unit 2. Pag 31.

Figure 3 Book`s Content Unit 3 and Unit 4. Pag 33.

Figure 4 Example of a Lesson Pag 34.

Figure 5 Workbook`s table of content Pag
35.

Photo Description student using the book during an English section. Pag
36.

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Abstract

Talking about developing English language skills among students from low-income backgrounds, focusing on the socio-economic challenges that impede language acquisition and the efficacy of targeted educational interventions is a critical issue that intersects with broader educational and socio-economic challenges. This paper examines the socio-economic barriers these students face, including limited access to resources, inadequate school, and socio-cultural factors that impact language acquisition. It also examines the effective strategies and interventions designed to bridge the gap, such as community-based programs, technology-enhanced learning, and mixed-methods approaches. By analyzing case studies and best practices that have proven successful in similar contexts. The paper highlights the importance of comprehensive support systems involving educators, families, and communities. The findings suggest that targeted efforts in enhancing English language proficiency can significantly contribute to academic success and long-term socio-economic mobility for students from low-income families. The research proposes an English program for inclusive educational practices aimed at enhancing English language proficiency among low-income students. By addressing the systemic inequalities in education, this study aims to contribute to more equitable and effective language learning opportunities for all students, regardless of their socio-economic status. Besides the work aims to promote equity in educational outcomes and provide a roadmap for sustainable improvement in English language proficiency.

Keywords: English language skills, low-income students, socio-economic barriers, educational interventions, language acquisition.

Resumen

Hablar sobre el desarrollo de habilidades en inglés entre estudiantes de bajos ingresos, enfocándose en los desafíos socioeconómicos que dificultan su adquisición y en la efectividad de intervenciones educativas específicas, es un tema crucial que se entrelaza con desafíos educativos y sociales más amplios. Este artículo examina las barreras socioeconómicas que enfrentan estos estudiantes, como el acceso limitado a recursos, escuelas inadecuadas y factores socioculturales que impactan el aprendizaje del idioma. También analiza estrategias efectivas para reducir estas brechas, como programas comunitarios, aprendizaje con tecnología y enfoques mixtos, destacando casos de éxito en contextos similares.

Los resultados muestran que los esfuerzos dirigidos a mejorar el dominio del inglés pueden contribuir significativamente al éxito académico y a la movilidad socioeconómica a largo plazo de los estudiantes de bajos ingresos. La investigación propone un programa de inglés inclusivo orientado a mejorar las oportunidades de aprendizaje para todos los estudiantes, independientemente de su nivel socioeconómico, promoviendo así la equidad y una mejora sostenible en la competencia en inglés.

Palabras Claves: Adquisición de idiomas, barreras, socioeconómicas, estudiantes de bajos ingresos, habilidades del idioma inglés, intervenciones educativas.

Introduction

This study is a systematization of an experience lived by a teaching practitioner who intervened in a challenging educational context. In this setting, many children lacked access to conventional English classes and resources, which posed significant barriers to their language learning. Drawing on her knowledge and commitment to education, the practitioner sought to create meaningful opportunities for these students to engage with the English language.

The prevalence of English as a global language is undeniable, and in Colombia, a growing number of students from diverse linguistic and cultural backgrounds are studying it. According to Erling et al. (2020), the ideal English classroom should serve as a "safe space" where students' multilingual identities are recognized and leveraged to enhance language acquisition and foster cross-cultural communication.

However, Colombia faces substantial social and academic challenges, particularly socio-economic barriers that limit access to education. Many students come to school with aspirations for a better future, yet financial constraints often restrict their ability to learn a foreign language. Language education frequently requires costly materials and resources such as textbooks, online courses, and language-learning software—items that are inaccessible to low-income families. This inequity perpetuates socio-economic disparities, placing financially disadvantaged students at a significant disadvantage compared to their peers.

In response to these challenges, institutions like Universidad Santo Tomás, founded on June 13, 1580, by the Order of Preachers (O.P.), are committed to addressing these disparities. Guided by the humanist-Christian philosophy of Saint Thomas Aquinas, the university fosters holistic education through teaching, research, and social outreach, enabling students to respond ethically, creatively, and critically to societal needs.

Believing in this mission, the practitioner implemented this project to tackle the obstacles faced by teachers and students in underprivileged contexts. Her research underscores the importance of teachers' perceptions and pedagogical practices in shaping students' English proficiency. Literacy, a foundational skill, plays a critical role in academic success across subjects, making the development of reading and writing skills essential for student achievement (Erling et al., 2020, 2021).

This initiative goes beyond academics, aiming to support students' emotional growth as they navigate the challenges of learning a second language. By addressing issues such as frustration, self-doubt, and feelings of being overwhelmed, the project fosters resilience, patience, and adaptability—skills vital for both personal and professional development.

The impact of this project extends to the broader community by laying the groundwork for a sustainable legacy. Future practitioners can build on this initiative, ensuring its long-term relevance and effectiveness. By documenting best practices, sharing resources, and fostering collaboration, this project serves as a replicable model for educators, policymakers, and community leaders in diverse contexts.

Ultimately, this effort seeks to bridge the gap for Colombians who face economic barriers to foreign language education but aspire to learn and transform their futures. By equipping students from low-income backgrounds with English language skills, the initiative

opens doors to educational advancement, economic mobility, and cultural exchange, contributing to a more inclusive society where every individual has the opportunity to thrive in an increasingly interconnected world.

Chapter I: Reconstruction and Theoretical Foundation of the Experience

1. Reconstruction of the experience

This experience began during the Pedagogical Practice I course of the bachelor's in foreign Languages – English program at Universidad Santo Tomás. At the time, I didn't have an institutional placement to carry out my teaching practicum. The practicum advisor allowed me to conduct my practice at the Barranquilla CAU (University Support Center). One of my research group professors, who was based at the CAU, became interested in my proposal and encouraged me to expand it by inviting children from the nearby neighborhoods to join. The idea was to offer English classes to children who otherwise lacked the resources to access such opportunities. Eventually, the practicum advisor approved this arrangement.

I then began designing the English course for this specific group. I developed the syllabus empirically (see Annex A) and prepared the course presentation, including the mission and vision statements (see Annex B), which I submitted to the CAU director. The director initiated the external call for enrollment through social media and managed the registration process using a digital link. Additionally, I personally visited the surrounding neighborhoods to share information about the program, highlighting the benefits of this unique opportunity.

Once the CAU coordinator confirmed the course's opening, I began teaching. The group consisted of 17 children, aged 7 to 12, with classes held every Saturday from 8:00 a.m. to noon. During the first sessions, the children were enthusiastic about the learning environment, as the CAU provided resources that stimulated their curiosity and engagement. There was a computer lab, a designated break area, and an overall setup that raised

expectations among both the students and their parents. There was a collective sense of excitement and hope about learning a new language as a way to improve their future.

I followed the syllabus I had developed, covering the topics in alignment with the knowledge I had acquired during my undergraduate studies. As the course progressed, I began noticing specific behaviors in one of the students. I conducted an informal follow-up and gently approached the parents to gather more information. They confirmed that one of the students had been diagnosed with autism spectrum disorder (ASD), while another had attention deficit hyperactivity disorder (ADHD).

This confirmation prompted me to reflect on and adapt my teaching strategies to ensure that these students could actively participate and benefit from the course.

1.1 Statement of the problem.

In Colombia, socio-economic disparities are a significant barrier to equitable access to English language education. The challenges faced by the group of students in Barranquilla reflect broader national trends where economic hardship limits access to quality learning materials, structured programs, and immersive opportunities essential for language acquisition. These constraints align with the findings highlighted in Krashen's Input Hypothesis (1992), emphasizing the importance of low-stress, resource-rich environments for effective language learning—conditions often unattainable for low-income students.

The limited availability of public resources and the lack of systemic support in underserved areas, such as Barranquilla, exacerbate these issues. National initiatives like Colombia Bilingüe have made progress but remain insufficient in bridging the gap for students from marginalized communities. The disparities in English proficiency between

public and private school students are stark, as public institutions frequently lack the funding and infrastructure to provide high-quality language instruction.

The efforts of the student researcher from Santo Tomás University highlight how localized interventions can help address these inequities. By creating a free English course and utilizing institutional spaces and resources, she worked to mitigate the economic and educational disadvantages faced by this group. Her initiative underscores the importance of addressing both socio-economic barriers and the psychological stress associated with poverty, which can further hinder cognitive development and language acquisition.

The English course designed as part of the teaching practicum at Universidad Santo Tomás catered to children from some of Barranquilla's most economically vulnerable neighborhoods. These children were external to the institutional system, lacked regular attendance, and exhibited highly diverse proficiency levels in English. The project aimed to address these challenges by providing free, quality English instruction to students who lacked the resources to access formal language education elsewhere.

While the initial enrollment included 17 children aged 7 to 12, attendance fluctuated due to the socio-economic realities of the families involved. Many parents worked informal, low-paying jobs and faced significant logistical and financial constraints, making consistent attendance difficult. Despite these barriers, parents often expressed a strong commitment to their children's education, viewing it as a gateway to better opportunities. However, the diverse language levels and inconsistent attendance added an additional layer of complexity to teaching this group effectively.

The experience in Barranquilla reveals the critical need for targeted, community-based interventions to support English language acquisition among low-income populations. Without access to structured programs, learning materials, or consistent instruction, these students remain at a disadvantage, perpetuating cycles of poverty and inequality. However, the resilience and determination of these children and their families underscore the potential for education to act as a transformative tool, providing pathways to improved socio-economic mobility and a brighter future.

This study contributes to the broader discourse on bilingual education in Colombia, emphasizing the urgency of addressing socio-economic inequities to create a more inclusive and equitable educational landscape.

1.2 Contextualization of the practicum setting.

This experience focuses on addressing the educational challenges faced by children from low-income neighborhoods in Barranquilla, a major city on Colombia's Caribbean coast. Barranquilla, historically significant as a key seaport, is home to diverse socio-economic conditions, with many children lacking access to quality English education. These limitations arise due to economic constraints, limited institutional support, and a lack of exposure to immersive language experiences, perpetuating a cycle of unequal opportunities.

As part of her teaching practicum for the Bachelor's program in Foreign Languages at Santo Tomás University, the student researcher initiated a program called "Santoto English Kids" to provide free English classes to children aged 7 to 12. This initiative was developed at the university's Academic Support Center (CAU) in Barranquilla and aimed to create an inclusive, community-focused learning environment for children who could not afford private English instruction.

The project enrolled 12 students—5 boys and 7 girls—representing diverse socio-economic backgrounds, ranging from high-poverty areas to middle-status neighborhoods. Two of these students had special educational needs: one boy was diagnosed with Asperger Syndrome, and one girl had ADHD. This diversity highlighted the multifaceted challenges faced by students in low-resource settings, including irregular attendance, varying language proficiency levels, and limited access to educational materials.

Parents of these students were interviewed informally to gain insights into their children's educational experiences and socio-economic realities. These conversations revealed a shared hope among families for a better future through education, despite significant financial and logistical barriers. Parents often sacrificed time and resources to ensure their children could participate in the program, underscoring their commitment to education as a means of socio-economic mobility.

Santo Tomás University's commitment to inclusive education was integral to the success of this initiative. By adapting its curriculum, teaching methods, and resources to meet the needs of these students, the program embodied the university's values of equity and inclusion. The approach combined traditional language instruction with interactive and culturally responsive teaching strategies to engage students and address their specific needs.

This experience not only provided the children with an opportunity to learn English but also allowed the teacher to explore innovative practices to bridge educational gaps. Recognizing that many of these students had experienced negative attitudes from educators in the past, the teacher sought to create a safe and stimulating environment that validated their cultural and linguistic identities. Drawing on the

students' resilience and life experiences, lessons were designed to foster critical thinking, creativity, and global citizenship.

In the context of Barranquilla, where disparities in English education remain pronounced, "Santoto English Kids" served as a model for addressing these inequities. By integrating language learning with real-world applications and emphasizing cultural competence, the program aimed to equip students with the skills needed to succeed in an increasingly interconnected world.

This initiative also served as a personal and professional growth experience for the teacher, who was inspired by her own background in San Pablo Bolívar, a region with similarly limited resources. Her journey from a resource-constrained upbringing to a teaching role underscored her belief in education as a transformative tool. The program reflects her dedication to creating equitable opportunities for low-income students, ensuring they not only learn a new language but also gain the confidence and skills to imagine and pursue brighter futures.

Ultimately, "Santoto English Kids" represents a small but impactful step toward addressing the broader challenges of bilingual education in Colombia, particularly for underserved populations. By fostering resilience, adaptability, and a sense of possibility, the program demonstrates the transformative power of education in overcoming socio-economic barriers and empowering the next generation to thrive in a globalized world.

2. Theoretical Foundations of the Experience.

The literature review for this proposal is developed around key aspects, including bilingual education for low-income students, materials creation, and English class instruction for multilevel students. Each area is explored in light of relevant theories and

research, supported by insights from scholars in the field.

2.1 Bilingual Education for Low-Income Students.

Bilingual education in Colombia is shaped by national policies such as Colombia Bilingüe, which aim to improve English proficiency across the country. However, these policies often fail to address the socio-economic barriers faced by students from underserved communities (González, 2007). Economic disparities limit access to resources such as quality teachers, textbooks, and digital tools (Bonilla & Tejada-Sánchez, 2016).

Cummins (2000) emphasizes the importance of additive bilingualism, which values students' native languages while promoting second-language acquisition. This perspective aligns with the need for culturally responsive teaching that incorporates students' linguistic and cultural backgrounds into the learning process (Gay, 2010). In Colombia, culturally inclusive practices are particularly relevant in addressing the challenges faced by low-income students, who often feel disconnected from traditional curricula (Menken & García, 2010).

Krashen's Input Hypothesis (1982) highlights the need for comprehensible input in language learning, a concept especially critical for low-income students with limited exposure to immersive English environments. Studies by Usma Wilches (2009) have shown that public schools in Colombia often lack the resources to provide such input, further perpetuating inequalities.

2.1.2 Inclusive Education

Inclusive education is an educational philosophy and practice that aims to provide all students, regardless of their backgrounds, abilities, or disabilities, with equitable access to quality education. This approach promotes the idea that every child has the right to participate fully in their learning environment, fostering a sense of belonging and community. By addressing diverse needs and accommodating

various learning styles, inclusive education not only benefits students with disabilities but enriches the educational experience for all learners.

One prominent advocate for inclusive education is Jonathan Kozol, an American author and educator known for his work on educational inequality and social justice. In books like *Savage Inequalities* and *The Shame of the Nation*, Kozol explores the stark disparities in educational resources and opportunities, particularly for students in low-income and marginalized communities.

Taking into account that inclusive education aims to create an environment where all students, regardless of their backgrounds or abilities, can learn together is necessary to incorporate methodologies to let accommodate diverse learning needs, promoting equity, and fostering a sense of belonging among all students. That`s why I incorporated.

2.1.3 Sociocultural Theory. -

Sociocultural theory, rooted in the work of Vygotsky (1978) emphasizes the critical role that social interaction and cultural context play in cognitive development. Central to this theory is the idea that learning is inherently a social process. Vygotsky argued that children learn and develop their thinking skills through their interactions with more knowledgeable others, such as parents, teachers, and peers. In the context of English language learning for students from low-income backgrounds, this means that as educator I should create opportunities for collaborative learning, since learning English is not only about acquiring language skills but also about navigating the cultural and social dynamics of their environments. This perspective suggests that language learning should be situated within meaningful contexts that reflect students' experiences, facilitating engagement and motivation and making those students are not just passive recipients of knowledge; they become active participants in their learning, drawing upon their unique backgrounds and experiences.

Moreover, Vygotsky's notion of the "zone of proximal development" (ZPD) is particularly relevant for students from diverse sociocultural backgrounds. The ZPD refers to the difference between what learners can do independently and what they can achieve with guidance. The ZPD highlights the importance of scaffolding, where educators or peers provide temporary support that is gradually removed as the learner becomes more competent. This process underscores the idea that learning is not a solitary endeavor but a collaborative effort where social interaction is vital for cognitive growth. I will leverage this concept by identifying students' current language skills and providing targeted support that bridges the gap to more advanced levels.

Furthermore, Sociocultural Theory recognizes the significance of cultural tools and symbols, such as language, in mediating thought processes. Language is not merely a means of communication but also a crucial instrument for thinking and understanding. Vygotsky posited that through internalizing language and cultural practices, individuals develop higher-order thinking skills. This perspective encourages me to consider the diverse cultural backgrounds of my students, promoting inclusive teaching practices that acknowledge and leverage the cultural assets that learners bring to the classroom. It also challenges me to create collaborative learning environments where dialogue and cultural relevance are prioritized, ultimately fostering deeper understanding and engagement among students.

Applying this theory in the designing English classes I took into account group activities where more proficient students (or peers with higher abilities) assisted others it helped bridge gaps in understanding. Likewise, I was a facilitator, providing step-by-step guidance and gradually reducing support as students gain confidence. Also, I integrated tasks that push students to explore new vocabulary or grammatical structures while I provided necessary tools for success and I used examples relevant to the students' lives, such as

dialogues about daily activities or work-related scenarios common in their communities. Additionally, the students were working in group project like role-playing real-life situations it promoted teamwork and practical language use, besides the employ of images, videos, and real-life objects aided to develop the comprehension and build connections between new knowledge and prior experiences. The emotional intelligence was built through the celebration of their small successes and progress, reinforcing the belief that their voices matter.

2.2 Materials Creation

Effective materials play a pivotal role in bridging gaps in English education for low-income students. Tomlinson (2011) argues that materials should be engaging, contextually relevant, and tailored to students' needs. For multilevel classrooms, differentiated materials are essential to accommodate varying proficiency levels (Nation & Macalister, 2010).

In the Colombian context, González and Arias (2020) highlight the challenges of developing locally relevant materials due to budget constraints and the dominance of globalized resources that may not reflect students' realities. Locally produced materials, informed by students' cultural and socio-economic contexts, can foster greater engagement and relevance (Howard & Major, 2005).

Moreover, multimodal materials, which integrate text, visuals, and interactive elements, have been found to enhance learning outcomes (Kress & Van Leeuwen, 2001). These resources are particularly effective in contexts where traditional methods fail to capture students' attention or meet their needs.

2.2.1 Communicative Approach

The communicative approach discussed by Brown (2000) has become a prevalent trend in English language learning. This approach emphasizes a significant development in

language teaching. The core premise of the Communicative Approach is that language is best learned through meaningful use in context, rather than through rote memorization of rules and vocabulary. This approach promotes the idea that language is a tool for communication and should be taught in a way that reflects its functional use in social interactions. This author also highlights that the focus is on fluency rather than accuracy, meaning that students are encouraged to express their thoughts and ideas freely, even if their grammar or vocabulary is not perfect.

One of the key aspects of the Communicative Approach is its emphasis on interaction as the primary means of language acquisition. Activities such as role-plays, group discussions, and problem-solving tasks are integral to this methodology. These activities provide learners with opportunities to practice real-life language use, enabling them to develop their speaking, listening, reading, and writing skills in context. As learners engage in authentic communication, they are more likely to retain vocabulary and structures that are relevant to their everyday lives.

The task-based language teaching (TBLT) model, as proposed by Willis and Willis (1996), aligns closely with the principles of the Communicative Approach, providing a structured framework to design and implement communicative activities. This model is characterized by three main stages: pre-task, task cycle, and post-task.

Pre-task: The teacher introduces the topic and provides students with the necessary context and vocabulary. For instance, in a class about shopping, students might review terms related to clothing and payment methods.

Task cycle: Students engage in meaningful tasks that mirror real-world activities, such as planning a shopping trip or acting out buyer-seller scenarios. During this stage, learners collaborate and focus on completing the task using the target language.

Post-task: The teacher provides feedback and focuses on language accuracy by

analyzing errors that occurred during the task cycle. Additionally, students might reflect on their performance and consider improvements.

Willis and Willis emphasized that tasks should be learner-centered and promote genuine communication. They also suggested integrating tasks into classroom practice to make learning more engaging and purposeful. For example, in their book *A Framework for Task-Based Learning*, they provided practical examples of how to design tasks that help students develop fluency while gradually improving accuracy.

Assessment in the Communicative Approach, particularly with a task-based framework, shifts focus from traditional testing methods to performance-based evaluations. Students are assessed on their ability to complete communicative tasks effectively, such as participating in role-play or solving a problem collaboratively. This approach ensures that assessment reflects real-world language use and fosters continuous learning.

2.3 English Class Instruction for Multilevel Students

Teaching English in multilevel classrooms presents unique challenges, particularly when students have varying degrees of exposure to the language. Harmer (2007) suggests employing flexible teaching strategies, such as scaffolding and differentiated instruction, to address diverse learning needs.

In Colombia, research by Cárdenas et al. (2010) has shown that public school teachers often lack the training and resources to implement these strategies effectively. The use of group work and peer teaching has been proposed as a solution to leverage stronger students' abilities while supporting weaker ones (Vygotsky, 1978).

Reflective teaching practices, as advocated by Schön (1983), are critical for adapting instruction to the dynamic needs of multilevel classrooms. Teachers must continuously evaluate the effectiveness of their methods and materials, particularly in socio-economically diverse settings (Richards & Farrell, 2005).

2.3.1 Universal Design for Learning (UDL)

Universal Design for Learning (UDL) is a framework developed by Anne Meyer and David H. Rose in 2014. The goal of UDL is to adapt the curriculum in a way that accommodates the diverse learning styles of students, ensuring that all students have equitable access to education, regardless of their needs or abilities.

In the context of bilingual education for low-income students, UDL provides multiple means of engagement, representation, and expression, ensuring that students can learn and demonstrate their skills effectively. By incorporating multimedia resources, interactive activities, and culturally relevant materials, learning English becomes more engaging and accessible. Presenting information in different formats, such as text, audio, video, and interactive elements, helps students understand and retain English language concepts more effectively.

Additionally, UDL allows students to demonstrate their understanding and skills in various ways, enabling them to showcase their strengths and reduce barriers associated with traditional assessment methods. This flexibility in assessment ensures that students can express their learning in ways that align with their abilities and preferences, whether through written assignments, oral presentations, creative projects, or the use of digital tools.

UDL also fosters independence by promoting self-regulation and the development of strategic learning skills. By offering students different ways to interact with content and express their understanding, they are given the opportunity to take control of their learning. This approach makes learning more meaningful and relevant to each student, fostering greater engagement and long-term success.

Finally, this proposal emphasizes the importance of meaningful learning. For students to understand and retain information effectively, it is essential to design learning

experiences that resonate with their interests, backgrounds, and needs. In this way, UDL not only supports diverse students but also promotes a more inclusive and dynamic learning environment.

2.3.2 Differentiated Instruction

Is an essential approach for teaching English to students from diverse linguistic and cultural backgrounds. This method is an educational approach that tailors teaching methods, resources, and assessment to meet the diverse needs of students in a classroom. Developed in response to the recognition that students have varying backgrounds, readiness levels, and learning preferences, differentiated instruction aims to provide all students with equitable opportunities for success. This strategy can involve adjusting content, processes, and products based on individual student needs.

The concept of differentiated instruction is closely associated with the work of Carol Ann Tomlinson, an educator and author known for her contributions to this pedagogical approach. Tomlinson emphasizes the importance of understanding students' unique characteristics and leveraging their strengths to facilitate learning. Through her books, such as "The Differentiated Classroom: Responding to the Needs of All Learners," she outlines practical strategies for implementing differentiation effectively.

This method incorporates visual aids, graphic organizers, multimedia resources, and group work that cater to different learning preferences. This collaborative learning fosters social interaction and builds a community of learners who can rely on one another for support.

By using various teaching strategies, educators can ensure that all students have equitable access to the curriculum, promoting engagement and success in

language acquisition.

2.3.4 Meaningful Learning

Meaningful learning, as articulated by David Ausubel, emphasizes the importance of connecting new knowledge to prior knowledge in a way that fosters deep understanding and retention. Ausubel argued that learning occurs most effectively when learners relate new information to what they already know, making it meaningful rather than rote. He proposed that meaningful learning is contrasted with rote memorization, which involves the passive absorption of facts without understanding their significance or context. In his view, meaningful learning not only enhances comprehension but also encourages learners to actively engage with the material, thus fostering critical thinking and problem-solving skills.

Moreover, Ausubel emphasized the role of individual differences in the learning process. He acknowledged that learners come to the classroom with varying backgrounds, experiences, and prior knowledge, which can significantly influence how they process new information.

Chapter 2: Analysis of the experience.

1. Participants of the study.

The participants of the study were 12 students aged between 7 and 12 years old, comprising 5 boys and 7 girls. This group was selected to represent a balanced mix of gender and developmental stages within the late childhood years. Their ages placed them in a critical period for language acquisition and cognitive development, where their ability to grasp new concepts and build on existing knowledge was particularly strong.

These students come from a variety of settings, including high-poverty neighborhoods and middle-status areas within the community. Their differing environments contribute to a rich

tapestry of experiences and perspectives, which enhances the dynamics of the class. This diversity allows for valuable insights into how students from varying contexts engage with educational content. The classes were always full of dynamism and fun since the outgoing personality of one of the girls was key to generating an environment of trust and security when participating, but the atmosphere was more enjoyable when listening to my student with autism make a contribution that allowed his classmates to strengthen their learning, as his unique perspective often brought new insights to the topics discussed. His contributions not only enriched the class discussions but also encouraged his peers to think critically and creatively. It was heartwarming to see how the students rallied around him, showing patience and understanding, which fostered a sense of inclusivity and teamwork. The classroom became a place where every voice mattered, and this synergy among the students turned learning into a shared adventure. The outgoing girl's natural leadership paired with Daniel's thoughtful input created a balance that highlighted the strengths of each student. It was a reminder of how diverse personalities and abilities could transform a classroom into a thriving community where everyone felt valued and capable of contributing meaningfully to the learning process.

During the sessions, the students actively participated in various activities designed to encourage interaction and engagement. They were grouped to foster collaboration, which helped break down barriers and promoted a sense of inclusivity. While some were initially shy, the majority became increasingly comfortable as the project progressed. Role-playing exercises, group discussions, and games were met with enthusiasm, particularly by those who were eager to express themselves and share ideas. The supportive atmosphere encouraged even the quieter students to contribute to class activities.

Feedback from the participants indicated that they enjoyed the lessons, with many expressing particular excitement about interactive and hands-on tasks. The younger children found the storytelling segments captivating, while older students appreciated activities that challenged their problem-solving and critical-thinking skills. Overall, their responses suggested a genuine interest in the topics covered and a growing curiosity to learn more. This enthusiasm was evident in their consistent participation and positive attitudes throughout the sessions.

The materials provided for the project were well-received and effectively utilized by the students. For example, flashcards, worksheets, and audio recordings were not only engaging but also accessible to all participants. Students from lower-income areas, in particular, expressed appreciation for the quality and variety of resources, as these were often unavailable in their regular school settings. Many students creatively integrated these materials into their learning by forming small study groups outside class to practice new vocabulary and concepts together.

In summary, this group of participants showcased the potential of inclusive and resource-rich educational initiatives. Their diverse backgrounds brought unique perspectives and challenges, but their collective engagement demonstrated a shared eagerness to learn and grow. The success of the project underscores the importance of tailored materials and a supportive environment in fostering active participation and positive learning experiences among young students.

2. The initiative begins: Implementation of English Materials.

Teaching English to low-income students is a profoundly rewarding yet challenging experience. These students often face a variety of barriers, both academic and non-academic, that can impede their language development. However, with the right strategies, tools, and mindset, educators can make a lasting impact on their lives. One of the primary challenges is addressing the socio-economic factors that can influence a student's ability to learn. Low-income students may not have access to the same resources, such as books, technology, or quiet spaces for study, as their more affluent peers.

As a teacher, I have found creative solutions to these challenges, and that is why I have created my own materials, utilized free online resources, and encouraged my students to share and collaborate. By designing my own lessons (see Annex, C) and worksheets (see Annex, D) tailored to my students' unique needs, I can ensure that the material is relevant, engaging, and aligned with their learning goals. This allows me to adapt the content to their varying levels of English proficiency and learning styles.

Creating a book (see Annex, E) and a workbook (see Annex, F) to teach English to students with low incomes involves several challenges (Harmer, 2008) affirms there are some stages that are necessary for getting a great impact on the students' English learning process. So, understanding the specific linguistic and cultural needs was the first step, since it facilitates identifying students' starting proficiency levels, goals, and any potential challenges they may face in the learning process. Second, I established clear, realistic, measurable, and achievable learning objectives. This involves setting foundational goals, like basic vocabulary acquisition

or simple conversational skills for A1 students, with progression toward more structured language use as they advance. Additionally, the content for the book and workbook has a balanced language structure with engaging, relatable contexts. It means the topics allow connect English skills to real-life scenarios including varied activities that accommodate different learning styles, such as visual aids, audio support, and online interactive exercises to support diverse learners, including those with unique needs like my student with autism and TDHA¹.

Since the course has mixed ages and varying levels of English proficiency, it became clear that a one-size-fits-all approach wouldn't be effective. By conducting a thorough diagnostic test, I was able to identify the specific needs of each learner. Understanding these individual needs—ranging from basic language acquisition for most of the group at Level A1 to more structured support for Daniel², who is at Level A2 and has Autism—was crucial in shaping my approach to the materials.

To address this, I carefully selected resources that considered not only the proficiency levels but also the interests and learning styles of the students. For instance, the younger learners showed more engagement with interactive and visual materials, such as picture dictionaries and flashcards, while the older students responded well to real-life conversational scenarios and role-playing exercises that connected to their personal experiences.

For Daniel, I ensured that the materials were both structured and flexible. Using a mix of visual supports, clear instructions, and consistent routines helped him navigate the lessons with greater ease. In addition, I integrated activities that supported sensory processing, offering Daniel a way to participate meaningfully in the class without feeling overwhelmed.

¹ Trastorno de déficit de atención e hiperactividad.

² One of the participants. I did not include the real names because of data management.

In crafting the lessons, I made it a priority to design inclusive group activities that foster collaboration and engagement among all students, while also providing differentiated support to meet their individual needs. Recognizing the varied proficiency levels and learning styles within the group, I aimed to create activities that allowed each student to contribute meaningfully at their own pace. For instance, tasks were structured with multiple entry points, so students at different levels could engage without feeling overwhelmed or left out. I also incorporated roles within group activities to play to each student's strengths, enabling them to experience success and build confidence.

Additionally, I developed a range of support materials, such as visual aids, sentence starters, and guided prompts, to help students who might need more structured assistance. For Daniel, who is at an A2 level and has Autism, I ensured that tasks were clear and predictable, minimizing any potential stressors while maximizing opportunities for positive interactions with peers. By creating an environment where each student felt supported and valued, the activities encouraged them to collaborate, share ideas, and learn from one another. This not only improved their language skills but also helped build a classroom culture of empathy, mutual respect, and encouragement.

The material was designed taking into account a Need Based Syllabus by **Joan Rubin** which is focused on the specific language needs of the learners. This approach often begins with a needs analysis to determine what the students require the most, whether for academic purposes, employment, or daily living. Also based on Task Based Syllabus by **David Numan** which is emphasize in a learner-centered approach that focuses on using language for meaningful communication. A task-based syllabus organizes language instruction around tasks rather than grammatical structures, vocabulary lists, or traditional language

components. Nunan's approach is rooted in the belief that language learning is most effective when learners engage in authentic, communicative tasks that simulate real-life situations.

Once I established the specific skills (reading, writing, speaking, listening) and knowledge (vocabulary, grammar) needed to support students' English language development, I carefully designed the content to align with the Common Core State Standards (CCSS). Given that low-income students may lack access to resources outside the classroom, I focused on incorporating various interactive and practical learning strategies within the materials themselves. For example, reading passages and writing prompts were centered on themes and vocabulary relevant to the students' everyday experiences, fostering a sense of relatability and relevance. Listening activities used audio material that is both accessible and engaging, emphasizing pronunciation, fluency, and comprehension skills. In constructing this content, I aimed to bridge any learning gaps by incorporating scaffolded support, such as guided reading questions and grammar exercises that build in complexity. Additionally, I included formative assessments throughout to gauge understanding, allowing me to adjust lessons as needed based on students' progress and challenges.

On the other hand, using lesson plans—such as task-based learning (TBL) has offered significant benefits to these students, since it has enriched their educational experience in ways that address both academic and personal development needs. It has proven to be an invaluable approach for students from low-income backgrounds because it emphasizes the application of language in meaningful, real-world contexts. This methodology shifts the focus from rote memorization of grammar rules to active, purposeful communication. For low-income students, who may lack access to such experiences outside of school, this method provides hands-on practice that bridges academic knowledge with applicable life skills, increasing their engagement and sense of accomplishment.

Once I have established consistent learning goals, I can better understand the expectations and capabilities of my students with low incomes. This understanding enables me to plan more effective, tailored instruction and design assessments that address their unique needs, challenges, and interests. The purpose of this proposal is to outline a comprehensive framework aimed at enhancing the English language proficiency of students from low-income backgrounds. Recognizing the unique challenges these students face, including limited access to educational resources and support, this initiative seeks to create an inclusive learning environment that addresses their specific needs. Also, to provide quality educational book and accompanying workbook that is affordable as well to bridge the educational gap by offering the same high-standard learning materials to students with low incomes who might not otherwise afford them, promoting equality in education.

Empowering students from low-income backgrounds by equipping them with language skills is a vital strategy that can have far-reaching implications for their educational and professional trajectories. Language proficiency serves not just as a tool for communication, but as a gateway to accessing a wealth of resources and opportunities that can significantly enhance their socio-economic status. That is why each part of this project is linked to achieve the proposed objectives and that is why a material was also designed to provide accessible, and effective language education, besides to engage and motivate students by offering relevant and relatable content that speaks to their experiences and backgrounds, making learning more enjoyable and effective.

The proposal: Elementary A1. Student's Book.

My proposal is a book (Annex 1) designed specifically for low-income learners that addresses their unique challenges and learning environments. It focuses on practical language skills relevant to their daily needs, making the learning process more effective. Incorporating Nunan's perspective on adaptable teaching, the material is designed to be flexible, allowing e to modify lessons based on their students' specific contexts and interests. Each chapter begins with relatable scenarios, encouraging learners to draw from their own lives, thereby fostering a connection between language acquisition and personal experiences.

To facilitate effective learning, the book includes a variety of engaging activities. It integrates vocabulary-building exercises, reading comprehension tasks, for example, students practice new words by matching them with pictures, creating simple sentences, and participating in group discussions that allow them to use the language in context. Additionally, it contains writing exercises that encourage students to express their thoughts creatively, with prompts related to their daily experiences. Visual aids, such as illustrations and infographics, made the content more accessible, while incorporating relatable themes, like family, and local culture which helps to maintain their interest and motivation. As students use the book, they are encouraged to apply their language skills to real-life situations, which increases their confidence and sense of achievement. In the classroom, the book served as a tool for group activities where students worked together to solve problems, share ideas, and practice their English in a supportive environment. For instance, students may role-play scenarios based on everyday situations, such as introducing themselves and asking and answering questions with Wh. By using the book as a central part of their learning, the students were able to connect English language lessons to their real-life

needs, such as understanding instructions, making requests, or engaging in everyday conversations. The structured exercises from the book helped the students' progress at their own pace, while group activities fostered collaboration and peer learning, making the class more interactive and supportive.

These activities are crafted to support different learning styles, ensuring that every student can find an entry point into the material. Moreover, the accompanying workbook provides additional exercises and assessments to reinforce concepts and track progress, making it a comprehensive resource for both learners and instructors.

The book helps students use the language in real-world contexts and improve their communicative competence. It includes clear learning outcomes and integrates local culture to make lessons engaging and relatable. Designed to accommodate diverse learning styles, the book offers a variety of exercises—grammar drills, conversational practice, and more—catering to auditory, visual, and kinesthetic learners. Cultural contexts and real-life scenarios are incorporated to illustrate the practical application of the language.

Starting with basics like the alphabet and simple words, the book progresses to more complex grammar and vocabulary. Each chapter has defined, achievable objectives to guide students. Practical vocabulary relevant to daily life—such as family, school, health, and community—is emphasized to ensure immediate usefulness.

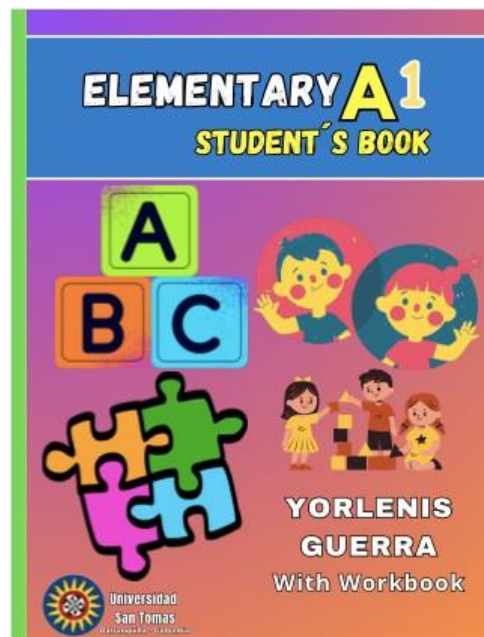
The book provides affordable access to quality materials, using low-cost printing methods to ensure that it remains within reach for low-income learners. Its design is simple and visually appealing, featuring ample white space that makes it easy for readers to focus on the content without feeling overwhelmed. This layout promotes better comprehension and retention of information. Engaging illustrations accompany the text, helping to reinforce key

concepts and spark interest. These visuals are thoughtfully chosen to reflect the diverse backgrounds and experiences of the learners, making the content relatable and relevant. By incorporating culturally responsive imagery, the book fosters a sense of belonging and encourages learners to see themselves within the material.

Each section of the book is structured to facilitate gradual learning, with clear headings, bullet points, and summaries to highlight important information. This organization aids both students and facilitators in navigating the content effectively. Overall, this book is designed not just as a learning tool but as a supportive companion for low-income learners, empowering them to build their language skills in a way that is both practical and inspiring.

Figure 1.

Book cover.



Source. Guerra, Y. (2024) Elementary A1 Student`s book. p. 1

The book is divided into two levels. Level Elementary A1 (Unit One) covers topics such as classroom objects, useful expressions, the alphabet, vegetables and fruits, greetings and farewells, and introducing oneself and others.

Figure 2.

Book`s Content. Unit 1 and 2.



Source. Guerra, Y. (2024) Elementary A1 Student`s book. p. 3.

The Unit Two contains the following topics Subject Pronouns, Definite Article A, An, Farm Animals, Verb to Be Affirmative form, Jobs and Occupation and Indefinite Articles, Present simple verb to Be Negative and Interrogative, Answering Yes or No Questions, Wh Questions with the Verb to Be. The topics are organized according to the CEFR³ and the students' needs, considering the limited hours allocated for English classes. As a practicum student, I ensure that the subjects are taught in a communicative and contextualized manner,

³ Common European Framework of Reference for Languages.

and the book serves as a tool for practicing and deepening the material both during and after class.

The level Elementary A2 corresponds to Unit Three which has the following topics Colors, Body Parts, Hair Types, Face Types, What does she /he look like? Verb Have/ Has, What does she/ he like? The adjective that describes Personalities, Clothes and Colors Accessories' Vocabulary. Unit Four is composed of the following topics Family members, Possessive Adjectives, Countries and Nationalities, Indefinite Article A, An , Definite Article, The Wild animals, Demonstrative Adjectives, Singular and Plural, and Irregular Plural nouns. This book is going to be used for one year and the content is based on feedback and changing needs.

Figure 3.

Book`s Content. Units 3 and 4. p. 3



Source. Guerra, Y. (2024) Elementary A1 Student`s book. p. 3.

Here, there is an example of a lesson where we can see that the content is contextualized and used through situations. For example, after the dialogue it is possible for the teacher to continue with the conversation about the topic, or to ask students to change something from the questions, or to recognize the structure they are going to work, among others.

Figure 4.

Example of a lesson.

Lesson
7

Introducing yourself

A

CONVERSATION MODEL
A: Hi, Jake
B: Hello Yorlenis
A: How are you today?
B: I'm good, How about you?
A: Pretty good
B: Let me introduce my friend Peter
A: Hi, Peter
C: Hi, Jake. Nice to meet you.
A: Nice to meet you too.
A: I have a meeting now, I have to go. Talk you later.
C: It's ok. bye bye.

Source. Guerra, Y. (2024) Elementary A1 Student's book. p. 24.

The workbook

In the workbook (Annex 1) we can find activities that reinforce the content from the book such as a variety of exercises like fill-in-the-blanks, matching, short answer, and multiple-choice were incorporated provide exercises and activities that allow students to practice what they have learned and reinforce their understanding. This practice is crucial for retaining new language skills.

Figure 5.

Workbook's table of contents.

TABLE OF CONTENTS		
WORKBOOK		
1	UNIT 1	1-8
2	UNIT 2	9-15
3	A 2 ELEMENTARY	16
4	UNIT 3	16-28
5	UNIT 4	29-36

Source. Guerra, Y. (2024) Workbook.p.53.

This module is implemented at the moment virtually (Annex, 1), but Level A2 will be printed, and it will facilitate the students to gradually develop their language skills. The book and workbook will serve as a valuable reference for students, providing explanations, examples, and rules that they can refer back to as needed and encourages students to develop good reading habits, which are essential for language acquisition and overall literacy.

Figure 6.

Evidences of the use of the material.



Photo description. Student using the book during an English session.

Students from low-income backgrounds often face educational disparities due to limited access to resources, including quality educational materials so to know how effective the workbook and book are in their learning process

To assess the effectiveness of the workbook and book in enhancing students'

learning processes, I distributed surveys after they had engaged with the materials. The survey comprised ten questions, strategically designed to gather both quantitative and qualitative insights. The first five questions were closed-ended, aimed at measuring students' overall satisfaction, comprehension, and application of the concepts learned. For instance, one question asked students to rate their understanding of the material on a scale from one to five, providing a clear numerical representation of their learning outcomes. The remaining five questions were open-ended, encouraging students to elaborate on their experiences with the workbook and book. These questions aimed to uncover specific aspects they found beneficial or challenging, such as their favorite activities and any suggestions for improvement. This mixed-method approach allowed for a comprehensive analysis of the materials' impact on students' language acquisition and engagement.

I actively monitor student participation and interaction with the material, paying close attention to their engagement during lessons and activities. To assess the effectiveness of the text and workbook, I compare student performance before and after their use through diagnostic tests and regular assessments. These instruments provide valuable insights into their progress, allowing me to analyze changes in proficiency levels, comprehension, and overall language skills.

By examining the data from these assessments, I can identify specific areas of improvement for each student, allowing me to tailor my teaching strategies accordingly. This approach ensures that I address individual learning needs, fostering a more effective and personalized learning experience. For instance, if the assessment results reveal that a significant number of students struggle with vocabulary acquisition, I can incorporate targeted vocabulary-building activities into my lessons. Additionally, if the data indicates that some students excel in speaking but have

difficulties with writing, I can implement differentiated instruction that emphasizes writing skills for those learners. Evidence of these data collected includes diagnostic test scores, formative assessments, and observational notes, which provide insight into each student's strengths and weaknesses. By regularly analyzing this data, I can continuously refine my teaching methods and interventions, ultimately enhancing student engagement and achievement.

Apart from that, I conduct small group discussions where students can share their experiences with the text and workbook. These discussions encourage open dialogue, allowing students to express their thoughts and feelings about the material, which in turn provides valuable insights into their comprehension and engagement. Additionally, I complement these discussions with one-on-one interviews, creating a more personalized space for students to articulate their individual perspectives and challenges. This combination of group interaction and individualized attention fosters a deeper understanding of the content while promoting a supportive learning environment. Besides activities to reinforce learning and the visual aids are used effectively as well if the book is encouraging active learning and interaction and the most important aspect if students can apply what they have learned in real-life situations since the application of English in real-life situations enhances communication, access to information, professional opportunities, and cultural exchange on a global scale.

Developing English skills in kids who live in low-income areas, has had a significant impact on me as a teacher and obviously on my students. After the teaching process of pedagogical practice, one has concluded several key steps and considerations have been involved to ensure sustained progress and improvement in the community.

One moment that stands out in my teaching experience was when one of my students with autism spectrum disorder took on the role of a tutor without experiencing a crying crisis. This moment was particularly significant, not just for him but for the entire class. Despite the challenges he faces, he demonstrated remarkable patience and understanding as he worked with his peers, helping them navigate the complexities of basic vocabulary. His ability to connect with other students in a supportive way not only showcased his growth but also highlighted the positive impact he can have on those around him.

Watching him guide his classmates through vocabulary exercises was heartwarming. I observed the struggling students begin to recognize useful expressions and incorporate them into their own speech. This transformation was inspiring, as it illustrated how effective peer tutoring can be in fostering a sense of community and collaboration in the classroom. It was a testament to the idea that every student, regardless of their challenges, has valuable contributions to make. The joy on his face as he saw his classmates succeed was a powerful reminder of the strength and resilience present within our diverse classroom environment.

The experience taught me the importance of patience and perseverance, and it reinforced my belief in the power of education as a transformative tool. It wasn't just about teaching English; it was about providing opportunities and fostering hope. This journey has been one of the most rewarding experiences of my life, leaving me with a deep sense of fulfillment and a renewed commitment to making a difference through education.

On the other hand, designing a book and workbook specifically for children from low-income families can have profound and lasting effects on their educational journeys. Financial constraints often limit access to quality educational resources, leaving many children at a disadvantage. However, well-designed materials can

serve as powerful tools that open up a world of imagination and knowledge.

Research shows that engaging learning resources can spark curiosity and foster a love of learning, which is crucial for children who may not have access to a rich educational environment at home. By integrating vibrant illustrations, relatable scenarios, and relevant topics, the book and workbook create an inviting atmosphere that encourages exploration and discovery.

Besides, the book provides structured content, essential grammar rules, and a wide range of vocabulary, serving as a solid foundation for learners. Meanwhile, practical work, such as writing assignments, and interactive activities, reinforces this knowledge by allowing students to apply what they've learned in real-world contexts.

The use of the book and workbook with students from low-income backgrounds has been a profound experience, highlighting the transformative power of education when tailored to meet specific needs. These resources are designed not only to enhance language skills but also to resonate with the everyday experiences of the students. By incorporating relatable contexts and practical exercises, the materials empower learners to connect their education to real-world scenarios. This relevance fosters greater engagement, as students see the immediate applicability of what they are learning in their lives, whether in their communities, workplaces, or homes.

Moreover, the workbook encourages active participation and collaboration among students, creating a supportive learning environment. As they navigate through the exercises, students share their insights and strategies, building a sense of community and shared purpose. This collaborative spirit is particularly vital for learners from low-income backgrounds, who may face various external challenges that can hinder their educational

journey. The structured approach of the workbook provides them with a roadmap for success, allowing them to overcome obstacles and develop confidence in their abilities.

Evaluation of the experience

After utilizing a book and a workbook designed to improve English skills among students from low-income backgrounds, a series of structured interviews were conducted to assess the impact of these educational tools. I included specific questions related to the students' comprehension, vocabulary acquisition, and overall engagement with the content.

The goal was to understand how the book and workbook influenced the students' learning experiences and to identify any areas for improvement.

During the interviews, students were encouraged to share their personal experiences and challenges they faced while using the book and workbook. They discussed how the materials helped them in their daily academic activities, and whether they felt more confident in their English skills as a result. The interviewer also took note of any recurring themes or common feedback among the students, which provided valuable insights into the effectiveness of the educational tools. The qualitative data gathered from these interviews (Annex 2) were later analyzed to identify trends and inform future revisions of the book and workbook, ensuring that they continue to meet the needs of students from diverse backgrounds.

The results show that the use of the book and the workbook for enhancing English skills among students from low-income backgrounds was successful due to several key factors. First, the materials were specifically designed to address the unique challenges faced by these students. I included relatable content and practical

exercises that aligned with the students' everyday experiences which they considered made their learning process more relevant and engaging. In other words, the book and workbook helped students see the practical applications of their English skills, which boosted their motivation and interest in learning.

The success of this proposal was evident in the students' improved performance and positive feedback during interviews, highlighting the effectiveness of using targeted educational resources tailored to their specific needs.

Conclusions and recommendations

Throughout the program, we observed remarkable improvements in students' comprehension, engagement, and overall academic performance. The structured approach of combining theoretical concepts from the book with practical exercises in the workbook allowed for a comprehensive learning experience that bridged gaps in knowledge and fostered critical thinking. Additionally, the inclusive nature of the materials helped build students' confidence and motivated them to actively participate in their education. This initiative underscores the importance of providing equitable educational resources and support to all students, regardless of their socioeconomic status, and serves as a compelling argument for continued investment in such programs to promote academic success and social mobility.

Using a book alongside practical work to teach English is highly efficient as it integrates theoretical knowledge with hands-on application. This book is designed to empower children from low-income backgrounds with the essential language skills they need to thrive academically and socially. By providing structured content, it introduces learners to foundational grammar rules and a broad vocabulary that can be easily integrated into their everyday conversations. Each section is thoughtfully organized, ensuring that students can progress at their own pace while reinforcing their understanding of the English language. The systematic approach allows learners to build confidence as they master the basics of grammar and expand their word bank.

In addition to foundational knowledge, the book emphasizes practical application through engaging writing assignments that encourage creativity and self-expression. These assignments are tailored to reflect the interests and experiences of young learners, making the

writing process relatable and enjoyable. By connecting language skills to real-life scenarios, students can see the value of their learning, which fosters motivation and a desire to improve. Ultimately, this book serves as a comprehensive resource that not only teaches language fundamentals but also equips children with the practical skills, they need to navigate their world effectively.

Engaging with both written material and practical tasks provides a multifaceted approach to language learning, effectively addressing diverse learning styles and enhancing overall comprehension. Research supports this integrated method, demonstrating its effectiveness in fostering a deeper understanding of language concepts. According to Howard Gardner's theory of multiple intelligences, learners possess different strengths, including linguistic, logical-mathematical, and bodily-kinesthetic intelligences. By incorporating both written and practical tasks, I can cater to these varied learning styles through activities such as listening which active listening and enhance speaking skills, which are crucial for effective communication. Studies show that auditory learners thrive when they can engage with material through listening, as it reinforces their understanding and aids in language acquisition (Pritchard, 2009, p. 20).

Recognizing the importance of kinesthetic learning, interactive activities and exercises that encourage physical engagement are included in the different lesson plans. These activities include role-playing scenarios, group discussions, and hands-on language games that require movement and collaboration. Research suggests that kinesthetic learners excel when they can physically interact with the material, leading to deeper understanding and retention (Gardner, 1993p. 5).

In summary, this English program is thoughtfully crafted to address the varied learning styles of low-income learners through visual, auditory, and kinesthetic

approaches. By incorporating diverse resources and activities, I aim to create an inclusive educational experience that meets the unique needs of each student, facilitating their journey toward English proficiency.

Teaching English to students with low incomes presents unique challenges that extend beyond the language barrier., the socioeconomic challenges faced by students from low- income backgrounds can significantly impact their motivation and confidence levels. Many may struggle with feelings of inadequacy or imposter syndrome, especially when comparing themselves to peers from more privileged backgrounds. For that reason, the future teachers who are going to continue with this project must address these psychological barriers through a supportive and inclusive learning environment where students feel valued and encouraged to participate actively. Also is important that those teachers incorporate relevant content and incorporating real-life scenarios can also enhance engagement and relevance, empowering students to see the practical applications of their language skills beyond the classroom.

Another challenge that the future teacher could face to teach students with low income is socioeconomic barriers often intersect with educational challenges, as students from low- income backgrounds may face additional obstacles outside the classroom that impact their ability to learn English. These can range from unstable home environments to limited access to educational support outside of school. As a result, teachers must not only focus on language instruction but also address the broader social and emotional needs of their students to facilitate effective learning.

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Annexes

Annex A. Syllabus.

ELEMENTARY	A2 PLUS ELEMENTARY	B1 PRE- INTERMEDIATE	B1 PLUS PRE- INTERMEDIATE
UNIT 1 <i>KNOWING MY CLASSROOM</i> - Classroom object vocabulary - Useful Expressions - The alphabet - Alphabet vegetables and fruits - Greetings and Farewells - Greeting and Responses - Introducing Yourself UNIT 2 <i>PEOPLE WORKING</i> - Subject Pronouns - Definite Article A, an - Farm Animals - Verb to Be Affirmative form - Jobs and Occupation and	UNIT 4 <i>WHAT ARE WEARING?</i> - Describing clothes - Simple Present Affirmative, - Simple Present Negative and Interrogative - Yes or no question With Simple Present - Wh Questions and Simple Present - Answering question with Wh and Simple Present - Daily Routine Vocabulary UNIT 5 <i>HOW OFTEN DO YOU?</i> - Adverbs of frequency - Likes and Dislikes - Conjunctions	UNIT 1 TALKING ABOUT PAST - Talking by phone - At the Supermarket - Past Simple was, were - Wh Questions with the verb to be in past - There was/ There were - Quantifiers - Countable and Uncountable nouns Vocabulary UNIT 2 - Asking For and Giving Opinions - Simple past with Regular verbs Affirmative form - Pronunciation of regular verbs in Past - Simple past With Negative and Interrogative form - Wh Question with Simple Past	UNIT 1 - Will Negative and Interrogative form - Wh Question and Will - Be Going to affirmative form - Be going to Negative and Interrogative - Wh Question and Be going to - Will Vs Going to - Questions with Prepositions at the end UNIT 2 - Relative Clauses

Indefinite Articles • Present simple verb to Be Negative and Interrogative • Answering Yes or No Questions • Wh Questions with the Verb to Be	• Object Pronouns • There is there are • Some, Any • A, an, some, any, a lot of, not any UNIT 6 PLANNING AT THE MOMENT • House's part • Supermarket vocabulary • <i>Present Progressive Affirmative</i> • <i>Present progressive negative and interrogative</i> • <i>Wh Questions with Present Progressive</i> • <i>Possessives</i> • Future plan with the Present Progressive • Present Simple Vs Present Progressive	• Adjective with ED and ING • Past continuous Affirmative form UNIT 3 • Past continuous Negative and Interrogative form • Wh Questions with Past continuous • Simple past with Irregular verbs affirmative form • Irregular verbs Vocabulary • Simple past Irregular Verbs negative and interrogative form • Wh Questions with Simple Past and Irregular verbs • Past Simple with adverbs of frequency UNIT 4 • Interrupted action When and While (past continuous Vs past continuous)	• Comparative / Superlative • Present Perfect • Present Perfect Negative and Interrogative form • Wh Questions and Present Perfect • Present perfect and Superlative • Collocations 1 UNIT 3 • Questions with Prepositions at the end • Present Perfect Progressive • Present Perfect Progressive Negative and Interrogative form • Wh Questions with Present Perfect Progressive • Subject and Object Questions • Present perfect simple vs. present perfect progressive • Indefinite pronouns
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		• Interrupted action When and While (Past continuous Vs Simple past) • Used to, • Get used to • Be used to • Used to, Get used to, Be used to • Object pronoun • Comparative • Will Future plans Affirmative form	
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Annex B. Mission and Vision.

Mission

Our mission is to provide access to quality English language education to low-income children, equipping them with the language skills necessary for their academic and personal development. Through an inclusive and personalized approach, we seek to empower students to become effective communicators, opening doors to future opportunities and fostering equal access to education. Our goal is to build a solid foundation in English that allows them to fully integrate into a globalized world, promoting continuous learning and long-term success.

Vision

Our vision is to be a benchmark in English education for low-income children, creating an environment where each student has the opportunity to reach their maximum potential. We aspire to raise a generation of bilingual young people who, through their command of

English, can overcome socioeconomic barriers, access better educational and employment opportunities, and contribute to their communities in a positive way. We strive to be a model of inclusive, equitable, and transformative teaching, where education in English is a key tool for equality and social progress.

Annex C. Lesson Plan

LESSON PLAN

CONTENT BASED LEARNING

Teacher's name: Yorlenis Guerra

Institution's name: Universidad Santo Tomás CAU Barranquilla

Topic: Cultural Studies - Clothing and Fashion

Date: September 14th

1. Objectives

Learning outcome:

Content objectives:

Students will be able to identify different types of clothing and accessories.

Students will understand how clothing varies across different cultures and professions.

Language Objectives:

Students will practice using vocabulary related to clothing (example shirt, dress, pants, hat).

Students will use the present continuous tense to describe what people are wearing (example "He is wearing a blue shirt.").

2. Activities

Pre-teach vocabulary:

I will begin by asking them How is the weather in Barranquilla today? What clothes do we wear in a hot weather? What are they wearing today? Then I will write down students' responses on the whiteboard, focusing on clothing vocabulary.

Introduce the topic:

I will bring some types of clothing that I wear in hot weather and accessories and I will try on some of them and I will describe what I wear in the morning, afternoon and evening. (Example is morning and I am wearing short, tan top and sandals). This is for teaching present continuous tense for describing what people are wearing I also will practice the pronunciation of the vocabulary and students must repeat after me. Then I will write model sentences on the board. After that, I will ask them what they think people is wearing in Bogotá? also, I will show them some flashcards with different type of clothes that people wear in cold and warm weather and I will describe them.

Provide input

I will play a short video clip that shows people wearing different outfits. After watching, I will ask to the students questions to describe what they saw, such as "What is the man wearing?" or "What are the people wearing?" I will write down their answer and I will ask them to write those examples.

Comprehension checks:

I will draw this square on the board and I will ask them to see on the book the vocabulary and be in group of four and fill the information. Then each group will read their answers.

What people are wearing in hot weather (Barranquilla)	What people are wearing in warm weather (Medellin)	What people are wearing in cold weather (Bogotá)
Language focus: I will model an example choosing a profession and describing what she is wearing, then I will write model sentences on the board to guide students (example, "The doctor is wearing a white coat and glasses." This also for connecting the jobs and occupation vocabulary which has been studied). After that, I will ask the students to open the book to see the vocabulary about clothes and accessories then I will show pictures of people from different cultures or professions and I will ask students to describe what they are wearing using the vocabulary and sentence structures learned. Also, they must write three sentences with some of the pictures presented.		
Practice: The students will draw different people and they have to dress them with various outfits and describe it to the class using the present continuous tense. Then they will work in the online game dressing people in which they are going to listen what those people are wearing and they will have to drag the clothes and dress the person. Later they will be working in the book where they have to match descriptions with pictures and also fill in the blanks with the correct clothing items. <i>Extension Activity:</i> For homework, students are going to draw or cut out pictures from magazines of people wearing different outfits and write a few sentences describing what each person is wearing using the vocabulary and sentence structures learned in class.		

Assessment and feedback:

Formative: I will monitor student participation during discussions and activities, and I will correct vocabulary used and sentence structure. In addition, I will pay attention to the accuracy and fluency of students' spoken responses when describing what people are wearing and I will check students' workbook and books to correct matching of descriptions with pictures and accurate fill-in-the-blank answers.

Summative: I will assess students' understanding of clothing vocabulary and their ability to use the present continuous tense to describe what people are wearing. As well I will collect the homework assignments where students describe people's outfits using drawings or magazine cutouts to evaluate their ability to accurately use vocabulary and sentence structures to describe clothing.

Feedback:

I will be highlighting what the class did well. For example, "I noticed everyone was using the new clothing vocabulary with confidence. Great job using words like 'scarf' and 'sneakers' correctly!" additionally I will address any common mistakes without singling out individual students. For instance, "I noticed that some of us are mixing up 'he is' and 'she is' when describing outfits. Besides I will write personalized comments in their books and workbooks. Furthermore, I will encourage my students to keep practicing by telling them **"Keep practicing your descriptions at home by looking at family photos and describing what everyone is wearing."**

3. Material or resources (Describe the material you will use)

Resource #1:

flashcards of people wearing different types of clothing (various cultures, seasons, and professions)

A handout with a list of clothing items and accessories

A short video clip showing people in different outfits

Resource #2:

Dressing people game.

<https://www.gamestolearnenglish.com/clothes-game/>

Whiteboard and markers

Workbook and Book

Annex D. Worksheets

[**WORKSHEET SANTOTO.pdf**](#)

[**ENGLISH QUIZ SANTOTO KIDS.pdf**](#)

Annex G. The interviews

Miguel Ángel

Entrevista sobre el uso del libro

Acceder a Google para guardar el progreso. Más información

¿Qué tan útiles encuentras los contenidos del student book en tu aprendizaje?

☒ buenos

☐ malos

☐ regulares

¿Cómo calificas la variedad y calidad de los ejercicios en el workbook?

☒ buenos

☐ malos

☐ regulares

☐ Otros:

¿Qué te gusta más del student book y por qué?

Tu respuesta Me gusta por que es algo TOTAL ME
Pasa M.

¿Hay algo que cambiarías del workbook para hacerlo más efectivo?

- ☐ Si
- ☒ No
- ☐ Otros:

¿Qué tan claras son las instrucciones en ambos libros?

- ☒ Claras
- ☐ No muy claras
- ☐ Mas o menos claras

¿Crees que el contenido del student book y el workbook está bien integrado?

- ☒ Si
- ☐ No

¿Recomendarías estos libros a otros estudiantes? ¿Por qué?

Tu respuesta *Si por que se es una experiencia nueva o totalmente*

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Canliayo de Canliyo Vazquez

¿Qué tan útiles encuentras los contenidos del student book en tu aprendizaje?

- ☒ buenos
☐ malos
☐ regulares

¿Cómo calificas la variedad y calidad de los ejercicios en el workbook?

- ☒ buenos
☐ malos
☐ regulares
☐ Otros:

¿Qué te gusta más del student book y por qué?

Tu respuesta PORQUE LO HACEMOS EN FÍSICO Y COMPUTADOR

¿Hay algo que cambiarías del workbook para hacerlo más efectivo?

☐ Si

☒ No

☐ Otros:

¿Qué tan claras son las instrucciones en ambos libros?

☒ Claras

☐ No muy claras

☐ Mas o menos claras

¿Crees que el contenido del student book y el workbook está bien integrado?

☒ Si

☐ No

¿Recomendarías estos libros a otros estudiantes? ¿Por qué?

Tu respuesta PARA QUE APRENDAN MAS

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Alma Domínguez Acosta

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¿Qué tan útiles encuentras los contenidos del student book en tu aprendizaje?

- ☒ buenos
☐ malos
☐ regulares

¿Cómo calificas la variedad y calidad de los ejercicios en el workbook?

- ☒ buenos
☐ malos
☐ regulares
☐ Otros:

¿Qué te gusta más del student book y por qué?

Tu respuesta: Que tiene colores lo puedo usar tanto físicamente o virtualmente y vamos aprendiendo mas cosas 😊.

¿Hay algo que cambiarías del workbook para hacerlo más efectivo?

☐ Si

☒ No

☐ Otros:

¿Qué tan claras son las instrucciones en ambos libros?

☒ Claras

☐ No muy claras

☐ Mas o menos claras

¿Crees que el contenido del student book y el workbook está bien integrado?

☒ Si

☐ No

¿Recomendarías estos libros a otros estudiantes? ¿Por qué?

Tu respuesta *si porque son libros muy buenos y podemos aprender mas para un futuro y son muy lindos !!*

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