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LOCAL CULTURE TO ENCOURAGE INTERCULTURAL COMMUNICATIVE COMPETENCE IN YOUNG LEARNERS IN THE EFL CLASSROOM AT A   RURAL SCHOOL IN CHOACHÍ CUNDINAMARCA.

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Bogotá, December 2023

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Grupo de investigación CIBELES,

Línea de investigación Didácticas, Saberes y Disciplinas

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"*If you give a man a fish, you will give him a single meal. But if you teach him how to fish, you will feed him all his life.*"

Chinese Proverb

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Dedication

I dedicate this thesis first to God, who put me in the right place to carry out my research. To him for giving me the strength to continue in the most difficult moments without giving up in the attempt to continue this important achievement for my life and for my family.

To my son David Santiago who has accompanied me for the last 8 years. To him because at his young age he understands the meaning of this achievement for me and for our family. For his company, support, and interest in when this process culminates to celebrate it with great joy. Also, to my husband Miguel for giving me his support to achieve this dream. To his patience and advice from the beginning to the end and for helping me believe that it was possible.

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ABSTRACT

The challenge for teachers in the face of the new dynamics of education is to respond to a society immersed in a process of globalization and influenced by technological change. The dynamics of today's world require citizens with intercultural and foreign language communication skills, as well as skills in new technologies, among others. However, when examining the reality of rural educational contexts, we see that teachers in rural schools face great challenges to carry out this type of training due to the lack of technological resources. However, in the case of the implementation of intercultural skills, it is traditionally taught in the English class from the perspective of knowledge of the foreign language, leaving aside the recognition of one's own culture, given the cultural richness of these communities.

This paper reports the results of research to focus on teaching English as a foreign language in a rural context based on the culture and traditions of children and teenagers from Ferralarada rural school in Choachí Cundinamarca. This action research is developed from the paradigm of qualitative research with an epistemological approach of hermeneutic research as an attempt to describe and study significant human phenomena in a careful and detailed way. The instruments used for the data collection are participative observation, field diaries, and students' artifacts.

Key words: English as a foreign language, rural education, tradition and culture, local culture, intercultural communicative competence, interculturality.

RESUMEN

El reto del profesorado ante las nuevas dinámicas educativas es dar respuesta a una sociedad inmersa en un proceso de globalización e influenciada por el cambio tecnológico. La dinámica del mundo actual exige ciudadanos con competencias interculturales y de comunicación en lenguas extranjeras, así como competencias en

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nuevas tecnologías, entre otras. Sin embargo, al examinar la realidad de los contextos educativos rurales, vemos que los docentes de las escuelas rurales enfrentan grandes retos para llevar a cabo este tipo de capacitación debido a la falta de recursos tecnológicos. Sin embargo, en el caso de la implementación de habilidades interculturales, tradicionalmente se enseña en la clase de inglés desde la perspectiva del conocimiento de la lengua extranjera, dejando de lado el reconocimiento de la cultura propia, dada la riqueza cultural de estas comunidades**.**

Este proyecto se centra en la enseñanza del inglés, tratando la cultura local, las costumbres y las tradiciones de los niños. Choachí es un pueblo ubicado al oriente de Bogotá. Es una región con muchas tradiciones, mitos, leyendas y creencias que son significativas para sus habitantes y también para los niños. El objetivo principal es promover las competencias comunicativas en el idioma inglés a partir del contexto real de los estudiantes, como las costumbres, tradiciones, ideologías y escenarios culturales y turísticos que son significativos para los hijos de la localidad. El proyecto pretende fortalecer las habilidades comunicativas e interculturales a través del sentido de la cultura local.

Esta investigación-acción se desarrolla desde el paradigma de la investigación cualitativa con un enfoque epistemológico de investigación hermenéutica como intento de describir y estudiar fenómenos humanos significativos de forma cuidadosa y detallada. Los instrumentos utilizados para la recogida de datos son los diarios de campo, la observación participativa, los artefactos de los estudiantes.

Palabras clave: inglés como lengua extranjera, educación rural, tradiciones y cultura, cultura local, competencias comunicativas interculturales, interculturalidad

INTRODUCTION

Current education faces great challenges as it must respond to an immense society in the process of globalization, permeated by the rapid advances of technology. Thus, the current education system must carry out educational processes based on innovation, active learning, and communities' well-being. These demands require human, physical, and financial resources. It implied qualified teachers, technological resources, and infrastructure investment to develop the teaching-learning process in an effective way to respond to the demands of the current society.

Especially in the process of teaching a foreign language, technological resources are becoming more and more necessary to enhance the learning process and improve the students´ motivation, since students want to be more active and develop processes from learning by doing, for which technological tools become facilitators of their process. The lack of technological resources is an aspect that limits the conditions for teaching English as a foreign language in the classroom, especially because it deprives them of the opportunity to interact with the world and encounter other cultures.

In this sense, we can affirm that technology is a means that allows us to move around the world and dynamize the process of virtual mobility that contributes to the development of intercultural and communicative competencies in a foreign language, among others. Due to the globalization process, today all professionals need to be open to the knowledge of other cultures since the dynamics of the current world require interaction with communities different from own one.

In foreign language classes, it is necessary to carry out teaching processes for coexistence where intercultural competencies are very important for future professionals' training since they should raise awareness of their own culture in relation to other existing cultures to develop tolerance and respect for themselves and others and critical thinking.

Different authors emphasize the importance of teaching culture in foreign language classrooms, since culture is an inseparable component of any foreign language. In this sense, Su-zhen (2007) highlights the impact of culture on language teaching and provides methods to incorporate culture into language classrooms. Ton (2015) focuses on the necessity of fostering students' intercultural awareness in teaching. Kun (2013)

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emphasizes the role of culture in language education and suggests various teaching methods and strategies for culture learning.

Regarding the phenomenon of globalization, Cely et al. (2023) mention that it has significantly impacted the reality of curricular changes and curriculum administration due to social differences and the growth of poverty and social exclusion. Those factors affect the way individuals represent the world, society, social relations, and knowledge, among other aspects. Therefore, the curricula must contemplate the development of intercultural competencies that help the students understand their own reality in relation to the reality of others from a critical and respectful point of view. Learning English along with a good intercultural perspective is supposed to be able to help students recognize who they are and how their and others' cultures completely are. (Sabilah et al., 2018)

Unfortunately, teaching in rural contexts becomes a great challenge for teachers due to the characteristics that rural contexts have and the factors that affect educational processes such as lack of technology. Life in the countryside is a very relevant social aspect to consider when thinking about education. It is necessary to think about the differences and distinctive features that the population in the countryside have regarding their economic position, social status, interests, and few opportunities to access and use technology, more specifically in pandemic time. The lack of resources causes these areas to be marginalized and excluded from the dynamics of the modern world.

As (Novoa, 2021) mentions, while too many people around the world had to start using technological devices, in the case of our country, a lot of students from rural areas did not have the same opportunities to communicate with their teachers and classmates. Teachers had to deal with the lack of technology equipment, and broadband coverage, among other issues because too many of our students could not have their virtual classes.

For several years, the teaching of culture has been considered a key element in the learning of a foreign language, and with it the incorporation of intercultural skills, however,

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this approach to the learning of culture is traditionally based on the knowledge of the foreign culture being studied, leaving aside the knowledge of one's own culture.

Considering the importance of teaching intercultural competencies in the English language classroom, this article reflects on the approach to intercultural competencies, starting with the knowledge of one's own culture, based on the real social contexts students have, especially in rural areas and the challenges faced by teachers to carry out effective foreign language teaching processes and the lack of technological resources available to institutions in rural areas in accordance with the country's language policies.

Life in the countryside is a very relevant social aspect to consider when thinking about education. I feel identified with this topic because of my own experience being a student at a rural school when I did my primary studies, and later, walking to the town to attend to my secondary studies. It brings to my mind unforgettable experiences that made part of my learning process and experience of life. Nowadays, as an English teacher I think about my students who live in the countryside and study in a rural school. (Novoa, 2021) Nowadays, I listen to teachers and students talking about the distance that they live from the school, the activities that they must help their parents before and after going to the school, and some cases in which the students did not attend the school anymore because they preferred to dedicate their time to the countryside activities. Some of their parents lost their jobs in pandemic time and too many students had to look for a job to help them in the economic aspect.

This proposal intends to understand the experience of teaching English in a rural context, having the culture, tradition, and everyday activities in the countryside as a tool

to put into practice the learning of English as a foreign language. The idea is to focus the teaching and learning process in contents that the students know, and they are immersed in, paying attention to the experiences that they can bring to the classroom and at the same time learning a new language in a way that could be appealing for them. Therefore, it is necessary to think about their differences and distinctive features that make them a very particular population regarding their economic position, social status, interests, and few opportunities to access and use technology, more specific in pandemic time. As (Novoa, 2021) mentions in his reflective journal about his practicum as a pre-service teacher, while too many people around the world had to start using technological devices, in case of our country, a lot of students did not have the same opportunities to communicate with their teachers and classmates. Teachers had to deal with issues where too many of our students could not have their virtual classes because of the lack of technology equipment, broadband coverage, among others.

Although Teaching EFL in rural areas in Colombia is a highly relevant topic where too much research has been carried out, the concepts of Intercultural Communicative Competence and Local culture exposure in the classroom have not been combined as this research intends to do it. It is hoped that this research can help to English teachers to take into consideration the subjects of intercultural competence and local culture as a noteworthy matter in the processes of teaching and Learning English.

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CHAPTER 1: STATEMENT OF THE PROBLEM

This chapter begins with a contextualization of the research problem that gave rise to this investigation, a description of the national context regarding bilingualism policies are presented, then the motives or reasons that led to this research are presented in detail, bearing in mind the rural context followed by the statement of the problem. Finally, the research question that motivates this study as well as the objectives are presented. This chapter presents the research problem that motivates the development of this research, with the aim of making contributions in the field of foreign language learning. This research takes local culture as a context for the development of intercultural communication skills that support the formation of new citizens capable of dealing with multicultural contexts.

1.1 Statement of the problem

To teach English as a Foreign Language has become a relevant aim in Colombian education policies nowadays. That is why a Bilingualism program exists and regards several strategies to improve teaching and learning practices. In Colombia, education policies have included the Teaching of English in public schools as a mandatory subject in syllabuses since early ages. However, to implement those bilingualism programs, there are a lot of limitations, such as overcrowded classrooms, limited access to resources, reduced terms of teaching, low proficiency level of English in current teachers, a deficit of English teachers in primary levels (Cárdenas & Miranda, 2014). It is also relevant to take

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into account that there are big gaps related to academic training in English as a Foreign Language, as Bonilla & Cruz-Arcila (2014) point out, teachers being underqualified, as well as not supported and poorly remunerated, are some of the gaps between rural and urban systems of education.

In Colombia, current policies to teach English started National Program of Bilingualism (NPB) 2004 - 2019 by National Ministry of Education (MEN) in 2004 in order to focus effort in three lines of work: the first one was to provide bilingual education in indigenous communities, the second one was flexible models of educational institutions for work and human development (Schools of languages), and the last one was English to be taught in bilingual and monolingual schools, with the purpose of improving current levels in the communicative competence (Cárdenas & Miranda, 2014). Nevertheless, students in rural areas are still at a disadvantage as related to the urban ones because of the differences in their results in national standardized tests, showing that the lowest results are focused on rural areas schools.

Teaching English as a Foreign Language (TEFL) in Colombia is a relevant aspect in education, but doing this job in public contexts is even more challenging. Public schools in Colombia face several obstacles as related to language teaching and learning. This proposal focuses on English Rural Education which is a context that has to deal with too many challenges in order to fulfill school and national policies. Ramos & Aguirre (2016) point out how too many rural schools have decreased and have adopted urban schools' models which causes too many issues for teachers, students, and educative communities,

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such as demanding life conditions in difficult access areas, illnesses because of the weather, lack of resources in schools and to distance from the family circle can become unfavorable aspects for teachers in rural areas.

As our topic is rural communities and Teaching English as a Foreign Language in those places, it is relevant to clarify what is considered as rural. According to (Bonilla & Cruz-Arcila, 2014) this term is used to refer to areas of scarce population. However, the concept can be confusing except when understood from a geographical point of view. Rural areas can be considered based on the number of inhabitants in it, claiming that an area can be considered rural if it has less than 2.000 inhabitants. In this sense, the aspects about bilingualism do not set out specific policies and contents for those contexts. Therefore, the teachers assigned to those schools are the ones who must adapt contents and activities to the specific necessities to the rural area and the groups that they work with.

There are other aspects to keep in mind regarding the gaps between rural and urban education. On one hand, there is a lack of English teachers in rural schools; those areas frequently have just one teacher per institution and who oversees all the subjects. Thus, the exposure to the foreign language is scarce by both teachers and students. On the other hand, foreign culture in curricular designs and syllabus is more relevant than the local culture. This means that the students have some exposure to a strange culture, and they can just imagine how it is. It is urgent that the students establish a relationship between English learning and their quotidian context which is the local culture in rural

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areas. That is why this research intends to contribute to those young communities who do not have meaningful opportunities and lack of resources. The aim is to bring local culture to their English classes is an opportunity to get closer to their culture, traditions, and milieu that they live in; also, the teaching and learning process can become a pleasant experience.

1.2 Justification

Bilingual education is a challenge for current society and a noteworthy focus as well in urban as in rural areas. After pandemic time, coming back to classrooms is a tough issue that teachers and students must face. In terms of bilingualism, there have been several programs by the National Ministry of Education of Colombia, since 1994 has carried out several policies and strategies to develop communicative competences in English and other strategies such as Basic standards of competences, Basic Learning Rights, and Suggested structure make part of the need to set out the requirements from the population to learn a second language in order to fulfill the demands of globalization dynamics.

Teaching English as a Foreign Language in rural contexts in Colombia is an interesting aspect to highlight because of the challenges that teachers and students must face in the teaching and learning practice. Public education in Colombia has a lot of problems in terms of economic and social areas, but teaching English as a foreign language in rural contexts comprises a big difficulty because of the lack of resources and internet coverage to develop the process appropriately, and teachers find serious

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differences between rural and urban education, noting that too many students leave the school because they have to work and help their families to improve their economic conditions, hence, the learning environments affect the education quality in those areas.

In order to develop this research, a group of eleventh students at the Rural school Ferralarada was chosen. The students come from different rural areas in Choachí Cundinamarca, even some students come from the urban area. The school is well known in the region and the town because of it is a small school which carries out agricultural practices as its focus. The population that belongs to the school belongs to low and medium status and the economic base is cattle industry and several plantations such as sunflowers, avocados, beans, pumpkins, among others. Teaching English as a Foreign Language in rural contexts in Colombia is an interesting aspect to highlight because of the challenges that teachers and students must face in the teaching and learning practice. Public education in Colombia has a lot of problems in terms of economic and social areas, but teaching English as a foreign language in rural contexts comprises a big difficulty because of the lack of resources and internet coverage to develop the process appropriately, teachers find serious differences between rural and urban education, noting that too many students leave the school because they have to work and help their families to improve their economic conditions, so, the learning environments affect the education quality in those areas.

For the reasons mentioned before, most of the students must help their parents in these activities before and after attending school, therefore, the present project aims to

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put into practice the teaching and learning of a foreign language based on traditions and culture in Choachí, also daily activities that the students live every day and can result attractive for them. It is highly relevant to contribute to the student's motivation through English classes, considering intercultural competence practice through local culture activities. Thus, most of the current contents, syllabuses, and textbooks to teach English as a Foreign Language, are focused on Foreign Culture, where the students learn through topics that are not familiar to them and their attitude facing up to their learning process is sometimes a dislike manifestation. When students are guided to include local culture and experiences, their interest can improve, because it is easier for them to communicate using topics that they know.

1.3 Research question

To what extent does the teaching of English through local culture and traditions in the EFL class contribute to the improvement of students' intercultural communicative competence at Ferralarada rural school in Choachí Cundinamarca?

1.4 Objectives

1.4.1 General objective

To promote the development of intercultural Communicative Competence through local culture in young learners at a public school in Choachí Cundinamarca.

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1.4.2 Specific objectives

● To explore and analyze the role that local culture has on EFL students from a rural school when they are approached to their own context.

● To promote intercultural communicative competence through activities that encourage the approach and knowledge of Local Culture in 11th grade students from a rural School in Choachí Cundinamarca.

● To evaluate how the implementation of the teaching of English through local customs, traditions and culture impact the English Learning in 11th grade students at a Rural School in Choachí Cundinamarca.

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CHAPTER 2. LITERATURE REVIEW

In this chapter, the theoretical framework and the previous studies are presented to support this study. First, the concepts related to my study are shown; they are Teaching English as a Foreign Language in rural areas, culture and traditions in teaching English, Intercultural Competence, and Intercultural Communicative Competence. Then, the previous studies reviewed are presented in two parts: national and international studies, taking into consideration specific aspects such as the title of the study, major findings, and references. Finally, this section points out a discussion about the previous studies to enlighten this research study.

2.1 Theoretical framework

This research is supported basically by fundamental concepts which are: English as a Foreign Language, Rural education in Colombia, traditions, and culture as a base to teach a Foreign Language. Teaching English as a Foreign Language in rural areas, intercultural communicative competence and intercultural competences and local culture. The concepts are supported by national and international authors, who have been doing research related to the interest of this research.

2.1.1 Bilingualism policies in Colombia

Teaching English as a Foreign Language has become a relevant aim in Colombian education policies over the last four decades. The current policies to teach English started

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in the National Program of Bilingualism (NPB) 2004 - 2019 by the National Ministry of Education (MEN) in 2004 in order to focus effort in three lines of work: the first one was to provide bilingual education in indigenous communities, the second one was flexible models of educational institutions for work and human development (Schools of languages), and the last one was English to be taught in bilingual and monolingual schools, with the purpose of improving current levels in the communicative competence (Cárdenas & Miranda, 2014).

These policies have included teaching English in public schools as a mandatory subject in syllabuses since 2004. However, it has been observed a lot of limitations to implementing those bilingualism programs, such as overcrowded classrooms, limited access to resources, reduced terms of teaching, low proficiency level of English in current teachers, and a deficit of English teachers in primary levels (Cárdenas & Miranda, 2014). It is also relevant to take into account that there are big gaps related to academic training in English as a Foreign Language, as Bonilla & Cruz-Arcila (2014) point out, teachers are underqualified, as well as not supported and poorly remunerated, some gaps between rural and urban systems of education.

Although teaching English as a Foreign Language (TEFL) in Colombia is a relevant aspect of education, in public contexts, it is even more challenging. Public schools in Colombia face several obstacles related to language teaching and learning. Ramos & Aguirre (2016) point out how too many rural schools have decreased and have adopted urban school models which causes too many issues for teachers, students, and educative communities, such as demanding life conditions in difficult access areas, illnesses because of the weather, lack of resources in schools and to distance from the family circle can become unfavorable aspects for teachers in rural areas. Students in rural areas are still at a disadvantage as compared to urban ones because of the differences in their results on national standardized tests, showing that the lowest results are focused on rural areas schools.

It is important to note that these bilingual policies have been created for the entire

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national territory, without making any distinction between the different educational contexts and without considering the characteristics of rural areas. Indistinctly there are some guidelines and requirements regarding the level of English that each student must reach according to the educational level.

Figure N. 1 English levels stablished by Ministry of Education in Colombia.

Note: This figure shows levels that students should achieve at each educative level, this resource is taken from Guia 22 (Estándares Básicos de Inglés en Colombia)

Although there are policies and strategies to develop communicative competencies in English as a foreign language, recent research shows that the English level of students in Colombia is generally low. Betancourt, B.& Ramos (2024) at this respect mentions that "it is evident the existence of different programs that sometimes one overlaps the other, which shows little clarity in the language policies and lack of a clear plan with well-defined objectives" (p.15) Burbano (2020) found that students in the first and tenth semesters had low levels of reading comprehension. Benavides (2021) states that according to the results of the Saber Pro exam, the level of English among Colombian professionals is very low. On the other hand, Alonso (2015) highlights the need for improvement in English proficiency in higher education and the continuing gaps in English proficiency levels. These research papers suggest the need to review bilingual policies and the implementation of alternatives to enhance English communicative competencies in Colombia.

2.1.2 Teaching English as a Foreign Language in rural areas

According to (Olleta, 2013) rural schools refer to a group of specific schooling that are denominated rural zones, where the main characteristics are related to grouped students from different levels, rural teachers disengagement, state schools predominance, high teachers' mobility and poor or inexistence of infrastructure for teaching in rural education. The author also points out that some schools maintain their existence even with five students in elementary levels. To solve the issues mentioned before, the governments have created an only school which is formed around a big scholar environment, in this way, it is possible to give solution to the different difficulties presented in small schools. Despite of the author's reflection is related to an educational context in Spain, the reality concerned to education in rural areas in Colombia and around the world is closely related.

To this respect, (Ramos & Aguirre, 2016) assert that "teachers in rural areas also find cultural isolation, cultural adaptation, misconceptions that rural families have about education, motivation, infrastructure, and violence are some of the shortcomings which inhibit English teachers from working in rural areas" (p.6). The authors argue that one important fact is related to the lack of motivation that students have about the importance of studying because they hardly travel around their country. However, if some of them have great expectations and taste for learning English, unfortunately it is not possible to move forward with this language because of the lack of resources to teach it and the vision of parents and communities.

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Sometimes it is evident that even English teachers conceive their practice with rural population as not relevant because of all the issues mentioned before. People in rural schools are less important than urban ones. As was previously exposed, being a language teacher in a rural area implies unbalanced sociocultural, economic, ethnic and political conditions due to the rural contexts do not offer ideal conditions to learn a second language, likewise, to understand the role of foreign language teaching profession in difficult conditions of rural areas where teachers have to mediate between local particularities and global demands (Bonilla & Cruz-Arcila, 2014)*.*

2.1.3 Culture and traditions in teaching English

Through the time, the concept of culture has been studied not only in educational fields but also in Social Sciences research. (Kostikova, 2018) states that the concept of culture is "an integral part of foreign language teaching and a wide range of cultural topics are covered in a modern language classroom" (p.15). The author highlights that the term is difficult to define because of cultural groups are always heterogeneous, hence, it must be conceived as "a dynamic discursive process constructed and reconstructed in various ways by individuals engaged in struggles for symbolic meaning and for the control of subjectivities and interpretations of history" (p.17).

Similarly, (Rico, 2018) defines the concept of culture as not static but dynamic, which is changing continuously and being transformed, and it is determined not only by internal influences but also external from other cultures and individuals. Therefore, the concept that everyone has about culture is a wealth of experiences that depends on how much human beings have internalized attitudes and values taught by the different groups.

Not only the languages that we speak and the way of thinking, but also what we see, listen to, taste, touch and smell are conditioned by the culture in which we have grown in (Bennett, 1998). Nowadays, most authors agree that "culture can be understood as the shared patterns of behaviors and interactions, cognitive constructs, and affective understanding that are learned through a process of socialization" (Fandiño, 2014).

To understand better the concept of culture, it is noteworthy to take into consideration the cultural iceberg. It demonstrates that the observable part in cultural phenomena is just a small part, and the necessity to guide students to realize that culture is like an iceberg which has hidden things, not only for strangers but also for his own culture participants. The aspects that are visible are values, attitudes, styles of communication and beliefs. Thus, teachers nowadays have the responsibility to equip learners with intercultural skills and competences that will enable them to go beyond the classroom. (Arriaga & Coscia, 2015).

Figure N. 2 The Cultural Iceberg
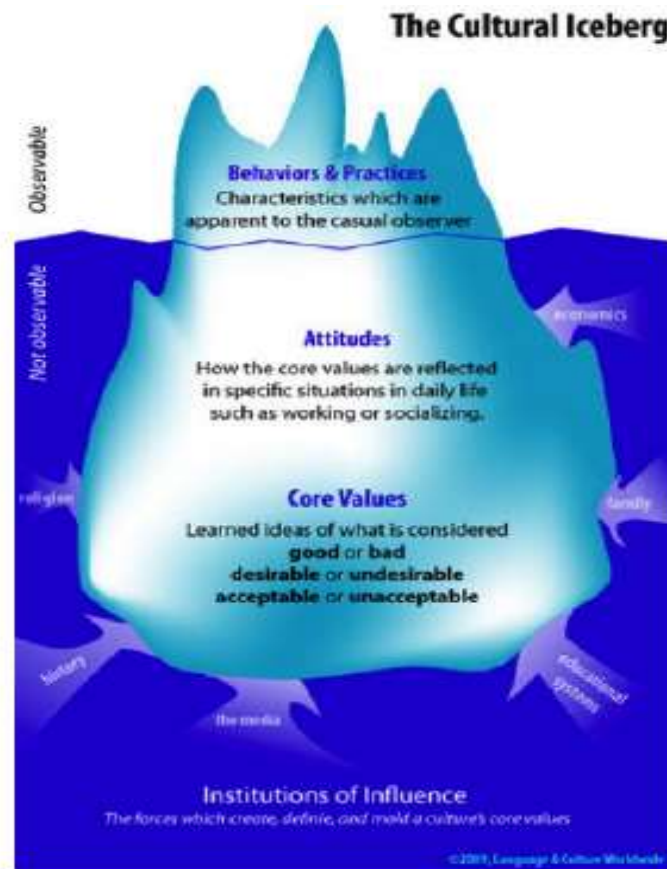
Source: (Arriaga & Coscia, 2015)

2.1.4 Intercultural competence

Santana and Cely (2021) point out the definition of intercultural competence as "a set of abilities in which people used to adapt themselves to cultures and lifestyles to effectively communicate with others who are linguistically and culturally different from oneself" (p. 66). Similarly, USA (2019) states intercultural competence as a relationship with the appropriate and relevant knowledge about the cultures when people is interacting with each other.

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To this respect, Rico in 2018 argues that intercultural competence is based on communicative competence and expands it into its comprehension. The author states that intercultural competence has different types of knowledge which are related to them:

- Knowledge dimension: Knowledge about social groups and their cultures, it is also defined as the knowledge about how interactions happen social and individual levels.

- To know how to learn and comprehend: it implies the necessary abilities to interact with others. Hence, to know how to learn has to do with the capacity to learn about cultures and to assign different meanings to the cultural phenomena independently. Besides, to know how to comprehend is related to the capacity to interpret and establish relationships among cultures.

- To know how to do: It refers to the general ability to act in a competent, intercultural way in intercultural contact situations; to take into consideration the specific cultural identity of the other person and to act in a respectful and cooperative way.

- To know how to be: This dimension is defined as the capacity and wish to set aside ethnocentric attitudes and perceptions; likewise, the ability to establish and hold up a relationship between the proper culture as well as the foreign one.

- To know how to bind together or to make part of it is characterized by a critical commitment with the foreign and proper culture. Here, it is possible to put into practice the ability to evaluate both cultures. (Rico, 2018).

2.1.5 Intercultural approach for Language teaching

According to (Rico, 2018) Languages make part of the culture, and they must be studied and analyzed. The author states that the biggest problem of a language teacher is to think about that the language is a synonym of a country or nation. The textbooks for teaching languages are those who carry on with this belief, and the teachers have the responsibility to contribute to the identity and cultural construction in their pupils. Teaching a Foreign Language must be an invitation from teachers to students to observe the world in a critical way to compare and create their own hypothesis and to share their experiences with others.

A study conducted by Agudelo (2007) confirms some important aspects related to language and culture, he states that they belong together, or they are related to each other. It means that "this relationship mirrors very diverse worlds", the author claims that the role of teachers should go beyond language teaching. The way in which culture has been addressed in language classrooms has not been completely adequate because of the difficulty of establishing relationships between cultures. According to (Agudelo, 2007) "culture has been taken for granted, dissected from the language itself or presented with a trivia information approach, leaving our students with no awareness of the socio-cultural realities that every language mirrors".
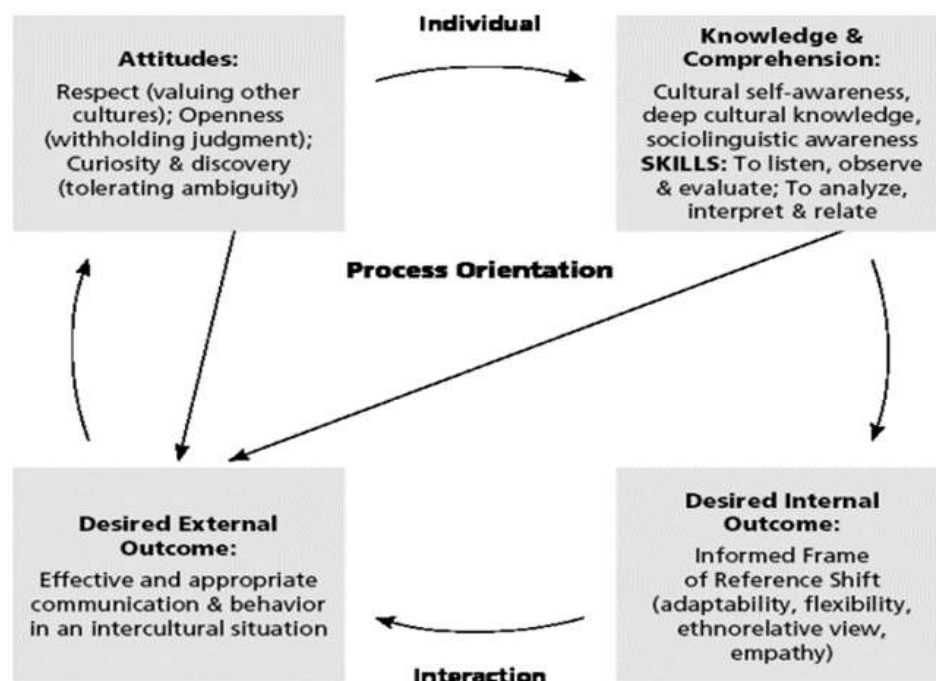
2.1.6 Intercultural communicative competence (ICC)

According to Oana (2019), the intercultural communication competence (ICC) refers to the dynamic possession by individuals of potentials which contribute to effective intercultural communication and can be defined in terms of three main attributes:

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knowledge, skills, and attitudes. The author describes attitudes as a combination of respect, openness, and curiosity as key aspects for efficient intercultural communication, thus, it is especially important to create lasting relationships with people with other beliefs and values. According to Santana and Cely (2021), intercultural communicative competence integrates language learning with cultural acceptance to enhance diversity and cultural expressions in various societal contexts.

Then the concept of knowledge is defined as the culture with beliefs, values and norms that influence communication behaviors of individuals, and the skills are determined in terms of observing, listening, analyzing, evaluating, interpreting, and relating are the key abilities used for processing the acquired knowledge. Critical self-reflection is also essential in the development of intercultural competence. The concept supported by the author can be better explained in the next figure:

Figure N. 3 Primary Attribute

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Note: *this image shows attributes in ICC* according to Oana (2019) *.*

(Byram, 2009) defines intercultural competence as knowledge of others; knowledge of self; skills to clarify and relate; skills to determine and/or to cooperate; valuing others' values, beliefs, and behaviors; and relativizing oneself. The author mentions that "many conceptualizations, theories, and models of intercultural competence attempt to account for adjustment, assimilation, or adaptation."

Figure N. 4 Byram's model of Intercultural Communicative Competence
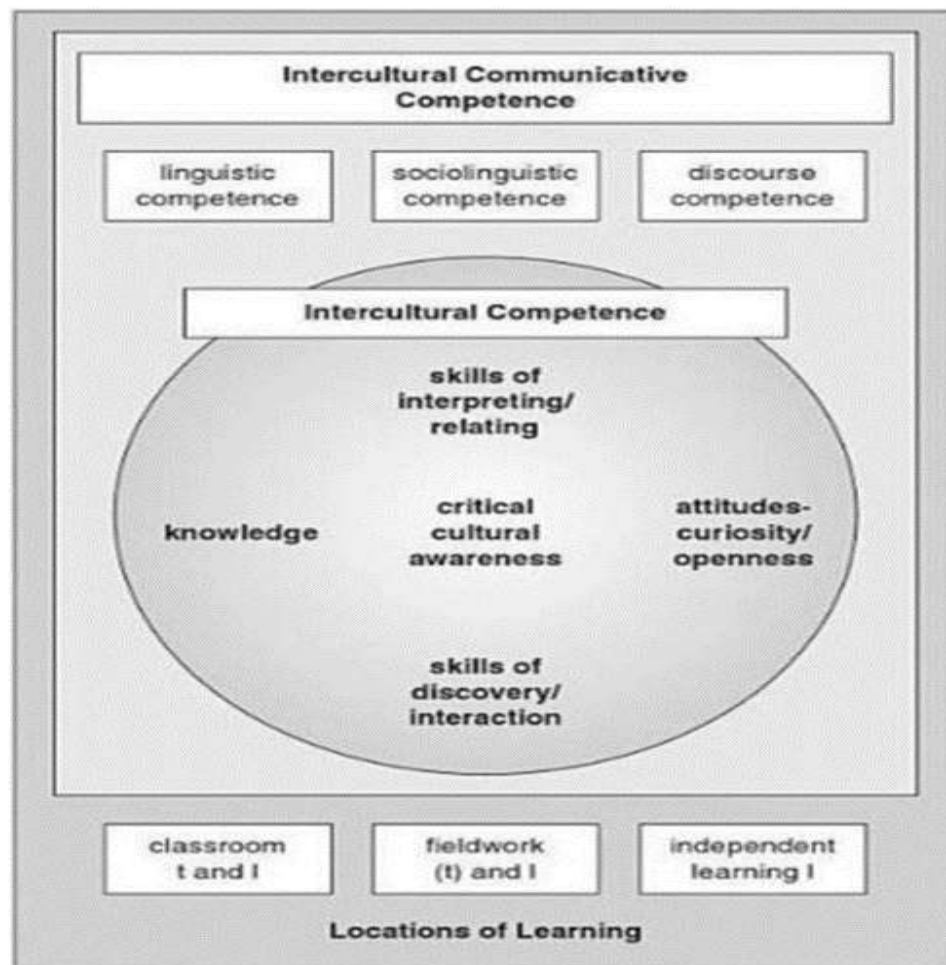
Note: this imagen represents the intercultural communicative competence according to Waliński (2012).

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2.1.7 Local culture in TEFL classroom

Teaching English as a Foreign Language has been a controversial topic when referring to the didactic materials used. Too many studies carried out not only in Colombia but also around the world show that the learning and teaching processes are focused on the culture related to the target language. Santana and Cely (2021) mention that

intercultural dimension in teaching a foreign language has become a special concern for teachers and researchers. Over the past few decades, there were important advances that have transformed the teaching performance; one of them is to recognize the cultural dimension as a key component in the curriculums. Based on this concern, different studies have been carried out on intercultural communicative competence and its relevance nowadays. (p.63)

American, British, Australian, Canadian culture, among others, are taken into consideration at the time of designing authentic material in the classroom, thus the use of localized materials is needed since learners' experiences in their local context are more realistic.

Authors argue about the favorable environment for learners through the practice of different skills. In case of reading, to combine the new information with the background one is easier, and it will result in students' positive attitude to reading. Besides, listening

skill is hardly ever satisfying for learners, but their cultural insights could facilitate the tasks, since they are not acquainted with the way of the native speakers' speaking. In relation to speaking skill "people need to recognize the cultural background knowledge of the target language for them to communicate successfully". Similarly, in terms of writing skill, the non-English speaking writers need to have sufficient knowledge about English language and their native language. (Aminullah, et al., 2019)

Researchers are frequently carrying out studies related to Teaching English as a Foreign language, taking into account too many aspects that concern in this field. In the present study some topics such as culture, interculturality and rural education have been referred as a matter of interest for teachers and learners around the world. However, local culture in TEFL is an aspect that does not have the relevance in research that it deserves. In Colombia there are some studies related to include proper culture in the classroom but the immediate context of the student, his or her local culture has not been taken into consideration too much. A case study conducted by (Castillo & Pérez-Salcedo, 2022) in Cartagena Colombia in a National Police school examines the role of global and local culture after pandemic time. The authors claim that "the findings suggest that including local topics and connecting them to universal ones engaged learners and made interactions meaningful".

2.2 Background framework

Considering the general objective of this research study, some theories have been reviewed and the main previous studies that guide this study are related to rural education,

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intercultural competence, local culture and English as a Foreign Language. The revision takes place basically in the web databases such as Academia, Google scholar, Scielo, Redalyc; among others. Firstly, 2 international studies were analyzed, a study related to Teaching English in Rural Indonesian Schools.

Secondly, 8 national studies took place in this revision, they are related to English Teaching in different Rural areas in Colombia, Communicative and intercommunicative competences, Intercultural approach, and Local culture in (Usa, 2019)English classrooms. Most of the documents reviewed are English and just one of them is Spanish. The literature review is divided into in research projects and articles, and they were selected because of the close relation of their topics of research with this project.

2.3 National Studies

The following table shows the most relevant studies carried out in this field in Colombia. Nine previous studies were found to be a good input for the development of this research.

Table N. 1 National Studies

Title	Major findings	References
English Language Teaching in rural areas: A New Challenge for English Language Teachers in Colombia	To teach English in a rural context is not very desired for new teachers. In most of those areas they find cultural isolation and it is difficult to live and deal with all the difficulties found in the context.	Ramos, B., & Aguirre, M. (2016). English Language Teaching in Rural Areas: A New Challenge for English Language Teachers in Colombia. Cuadernos de Lingüística Hispánica(27), 209-222.
The importance of Intercultural Communicative	The article is a literature review about the inclusion of Intercultural Communicative competencies in EFL regarding the context of current	Santana, A. M., & Cely, B. (2021). The importance of Intercultural Communicative

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competences in English classes on the context of current migration waves

migration waves. The authors concluded that ICC must be promoted to develop awareness among the community in general and the role of schools and teachers is highly relevant to foster this aspect in English classes.

competencies in English classes in the context of current migration waves. *Revista Paradigmas*, 61-72.

Intercultural awareness activities in the Colombian Language policy: English, please! Series

The author analyzes Colombian Language policies teaching English through materials that support intercultural awareness in the classrooms. English please! Series is an important step toward fostering not only intercultural competence in Colombian students but also cultural knowledge.

Henao, E. (2017). *Intercultural Awareness Activities in the Colombian Language.* Medellín: Universidad Pontificia Bolivariana.

Global and Local Knowledge for English Language Learning: A Study at a National Police School

This research took place in a national police school in Cartagena Colombia with a group of 22 students. The study showed that it was necessary to include global and local culture in the English classes because the current education was inappropriate, therefore, the authors developed a task-based methodology to improve vocabulary and speaking skills. The goal was to simulate a tour guide in Cartagena through 6 workshops. The results were better language development and verbal fluency in the students.

Castillo, R., & Pérez-Salcedo, M. V. (2022). Global and Local Knowledge for English Language Learning: A Study at a National Police School. Revista Logos Ciencia & Tecnología, 14(2), 70-89. https://doi.org/10.22335/rlct.v14i2.1539

El inglés en la zona rural de Colombia: Aplicación del modelo Working with people, del método Content-based y de los ambientes de aprendizaje y la clase de Lengua Extranjera en Subia, Cundinamarca

Focused on Learning environments, this proposal called "Sustainable Drip Irrigation for plants" took place with 11th-grade students. It was possible to evidence the use of the language in communicative situations despite the low level of the language. The author highlights the relevance of considering not only the communicative context but also the individual context.

Buitrago Pérez, L. S. (2017). *El inglés en la zona rural de Colombia: Aplicación del modelo Working with people del método Content based y de los ambientes de aprendizaje en la clase de lengua extranjeraen Subia, Cundinamarca.* Bogotá: Pontificia Universidad Javeriana.

Teaching EFL in a rural context through Place Based Education: *Expressing our place experiences through short poems.*

This project was action research developed in a rural school in Quiba, Bogotá. The proposal took place with primary school students from 4th grade and consisted of writing short poems using Placed Based Education. The results found were that at the time to

Salazar, R., & Yeyson, E. (Bogotá). *Teaching English as a Foreign Language in a rural context through Place Based Education: Expressing our place experiences through*

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	connect the students with their rural context, the learning was meaningful and there was an emotional connection with the rural context.	*short poems.* 2017: Universidad Pedagógica Nacional .
Towards the Development of Intercultural Competence Skills: A Pedagogical Experience with Pre-Service Teachers	During the process of the implementation of the different strategies, students started to compare the target culture with their culture with information that was not biased and, they started to recognize the values of their culture and be open to the aspects of other cultures. The more pre-service teachers read and knew about ICC they started implementing strategies for their English classes to give more relevance to cultural issues.	Ramos Holguín , B. (2013). Towards the development of Intercultural competence skills: A pedagogical experience with Pres-service teachers. *How, A Colombian journal for teachers of English*, 20.
Teacher's perceptions about TEFL at a rural primary school under Escuela Nueva Model: A case study	Through the study the author concludes the main perceptions of teacher's own practice. It was possible to conclude that the teacher reflects upon his role in the society and being teacher in a rural context can construct his own identity	Moreno , Y. D. (2019). *Teacher's perceptions about TEFL at a rural primary school under Escuela Nueva Model: A case study.* Bogotá : Universidad Santo Tomás

Note: Table shows studies found in Colombia on the Intercultural competencies in the EFL classroom.

There is evidence of a recent research by teacher researchers on the study of intercultural competences in the English language classroom and especially the inclusion of local culture and its integration in the learning of a foreign language, as mentioned in the study by Castillo & Pérez (2022) and Salazar, R., & Yeyson (2017). These studies also show a concern to look at teaching in rural contexts, which, as is well known, the conditions in the rural areas are very different from those in the urban areas. We can therefore see a concern not only for the teaching of cultural diversity but also for the rescue of our own culture and its integration with the foreign culture.

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Table N. 2: International Studies .

Title	Major findings	References
Teaching in Rural Indonesian Schools: Teachers' Challenges	The authors did a deep analysis through a narrative case study about challenges that teachers face to teach in Rural areas, especially English teachers in Indonesia. The study determined that urban schools have more advantages in terms of quality of life for teachers and easier access to resources for teaching and learning. Besides, teachers must teach classes which are different to their area.	Mía, F., Nurkamto, J., Rochsantiningsih, D., & Muhtia, A. (2018). Teaching in Rural Indonesian Schools: Teachers' Challenges . *International Journal of Multicultural and Multireligious Understanding*, 11-20.
Intercultural Communication in English Language Teaching at Vietnam USA Society (VUS) language center	The writer presents the personal observation and teaching experience at a specific language school in Vietnam. The study concludes that it is highly relevant to include Intercultural communication in the future, also to integrate cultural knowledge and skills to enhance students' communicative competence and with different cultural backgrounds.	Phúc, P., & Khánh, M. (2016). *Intercultural Communication in English Language Teaching at Vietnam USA Society (VUS) language center.* Ho Chi Minh City: Vietnam National University .
Local culture-based Reading materials for EFL context	This study was carried out in Indonesia in a university context. It was carried out to empower students through local culture-based reading materials. The study concludes that culture has a reasonable significance in the development of different skills.	Aminullah, F. S. (2019). Local culture-based reading materials for EFL context. *Proceedings International Conference on Teaching and Education (ICoTE)*, 1-5.

Note: Table shows international studies found   on the Intercultural competencies in the EFL classroom

At the international level, three studies have been found that are very close to the

study carried out here. In countries such as Indonesia, there is also a concern for the

rescue of their own culture and its integration with the foreign culture. In the studies found

at the international level, we also observe a concern with investigating teaching in rural

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contexts. It is observed that these countries share similarities with the situation in rural areas in Colombia.

Even though there are already inevitable developments in intercultural education and teaching in rural contexts, these are relatively few in the teaching of intercultural competencies in rural areas; however, on the positive side, it is an aspect that has begun to gain importance. Santamaria and Cely (2021) argue that although researchers have studied the ICC in education, there are some deficiencies in this area, in Colombia and round the world.

Two international studies reveal that this concept has too many aspects in common with our country and the Teaching of English as a Foreign Language around the world. Additionally, to include local culture and therefore intercultural competencies in TEFL is something that has been less included in research than the other topics enlighten in this research.

Most of the researchers that focused their research on Teaching English in rural areas have positive results in their outcomes pointing out English Teaching in rural areas as a meaningful practice but as challenging as the same time as Bertha Ramos & Jair Aguirre in 2016 state in their article: *English Language Teaching in rural areas: A New Challenge for English Language Teachers in Colombia,* to teach English in rural zones is a challenge for teachers, especially for those who start their teaching practicums, dealing with isolation, cultural adaptation, misconceptions that rural families have about education, motivation, infrastructure and violence (Ramos & Aguirre, 2016).

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Research in Spanish was reviewed, considering its close relationship with this research. The author aims to work in English in a rural zone in Cundinamarca in Colombia. The research applied the model Working with people from Content Based approach, carrying out qualitative research with 11th grade students. The methodological designed was focused on agricultural practices with a proposal called *Sustainable Drip irrigation for plants.* The author describes difficult situations in rural education, taking into consideration that students in that zones prefer to work in the countryside labors than to study and reminds her childhood when her father told her that the school could be closed because of the low number of students. Thus, this research concludes that the Teaching of English in rural areas can be improved if the students are motivated to work with aspects related to their context and reality (Buitrago, 2017)

Similarly, research about Teaching English in rural sceneries was reviewed. It was action research carried out on the outskirts of Bogotá, Colombia with primary school students from 4th grade. This research has a close relationship with this one because of its pedagogical intervention through Place Based Education. According to (Salazar & Espejo, 2017) when referring to Place Based Education, the authors mention the importance of connections between schools, students, and communities from the places in which education takes place. The proposal was focused on short poems writing considering textual genres. The outcomes were supported by the students' response to this proposal which are described by the authors as a meaningful experience for the researchers and the population because of the motivation that they showed at the time of working with their rural surroundings, such as nature, they learned about different aspects

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like the history, the flora and fauna and the environmental issues affecting their place (Salazar & Espejo, 2017).

In relation to international studies, a research study in Indonesia takes place in this background. It was based on teachers' challenges in rural areas. The authors state that Teachers in urban schools have much access to teaching materials, while teachers in rural areas often lack teaching materials that can support them in delivering their lessons in the classroom. This condition leads to monotonous teaching and learning process. Mía et al., (2018). The methodology used in this study was a narrative case study aimed at finding out the challenges faced by teachers in rural Indonesian schools. The outcomes were the result of open-ended questionnaires an interviews, analyzing the challenges faced by rural school teachers; such as: infrastructure, source of learning, language barrier, parent mindset, inadequacy of teachers, student competence and student mindset. Febriana et al. (Febriana et al., 2018)

A second international study reviewed is related to Intercultural communication. The purpose of this paper was to investigate the reality of Teaching English in Vietnam, especially in Teaching and learning Intercultural communication. (Phúc & Khánh, 2016) point out the concept of intercultural communication as a process that beyond the ability to communicate effectively and appropriately with others in general, intercultural communication also relates to understandings when communicate with others "who identify with specific physical and symbolic environments" because of their cultural

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backgrounds. The aim of the study was to examine the culture shock experienced by Vietnamese migrants after six to twelve months in the USA. This paper concludes that

> Cultures count as a crucial aspect in communication, and language also plays an important role in communication as well. Therefore, integrating cultural knowledge and skills in language teaching is of the utmost importance in order to enhance students' intercultural communication competence. As a result, language learners can avoid misunderstandings and confusion when communicating with people from different cultural backgrounds (Khánh, 2016, p.13)

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CHAPTER 3: METHODOLOGICAL DESIGN

In this chapter I explain the methodological procedures to conduct this study. First, there is a breve comment on the type of study, then about the participants and the sample and context which the study takes place. At the end of the chapter, I describe the data collection instruments and the procedures to analyze the data, likewise the ethical considerations to carry out the research.

3.1 Research approach

Because of the humanistic focus of this project, it is necessary to use qualitative research to make an analysis of human behavior and they are the main resources at the time of developing the research. (Vasilachis, 2006) states that qualitative research investigates natural situations trying to give sense or understand phenomena in terms of meaning that people give. To this respect, (McMillan & Schumacher, 2005) argue that qualitative research suggests substantiated proposals, at the same time, it contributes with explanations to increase knowledge about phenomena and promote opportunities to make decisions. Besides, qualitative research contributes to the theory, the educative practice, plans design and the social consciousness.

Qualitative research is chosen because a qualitative study is invaluable for gaining a deep and contextualized understanding of complex phenomena, allowing researchers to explore and discover new perspectives and enriching interpretations. In this case the phenomenon is local culture as a phenomenon in the face of globalization trends involving the teaching of foreign cultures linked to the study of foreign languages. This study will

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allow us to better understand the influence of local culture on the learning of a foreign language as a phenomenon to be explained and contextualized.

3.2 Research design

This research intends to, mainly, to help English language teachers in rural areas to recognize the relevance of local culture in teaching and learning practices. As it has been mentioned before, the culture that is included the most in English classes is the one related to the target language. Besides, it can become a useful strategy to foster the learning of English as a foreign language and to encourage intercultural communicative competence.

For the development of the research, action research will take place, considering the general object of this research which consists of the design and implement a series of lesson plans in order to improve intercultural communicative competence in a group of 11th grade students in a public rural school. It makes some sense to differentiate action research from other kinds of action inquiry, by defining it as using recognized research techniques to produce the description of the effects of the changes to practice in the action inquiry cycle. The main reason for using the term 'action inquiry' as a superordinate process that subsumes action research is that the term 'action research' is becoming so widely and loosely applied that it is becoming meaningless. A definition such as, "Action research is a term which is applied to projects in which practitioners seek to effect transformations in their own practices …" (Brown and Dowling, 2001, p.152), for instance, is accurate in some aspects, but it uses the term 'research' in the very open fashion of

any kind of careful study, and using it in that way deprives academics of using it to distinguish the form of action inquiry that employs the more specific meaning attached to research in academia.

3.3 Hermeneutic research

This project is focused on teaching English, dealing with the local culture, customs, and traditions of the children. The major aim is to promote communicative competences in the English language based on the real context of the children, such as customs, traditions, ideologies, and cultural and touristic scenes that are meaningful for the offspring of the locality.

The project intends to strengthen communicative and intercultural skills through the sense of the local culture. This action research is developed from the paradigm of qualitative research with an epistemological approach of hermeneutic research. According to (Friesen y otros, 2012) hermeneutic research is "the art and science of interpretation" and its meaning is something that is continuously open to new insight and interpretation. That is why hermeneutic phenomenology is defined as the authors as the study of experience, together with its meaning. Taking into consideration the last perceptions of hermeneutic approach, and as the aspects to be interpreted, are human phenomena and its meaning in a process in which teaching and learning practices take place.

3.4 Population and sample

The population selected to develop this research includes students from high school in a rural area in a town in Cundinamarca. Choachí is a town in the east of Bogota.

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It is a region with many traditions, myths, legends, and beliefs that are significant for its inhabitants and for the children as well. They attend 3 hours of EFL per week and this is the only subject in which they learn English. The schedule goes from 7:15 a.m. to 1.45 p.m. with an extended schedule twice a week to attend to technical focus, considering the technical focus of the school which is agricultural.

The level selected to carry out the project is eleventh grade students, considering that at this level, the students are supposed to be better prepared to use English as a Foreign Language than lower levels groups. The students come from different rural areas, such as: Chatasugá, Granadillo, Alto del Palo, Barro Negro, Junia, Ferralarada, Maza, and some others go from Choachí in its urban area.

The sample selected is a group of 14 students from 11th grade with ages between 16 to 18 years old. They are 7 girls and 7 boys, as the population mentioned before, they come from different rural areas and the group has been the same for the previous years coursed in the same school. As the group is small, it is possible to have personalized education with them, thus, the number of students facilitates the development of the proposal.

3.5 Local culture lesson plans

A series of five lesson plans were designed, the focus in each one of them is Local Culture. Each lesson plan contains a different topic related to local culture and it is taken into consideration the English syllabus established by the school and the proposal

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consists on a way to complement the teaching a learning process of English as a Foreign Language. The structure obeys to the Institutional evaluation system which is *FRE (Fontan Relational Education)*, it is remarkable to mention that this is a qualitative evaluation system. Therefore, the lesson plans applied to the participants are designed as follows:

Table N. 3 Lesson Plans

Lesson plan #	Workshop title	Before Warming up	During Focused activities	After Students' artifacts production	Resources
1	*How much does a "Chiguano" know about Choachí?*	Watch a video and write 5 adjectives to describe Choachí	-Read the text about history of Choachí and develop activities True or False. -Complete statements based on the reading. -Compare urban and urban areas of Choachí in a chart.	Choose a myth or legend from Quinientos años de historia Chiguana's book and record a video telling it.	-Digital data computer -TV -internet -printed and digital workshops -Fabio Pardo's book -Students' mobiles
2	*Natural beauties in Choachí*	The students do a listening activity about different natural beauties in USA, like Yellowstone, Niagara Falls, The Grand Canyon and The Great Lakes. Then, the students make a list of natural beauties that they know.	-The teacher recorder her own voice in order for the students to listen and complete in the spaces missing in the next texts: Hot springs, La Chorrera waterfall, The White River and The Indian face. -The students answer six multiple choice questions according to the reading	Make a poster to describe another beauty that maybe you have visited in your town and was not mentioned in this workshop. Then share with your teachers and classmates	-Interactive worksheet: US Natural beauty -Computer -Tv -speakers -Digital and printed workshops -Posters -internet access
3		The students find a list of words	-The students read 4 texts related to	Choose one of the options that	-Digital data, computer

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	Typical dishes in Choachí	related to typical food. He/She has to choose on and make a drawing, then the drawing is showed to the whole group, and they have to guess what word was chosen	typical dishes un Choachí, then number the images according to the description given. -After reading, the students find some statements to define each dish, thus the students write the name of the corresponding dish. -The students watch a video about a person from the region explaining how her grandparents make different type of breads. The students have to organize the steps to make yucca's bread according to the video.	Tatiana Pulido shares in her video or ask to your family about the process to make a typical dish in your family and town, make a presentation where you share the ingredients and the procedure to do the recipe. Use Canva infographic material or the one you consider useful to support your presentation.	-TV -internet -printed and digital workshops -Posters -Speaker -Real traditional dishes
4	*Local traditional celebrations in Choachí*	Read a conversation between two people in Choachí. They are talking about a traditional celebration in the town. The conversation must be completed with one of the 4 multiple choice answers	Read the texts about Fairs and festivals and Corpus Christi celebration and complete a chart taking into consideration the next aspects: where, when, why, how -Record an audio with the pronunciation of one of the texts. Listen to yourself and write the mistakes that you could note based on your teacher explanation about pronunciation. Write new words or expressions that you learnt about local culture or English in general	-Compare the pronunciation mistakes that you found and the ones that your teacher gives you. Send the audio to your teacher. -Make a poster **in English** in which you invite inhabitants and tourists to attend to Fairs and Festivals in Choachí or Corpus Christi celebration	-Digital data -computer -TV -internet -printed and digital workshops -posters -speaker -students' mobile phone
5	*Cultural week celebration in Choachí*	Listen to the song Heal the world by Michael Jackson and develop the activities proposed.	-Read the text which makes a breve description about the celebration of cultural week in Choachí. Then	Prepare and present a **role play** in which you talk about the cultural week in	-Digital data - computer -TV -internet printed and digital workshops

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Then answer the next questions: -What does the song talk about? - What cultural aspects can you identify in the song? - Select the phrase or line that you liked the most in the song and write it here - Being a person who is identified with the cultural aspects in Choachí, how could we make from our town a better place, as the song says	complete the chart about the cultural aspects regarding the cultural week in the town this year taking into consideration the past, now and Choachí in the future. - Investigate about cultural celebrations in United States and United Kingdom and compare them with the celebrations that take place in our country. Consider the next aspects: Religious Celebrations, Local culture and traditions, music festivals, dancing, and theater.	Choachí. Write and answer at least 5 questions with answers in which one of you represents a tourist and the other one represents a local worker from the cultural committee in Choachí. Record a video and present it to your teacher	-posters speaker students' mobile phone

3.5.1 Workshops

(Dubovcová & Smatanová, 2016) emphasize the concept of workshops as a fundamental tool in today's curricula. They can take place at any time during the academic year, and their structure is a fundamental part of education, reflecting in their content real issues of the educational context that complement the stipulated contents.

To design the local culture workshops, a fundamental tool was taken into account, which was the book Quinientos años de historia Chiguana (Five Hundred Years of Chiguana History), written by historian Fabio Pardo. According to his book, (Pardo, 1996) intends to show the way of life of the ancestral communities and how this organization was one of the reasons for the *Chiguanos*' people to achieve one of the greatest

developments in the Colombian territory. For further revision, the five workshops can be found in the annex session.

3.6 Data collection Instruments and procedures

The instruments used for the data collection are field notes, participative observation, and students' artifacts such as videos and audios made by the students, student's worksheets, and Local Culture posters. The aim of using these instruments is to collect and analyze the information to determine the impact in the process of teaching and learning English as a foreign language through local culture and the improvement of Intercultural Communicative Competence in young learners in a public rural school.

3.6.1 Students' artifacts

Artifact selection is a non-interactive strategy for obtaining qualitative data with little or no reciprocity between researcher and participant. Artifact selection is less reactive than interactive strategies from which the researcher does not draw conclusions. While in the field in schools, for example, ethnographers must reciprocate with individuals, even if only nonverbally, and become, in a sense, participants. Because of the above, the artifacts of today's groups and educational institutions can take forms such as personal documents, official documents and objects. (McMillan & Schumacher, 2005). In order to organize the students' artifacts for later analysis, they were stored in annex session:

3.6.2 Participant observation

(McMillan & Schumacher, 2005) point out that participant observation is really a combination of data collection strategies: imitated participation, field observation,

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interviewing and artifact collection. Limited participation is necessary to gain acceptance of the researcher's presence, even if the researcher is unobtrusive. Field observation is the researcher's technique that allows him or her to observe directly and take notes without interaction.

Similarly, (Dewalt & Dewalt, 2011) argue that the method of participant observation requires a particular approach to the recording of observations (in field notes). Consequently, the events and particular details observed were registered in a set of six field notes during the implementation of the proposal.

3.6.3 Field notes or Notes from the field

Field notes are records of conversations, events, and experiences that the fieldworker sees, hears, analyzes, and recounts through handwritten notes that he/she then organizes**.** The authors claim that they position field notes as powerful spaces of inquiry and draw upon critical theoretical orientations that interrogate the relationships between power and knowledge production**.** (Burkholder, Thompson, & A., 2020)

Field notes were written monthly, as one was written in the implementation of each lesson plan. However, six writings can be found, taking into account that they were written from the first approach of the participants to the research. This means that from the moment the participants were informed of their participation and the need to fill out an informed consent form for parents, the researcher began to write the field notes. For more detailed information about this respect could be found in the annex session (Annex 9).

3.7 Ethical considerations:

(McMillan & Schumacher, 2005) state that ethical principles include reporting consent, deception, confidentiality, anonymity, harm to subjects, privacy, among others. This is why the informed consent form guarantees the right to privacy in data handling for the participants of this research. They are also informed that their participation is voluntary and spontaneous. In this regard, the authors also recommend that qualitative researchers need to be sensitive to ethical principles because of their research topic, direct interactive data collection, an emergent design and reciprocity with participants, and the need to be sensitive to ethical principles. All participants were previously consulted about their desire to participate in the research, and at the same time they were informed in detail about the following aspects:

- Ethical principles to be considered.

- Time of proposal implementation

- Activities to be developed.

- Research question and objectives

- Brief details on the problem statement

- Reasons for implementing the proposal.

The informed consents filled out by students and their parents can be found at annex session (annex 10).

3.8 Plan of triangulation

To carry out the data collection procedures, different data collection instruments were implemented, collected and triangulated. According to (Bans & Makimilua, 2021), triangulation refers to the process to validate the results of a study. The authors state

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that triangulation does not mean the same of mixed methods, taking into consideration that mixed methods refers to combine qualitative and quantitative research approaches. Therefore, to check the validity and reliability of this research proposal, four instruments were used to analyze each Lesson plan results. The analysis was made as follows:

Table N. 4 Lesson Plans Implemented

Data analysis to	Data source N.1	Data source N.2	Data source N.3	Data source N.4
Lesson Plan 1	Workshop 1	Field notes 1	Audio	Video
Lesson Plan 2	Workshop 2	Field notes 2	Audio	Video
Lesson Plan 3	Workshop 3	Field notes 3	Audio	Video
Lesson Plan 4	Workshop 4	Field notes 4	Audio	Posters
Lesson Plan 5	Workshop 5	Field notes 5	Audio	Video

Note: The table shows the workshops implemented, they could be found ate annex 9.

3.9 Categories and concepts

In the methodological framework of this research, a comprehensive approach is adopted to explore five main categories: 1) Cultural Appreciation, 2) Local Culture of Choachí, 3) Traditional Knowledge, 4) Rural Population and, finally, 5) Teaching English in Rural Environments (Table 3). A thorough analysis of each of the subordinate concepts is carried out, with the objective of establishing intrinsic connections between the categories collectively. Simultaneously, we will examine how the Lesson Plans positively impact the development of the concepts through the application of ATLAS.ti software. This methodology is structured in various themes that address key elements of the Choachí

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educational community, from artistic expressions and lifestyle to traditional knowledge and

English language teaching, thus providing a solid basis for in-depth analysis of cultural

interrelationships in this context. For further revision, the project can be found in:

https://drive.google.com/drive/folders/1h2UZS68sgSkqFmKrG16uCaWbRnHaH3y6

Table N. 5 List of Categories and concepts

Category	Concepts / codes	Definitions
Cultural Appreciation Refers to the appreciation and recognition of cultural diversity in all its forms, including those related to the local culture of Choachí and beyond. This involves adopting an attitude of respect towards cultural differences, whether in terms of customs, language, architectural heritage, beliefs or traditional practices.	Celebrations	The variety of dishes and typical foods that are prepared and enjoyed in the Choachí region.
	Cultural and Environmental Sensitivity	The style of construction of traditional buildings and homes in Choachí.
	Cultural Heritage	The native musical expressions that are part of the local culture of Choachí.
	Heritage Preservation	The clothing and accessories used by the local population in traditional festivities and events.
	Identity Development	Religious practices and traditions that are important in the daily life of the community.
	Intercultural Awareness	The handicraft skills and techniques passed down from generation to generation.
	Interculturality	Historical events and relevant figures in the history of the region.
	Multicultural Education	The specific language or dialect used in the community.
	Promotion of Diversity	The celebrations and parties that have a special meaning in the culture of Choachí.
	Valuing Diversity	The relationship between the local community and its natural environment, including flora and fauna.
Local Culture of Choachí refers to the set of practices, beliefs, traditions, artistic	Architecture	Cultural expressions such as dances, legends and songs that reflect the life and beliefs of peasant communities.

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manifestations, and identity aspects that characterize the community of Choachí, a region in Cundinamarca, Colombia. This local culture encompasses elements such as typical gastronomy, vernacular architecture, native music, traditional clothing, religious beliefs rooted in daily life, artisanal skills transmitted from generation to generation, local history that incorporates relevant events and figures, the specific language or dialect used in the community, the significant festivities, the relationship with the natural environment, rural folklore, and the oral traditions that preserve the memory and cultural heritage of this peasant community. The local culture of Choachí is a living testimony of the identity and history of this region, enriched by the interaction between the community and its natural environment over time.

	Art	Verbally transmitted narratives and stories that preserve the history, culture and beliefs of the community.
	Clothes	Agricultural practices that seek to preserve natural resources in the long term.
	Festivities	The lifestyle and daily activities of people living in rural areas.
	Gastronomy	Cooperation and mutual support between members of a rural community.
	Music	The problems and obstacles faced by the rural community in terms of access to services and opportunities.
	Native language	Initiatives and policies to improve the quality of life in rural areas.
	Natural environment	People who are dedicated to agriculture and live in rural areas.
	Oral traditions	The network of roads, public services and buildings in rural communities.
	Religious beliefs	The challenge of providing quality education in rural areas.
	Religious History	Efforts to preserve and protect the environment in rural areas.
	Rural folklore	The importance of agriculture in the economy of rural communities, including the production of food and resources.
Traditional Knowledge *Is a set of knowledge, techniques and practices transmitted from generation to generation in rural communities. This knowledge covers various areas of community life and is fundamental for the identity*	Ancient Agricultural Practices	The agricultural and livestock tasks carried out by farmers to sustain their communities and local economies.
	Ancient Medicine	The specific topics and materials taught in the high school English curriculum. This includes grammar, vocabulary, reading, writing, speaking and listening.

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and subsistence of these communities.

	Community Life	The educator in charge of guiding students in learning the English language, including teaching grammatical structure.
	Inherited Arts	The process of measuring students' ability to understand and apply grammatical rules in English through tests, tasks and exercises.
	Laws and Community Standards	Materials and tools used to teach and learn English grammar, such as textbooks, exercises, videos, and educational software.
	Local Geography	The acquisition of knowledge about English grammar, including topics such as tenses, pronouns, conjugations, and syntactic rules.
	Oral History	Improving skills in the areas of reading, writing, listening, and speaking in English, with an emphasis on the correct application of grammatical structure.
	Relationships	A pedagogical method that focuses on effective communication in English, using grammatical structures practically in real-life situations.
	Spiritual Practices	Practices and tasks designed to reinforce and apply grammatical concepts in English, such as filling in the blanks, constructing sentences and paragraphs, and analyzing texts.
	Tradicional Medicine	The analysis and comparison of grammatical structure between English and students' native language, helping to address common errors in grammar.
Rural Population The Rural Community refers to a group of people who live in rural areas and who, for the most part, dedicate themselves to agriculture as a means of subsistence. This	Access to Education	Ability and to understand, communicate and relate effectively with people of diverse cultures and languages.
	Agrarian Economy	Recognition and respect for cultural differences, including those related to the local culture of Choachí.

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type of community is characterized by its rural lifestyle, which includes agricultural practices aimed at preserving natural resources in the long term. Furthermore, in a rural community, barter and cooperation among its members are essential to address rural challenges, which may include problems related to access to services and opportunities.	Agricultural Infrastructure	The ability to understand and relate to people from different cultures, encouraging dialogue and mutual understanding.
	Agriculture	The protection and conservation of cultural and traditional elements, such as customs, language and architectural heritage.
	Economic Interchange	Acceptance of different cultural practices and beliefs, promoting harmonious coexistence in a diverse society.
	Ecosystem Conservation	Ability to recognize and respond appropriately to cultural differences, avoiding misunderstandings and conflicts.
	Life in the Countryside	The cultural aspects inherited from generation to generation, which constitute the cultural identity of a community.
	Rural Challenges	Educational approach that promotes understanding of diverse cultures and respect for diversity, including the local Choachí culture.
	Rural Community	Process of recognizing and strengthening one's own cultural identity, which includes valuing local cultural heritage.
	Rural Development	Events and festivities that honor and share culture, showing appreciation for local traditions and customs.
	Work on the Land	Act to encourage the inclusion of diverse cultural perspectives in society, promoting equality and respect.
Teaching English in Rural Areas in the context of high school comprises an educational process aimed at training students in mastering the English language. This includes instruction in a variety of curricular content covering aspects such as grammar, vocabulary, reading,	Contrast	Traditional techniques used in peasant agriculture, transmitted from generation to generation.
	Curricular Contents	Interaction and cooperation in rural communities, which is often based on reciprocity and mutual support.
	Didactic Resources	Knowledge transmitted from generation to generation in rural areas, including plants and medicines and their proper preparation.

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writing, speaking, and listening comprehension. The English teacher, as an educational guide, is responsible for transmitting this knowledge, including teaching the grammatical structure of the language.

English Learning	Religious or spiritual rituals and ceremonies that are important in the life of the community and reflect its worldview.
English Teachers	The artistic expressions and craft techniques specific to the community, including weaving, ceramics, painting, and sculpture.
Grammar Exercises	Rules and regulations established by the community to maintain order and coexistence.
Grammatical Skills	Practices and knowledge related to health and well-being, which often involve the use of medicinal plants and ancestral treatments.
Intercultural Approach	Understanding the geography and topography of the region, including knowledge of rivers, mountains and roads.
Intercultural Competence	The norms and values that govern social interactions within the community, including ethics and mutual respect.
Language Skills	The telling of local history through orally transmitted stories, including events, heroes, and changes in the community over time.

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CHAPTER IV: DATA ANALYSIS AND FINDINGS

This chapter provides a detailed description of the analysis carried out with the Atlas Ti software and the frequency by showing the analysis categories and the codes associated with each one of them. Thus, an analysis of the categories and data sources used for triangulation in the data analysis is presented. Therefore, it is necessary to highlight the previous knowledge of the students and that evidenced with the application of the proposal associated with the categories and concepts.

The methodological analysis with Atlas.Ti is divided into five systematic phases (Figure 5). In the first phase, the data import, and codes codification with their corresponding definitions (Table 1, MatSupl), assigning colors to the superior categories to group the categories in a visual way. In the second phase, data about the five Lesson plans are uploaded, each one of them with four files of analysis. The third phase involves the citations' assignation or specific fragments from the activities assigning codes according to the previous definitions. The fourth phase consists of examining the categories' global panorama by means of a co-occurrence analysis where the frequent interaction among the concepts reveals centrality patterns in a net. Hence, it generates a rigorous and contextualized panorama.

Particularly, it is expected to find the absolute frequency (occurrence) which shows

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how many times two concepts appear together in the study; the expected frequency calculates how many times two concepts appear together at random, based on its individual frequencies. The association coefficient is the one that measures the strength and direction of two concepts' association. Straightaway, in the fifth phase, concepts' nets are created, which do not consider the frequency, visualizing the interconnection among the concepts and the activities of each lesson plan. It is expected that the codes' application in the software and its visualization, allow the identification of patterns contributing to a deep comprehension to the interrelations and emerging results from the application of an innovative proposal.

Figure N. 5 *Phases of Methodological Analysis*

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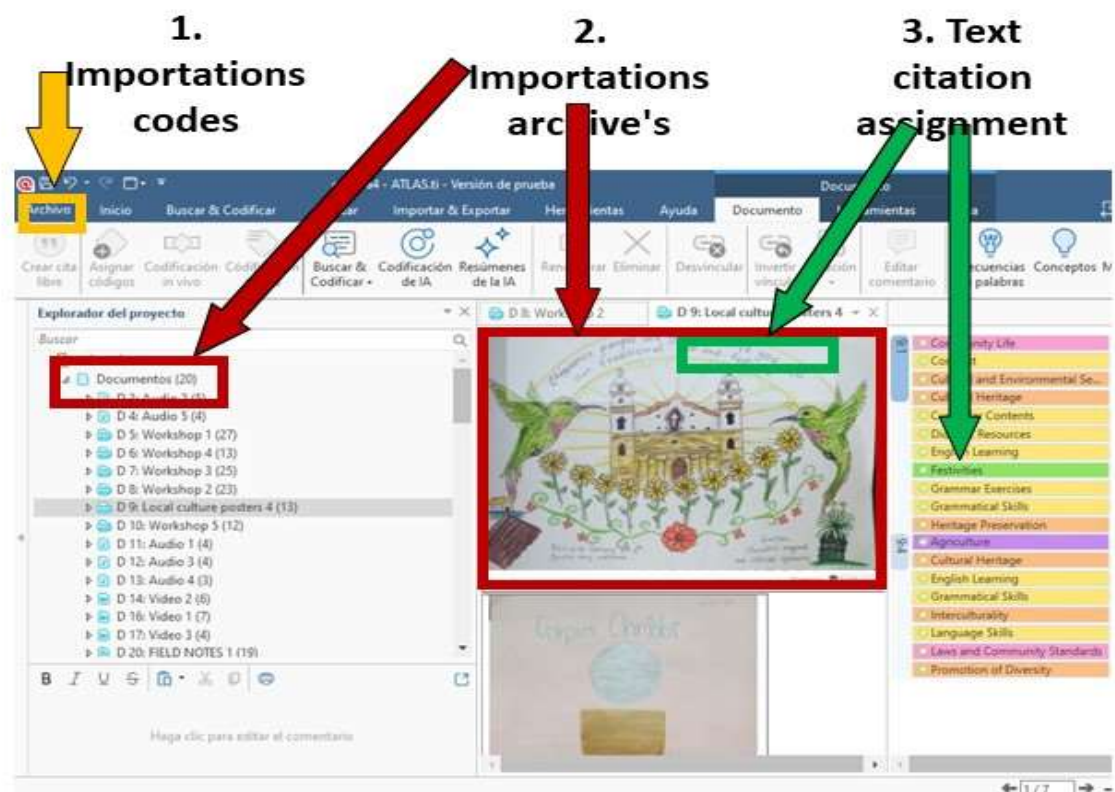
Figure N 6 *Co-Occurence*
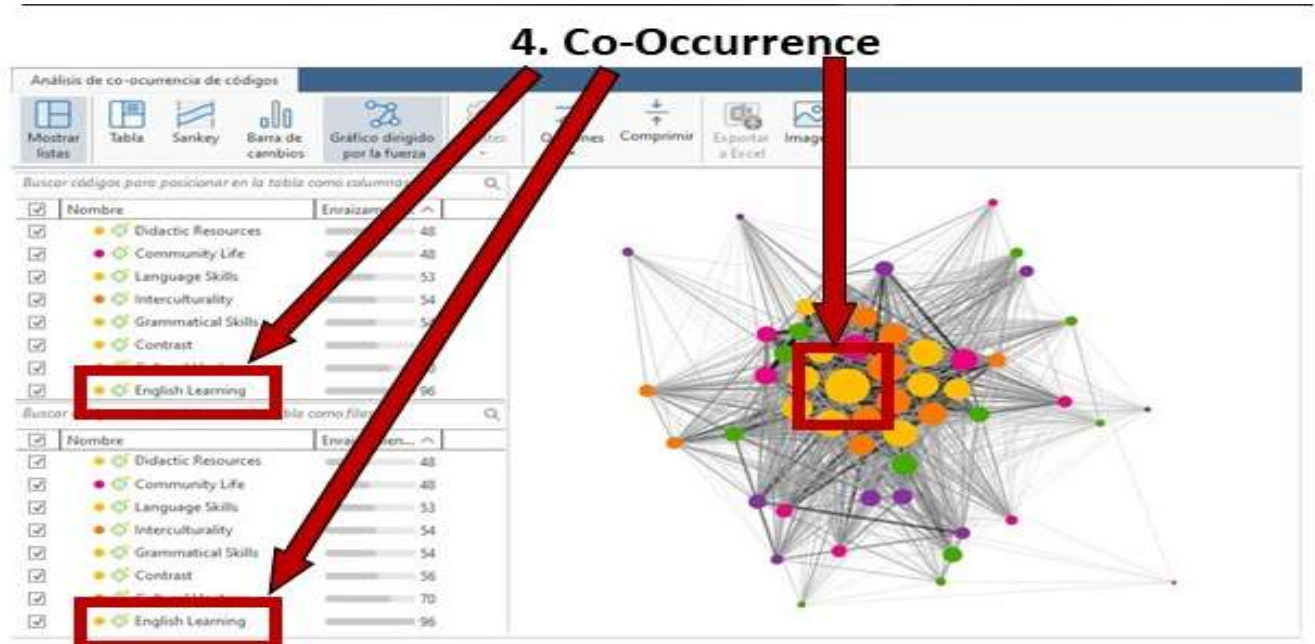
Figure N. 7 *Network*

4. Network

4.1 Results and findings

A total of 1308 citations were generated, suggesting a wide coverage and depth in the determination of concepts associated with the categories (Table 4), providing a comprehensive view of the topics explored during the classroom interventions. These results reveal patterns that presented a high influence in the relationships of concepts between the same, different categories, and the number of associated citations.

Table N. 6 Distribution and frequency from total cite related to the concepts.

Category	Concepts / codes	Cites
Cultural Appreciation	Celebrations	32
	Cultural and Environmental Sensitivity	38
	Cultural Heritage	70
	Heritage Preservation	31
	Identity Development	40
	Intercultural Awareness	39
	Interculturality	54

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	Multicultural Education	15
	Promotion of Diversity	11
	Valuing Diversity	12
Local Culture of Choachí	Architecture	4
	Art	7
	Clothes	3
	Festivities	24
	Gastronomy	32
	Music	8
	Native language	18
	Natural environment	17
	Oral traditions	19
	Religious beliefs	24
	Religious History	22
	Rural folklore	5
Traditional Knowledge	Ancient Agricultural Practices	11
	Ancient Medicine	4
	Community Life	48
	Inherited Arts	7
	Laws and Community Standards	13
	Local Geography	34
	Oral History	10
	Relationships	24
	Spiritual Practices	19
	Traditional Medicine	1
Rural Population	Access to Education	10
	Agrarian Economy	19
	Agricultural Infrastructure	3
	Agriculture	20
	Economic Interchange	2
	Ecosystem Conservation	15
	Life in the Countryside	17
	Rural Challenges	8
	Rural Community	16
	Rural Development	11
	Work on the Land	6
Teaching English in Rural Areas	Contrast	56
	Curricular Contents	32
	Didactic Resources	48
	English Learning	96

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English Teachers	22
Grammar Exercises	43
Grammatical Skills	54
Intercultural Approach	34
Intercultural Competence	47
Language Skills	53
Total	**1308**

The exploration of the results obtained in Table 2 through the analysis of co-occurrences (Figure 6) reveals interesting patterns among the concepts analyzed. Where the most frequent concepts stand out, Cultural Heritage (Number of citations=70) shows a strong connection with several themes, suggesting a deep linkage in different contexts. Similarly, English Learning (Number of citations=96) exhibits a high frequency of co-occurrence, indicating a close association with various categories, possibly reflecting its integration in several domains. At a moderate level of co-occurrence, Contrast (Number of citations=56) and Community Life (Number of citations=48) reveal intermediate connections with various categories, while Interculturality (Number of citations=54) shows balanced relationships. In terms of specific relationships, the high co-occurrence between Agriculture (Number of citations=20) and Agrarian Economy (Number of citations=19) reflects the close interconnection between the two concepts, while the strong connection between English Learning and Grammar Exercises (Number of citations=43) is consistent in an educational context. On the other hand, Economic Interchange (Number of citations=2) seems to be less frequent in its connections, suggesting some independence in this context.

These analyses provide information on the relationship between concepts and help

to identify relevant co-occurrence patterns, where a high centrality of the network is evident with many interconnected concepts, where the strength of the connection revealed a high frequency of co-occurrence mediated by effective classroom activities. This visual representation of the data (Figure 2) offers a visual representation of the relationships identified in the analysis, providing a global view of the effective work developed during classroom lessons and at the same time is valuable for understanding the complexity and interconnectedness between English language teaching and rural educational contexts where sociocultural conditions mediate teaching activity. This co-occurrence approach identifies in a simple way the 15 main concepts (Figure 2) and their relevant role in the development of the classroom intervention.

Figure N. 8 *Co-occurrence network between concept citation frequencies.*

Frequency

English Learning	96
Cultural Heritage	70
Contrast	56
Interculturality	54
Grammatical Skills	54
Language Skills	53
Community Life	48
Didactic Resources	48
Intercultural Competence	47
Grammar Exercises	43
Identity Development	40
Intercultural Ewareness	39
Cultural and Environmental Sensitivity	38
Local Geography	34
Intercultural Approach	34

CATEGORIES

- Teaching English in Rural Areas
- Rural Population
- Traditional Knowledge
- Local Culture of Choachí
- Cultural Appreciation

Note: The figure of the co-occurrence network visually represents the relationships among the five categories (Teaching English in Rural Areas; Yellow color. Rural Population; color Purple. Traditional Knowledge; color Fuchsia. Local Culture of Choachí; color Green and finally, Cultural Appreciation; color Orange). In this graphical representation, each node corresponds to a concept with size proportional to the number of citations, while the proximity between nodes indicates the frequency of co-occurrence between them, the thickness of the links reflects the intensity of the relationship, with thicker links being indicative of greater co-occurrence.

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The results obtained through the detailed analysis of the Lesson Plan (Figure 3) reveal an enriching overview of the areas of emphasis and opportunities for improvement in educational planning for future work. Each Lesson Plan presents a unique combination of themes developed, highlighting the importance of a balanced view that encompasses both cultural and educational aspects. From significant attention to the preservation of cultural heritage to the need for greater inclusion of diverse perspectives, these findings provide a solid foundation for reflection and continued refinement of pedagogical approaches, promoting holistic and culturally aware learning.

In Lesson Plan 1, the need to expand the exploration of Ancient Medicine and Economic Interchange by incorporating more citations is highlighted, offering students a more complete understanding of the historical medicinal practices and economic dynamics of the culture studied. However, significant attention to Spiritual Practices stands out, evidencing a deep focus on the spiritual dimensions of culture. In Lesson Plan 2, areas for improvement are identified in Multicultural Education and Promotion of Diversity, highlighting the importance of integrating diverse perspectives to enrich the educational experience. Despite this, the specific focus on Valuing Diversity is recognized with a score of 3, evidencing an active consideration of diversity in activities. Lesson Plan 3 demonstrates an appropriate balance in areas such as Heritage Preservation and Intercultural Awareness, highlighting conscious attention to cultural preservation and understanding of diverse perspectives. In addition, an emphasis on Identity Development is highlighted, revealing a conscious focus on developing students' appreciation of cultural

identity.

In Lesson Plan 4, outstanding dedication is evident in Cultural Heritage, Grammar Exercises and Interculturality, highlighting the importance of cultural preservation, grammar development and intercultural appreciation in the planned activities. Finally, Lesson Plan 5 exhibits a rich inclusion of festivities in Celebrations, effectively balances Cultural and Environmental Sensitivity and demonstrates positive alignment in English Learning and Intercultural Competence, promoting effective learning and intercultural communication skills among students.

Figure N. 9 Distribution and frequency of citations related to Lesson Plans.
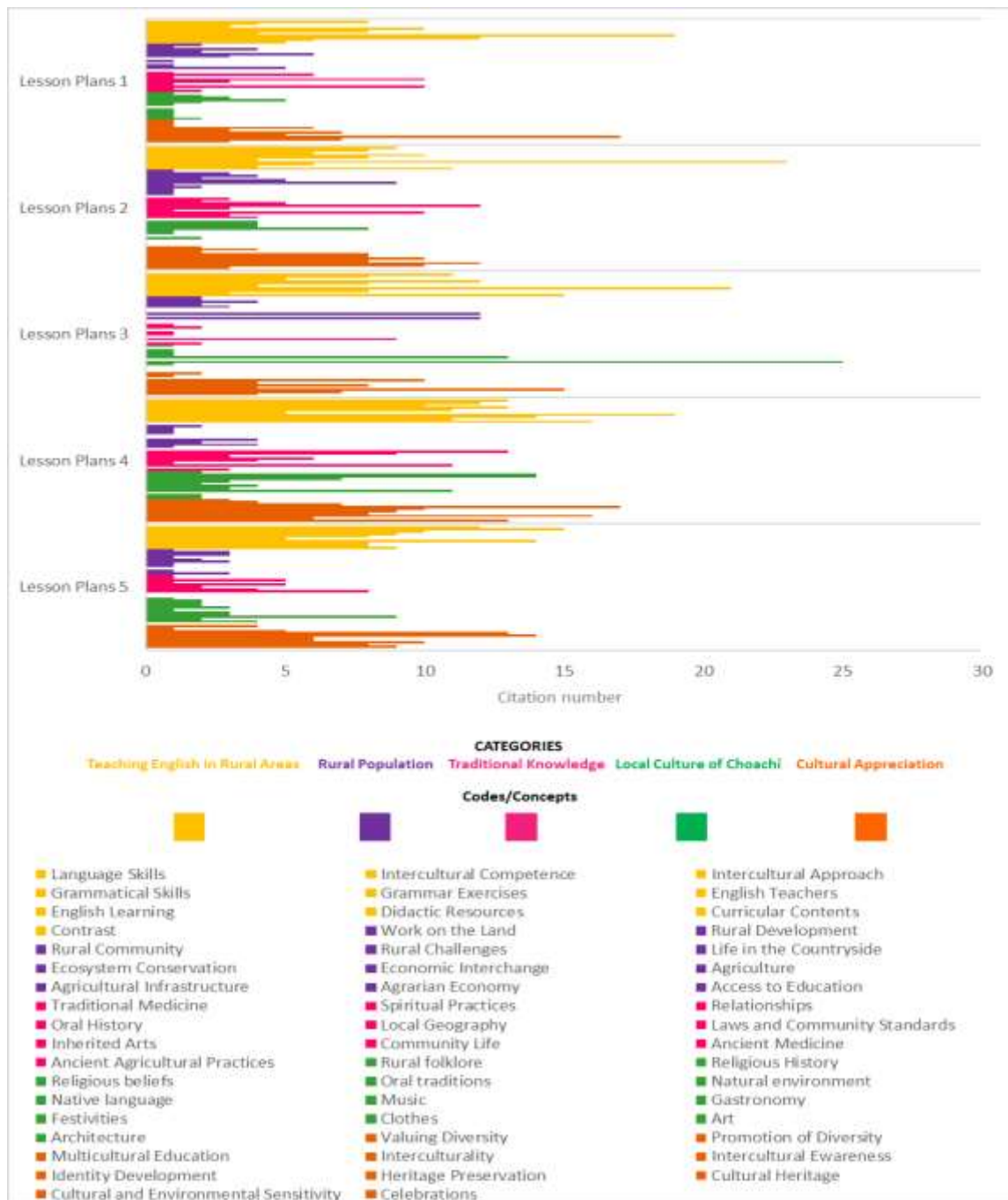
Note: The figure integrates a visual representation of the five categories: Teaching English in Rural Areas (yellow), Rural Population (purple), Traditional Knowledge (fuchsia), Local Culture of Choachí (green), and Cultural Appreciation (orange). These colors facilitate the identification of the specific categories, providing

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a more detailed perspective on the number of citations present in each of the Lesson Plans.

The results obtained after a thorough examination of each individual Lesson Plan are presented below. This analysis provides a detailed overview of the highlights as well as the activities implemented during the classroom intervention. In addition, the categories and concepts identified in the analysis process are included, thus providing a comprehensive understanding of the planning and implementation of the educational strategy and its essential components.

The detailed analysis of Lesson Plan 1 reveals important concepts regarding activities, Workshop 1 shows a prominent participation in Local Geography and Curricular Contents, indicating a strong presence of activities and quotations related to these concepts. The Audio 1 component contributes notably to Celebrations and Identity Development, highlighting the relevance of these themes in the auditory activities. Video 1, on the other hand, reflects a characteristic focus on Cultural Heritage and Life in the Countryside, highlighting the importance of these dimensions in the visual activities. In Field notes 1, considerable attention is evident in Didactic Resources, English Learning, and Grammar Exercises, suggesting that these areas are especially prominent in the observed.

Additionally, areas of opportunity and strength are revealed, highlighting the need for further exploration in Ancient Medicine to enrich the understanding of historical medicinal practices. The low score suggests the possibility of going deeper by incorporating more citations, allowing students to immerse themselves in the knowledge

and healing methods of past eras which may be important for rescuing ancestral knowledge. Likewise, in Economic Interchange, the score of 1 indicates the opportunity to integrate more economic and exchange aspects, providing a more complete understanding of society and daily life through additional related citations that can be suggested for future work.

On the other hand, Spiritual Practices stands out with a score of 13, evidencing a predominant focus on Catholic spiritual practices in the culture of the municipality of Choachí and Cundinamarca. This emphasis is supported by citations that address various dimensions of spiritual practices, suggesting the possibility of continuing to deepen in this area to provide students with a deeper and enriching understanding of spiritual beliefs and their impact on daily life.

When considering the concepts and their frequencies, Cultural Heritage stands out with a score of 6, followed closely by Local Geography with 7. Life in the Countryside and English Learning show a significant presence with scores of 5 and 6, respectively. In contrast, Ancient Medicine and Economic Interchange present opportunities for greater attention, with scores of 0 and 1, respectively. The diversity of concepts addressed in the different activities contributes to the richness and breadth of concepts that may be opportunities for improvement for future Lesson Plans

Figure N. 10 Conceptual Interaction Networks for the activities proposed in Lesson Plan 1

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Note: The figure integrates a visual representation of the five categories: Teaching English in Rural Areas (yellow), Rural Population (purple), Traditional Knowledge (fuchsia), Local Culture of Choachí (green), and Cultural Appreciation (orange). These colors facilitate the identification of the connections between these specific categories, providing a more detailed perspective on the inherent relationships between the concepts of each activity implemented in Lesson Plan 1. The grids highlight the interactions, offering an overview of the concepts and their respective categories that intertwine with the activities developed, providing a valuable visual guide to understanding the overall structure and approach to the implementation of Lesson Plan 1.

Figure N. 11 Distribution and frequency of citations related to Lesson Plans 1 activities.
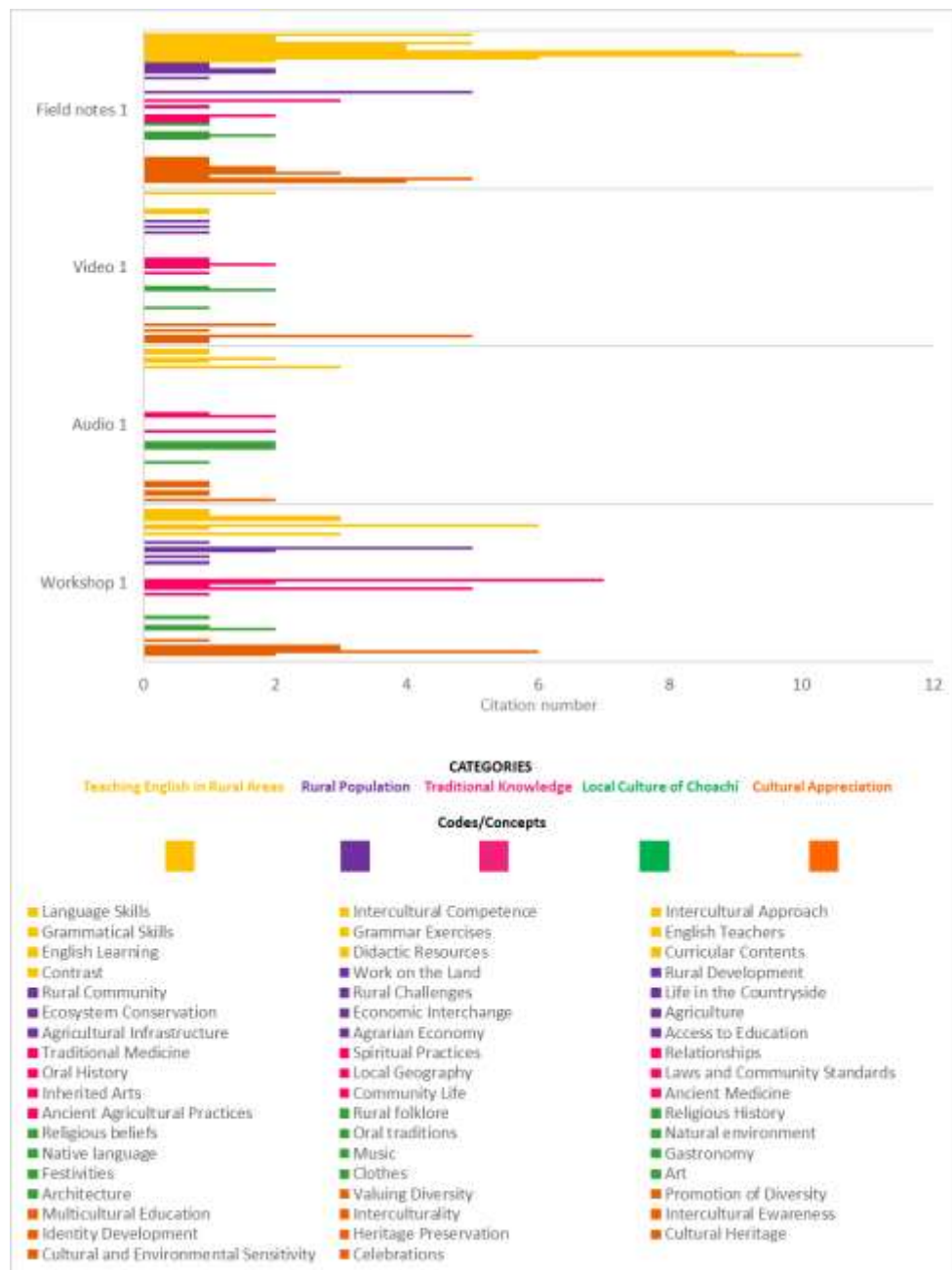
Note: The figure integrates a visual representation of the five categories: Teaching English in Rural Areas (yellow), Rural Population (purple), Traditional Knowledge (fuchsia), Local Culture of Choachí (green), and Cultural Appreciation (orange). These colors facilitate the identification of the specific categories, providing a more detailed perspective on the number of citations present in each of the activities implemented in Lesson Plan 1.

The exhaustive analysis of Lesson Plan 2 shows that, within the scope of

educational practices, the Workshop 2 component stands out for its active participation in various dimensions, contributing greatly to the understanding of the lesson plan. In the Celebrations theme, Audio 2 and Video 2 play an important role in providing auditory and visual experiences related to cultural festivities. On the other hand, Cultural and Environmental Sensitivity shows an outstanding score in Workshop 2 and Video 2, indicating a conscious focus on cultural and environmental sensitivity through hands-on and visual activities (Figure 6 and 7).

In terms of concepts, Cultural Heritage emerges as a strong point with considerable scores in all activities, highlighting the constant attention to the preservation and exploration of cultural heritage. The Identity Development theme also stands out, with active participation in Workshop 2 and Field notes 2, suggesting a conscious focus on the development of students' identity. Participation in activities such as Multicultural Education and Promotion of Diversity shows a high attention to diversity and the promotion of diverse perspectives. However, Valuing Diversity could benefit from a greater presence in planned activities.

The richness and diversity of concepts addressed in Lesson Plan 2 translate into a comprehensive educational experience. The attention to details such as Contrast, Ecosystem Conservation, and English Learning demonstrates a deep commitment to the exploration of diverse cultural aspects of Choachí, which is also influenced by environmental aspects of the *Chingaza* National Natural Park, as this is one of the municipalities with a buffer zone. In the frequency analysis, an intensive participation in concepts such as Cultural Heritage, Local Geography, English Learning, and Ecosystem

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Conservation is observed, evidencing the consistency in the planning of Lesson Plan 2. The integration of auditory and visual activities, along with the variety of concepts addressed, contributes to the breadth and overall effectiveness of the activities proposed.
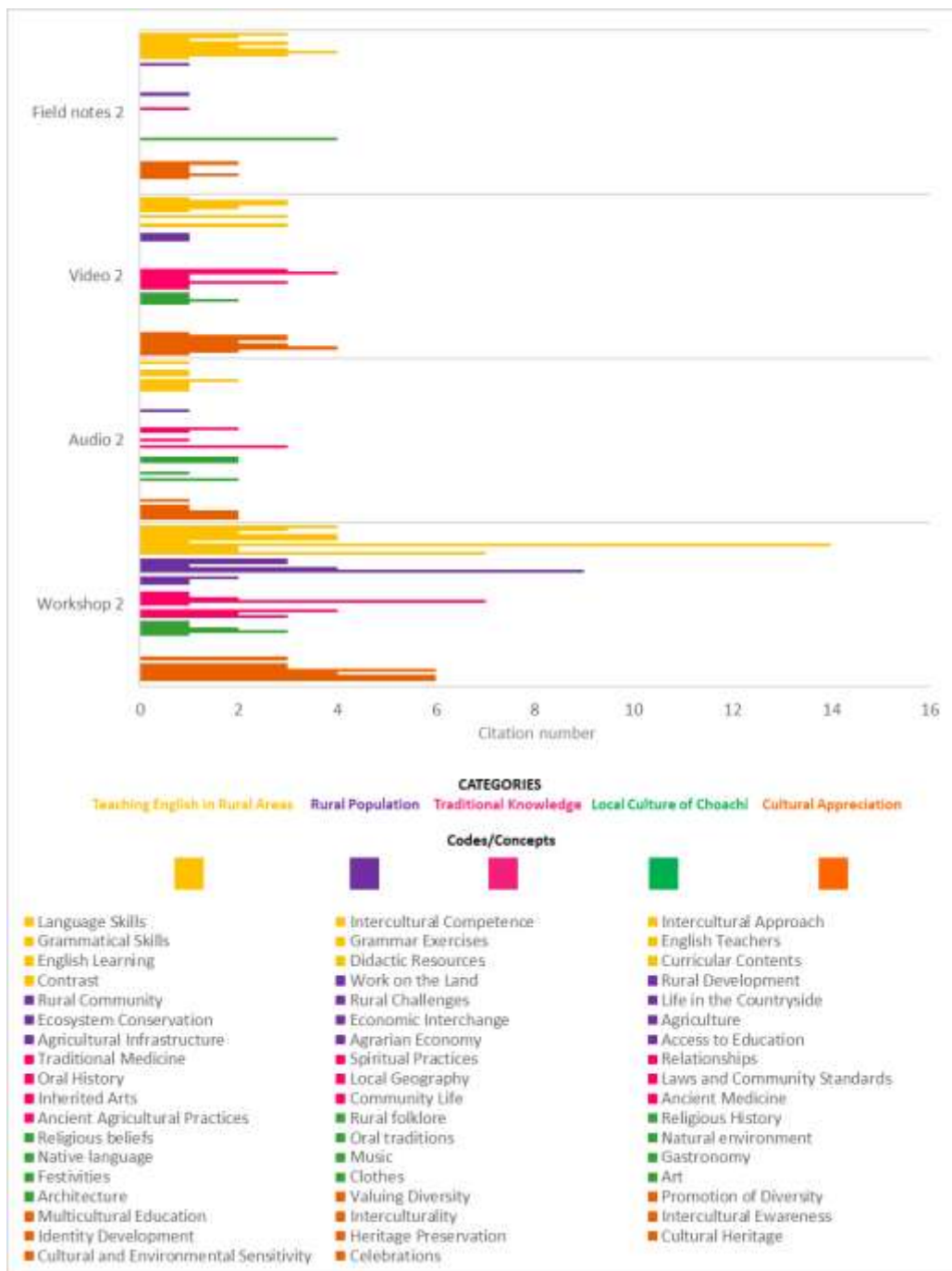
*. **Figure N. 12** Conceptual Interaction*
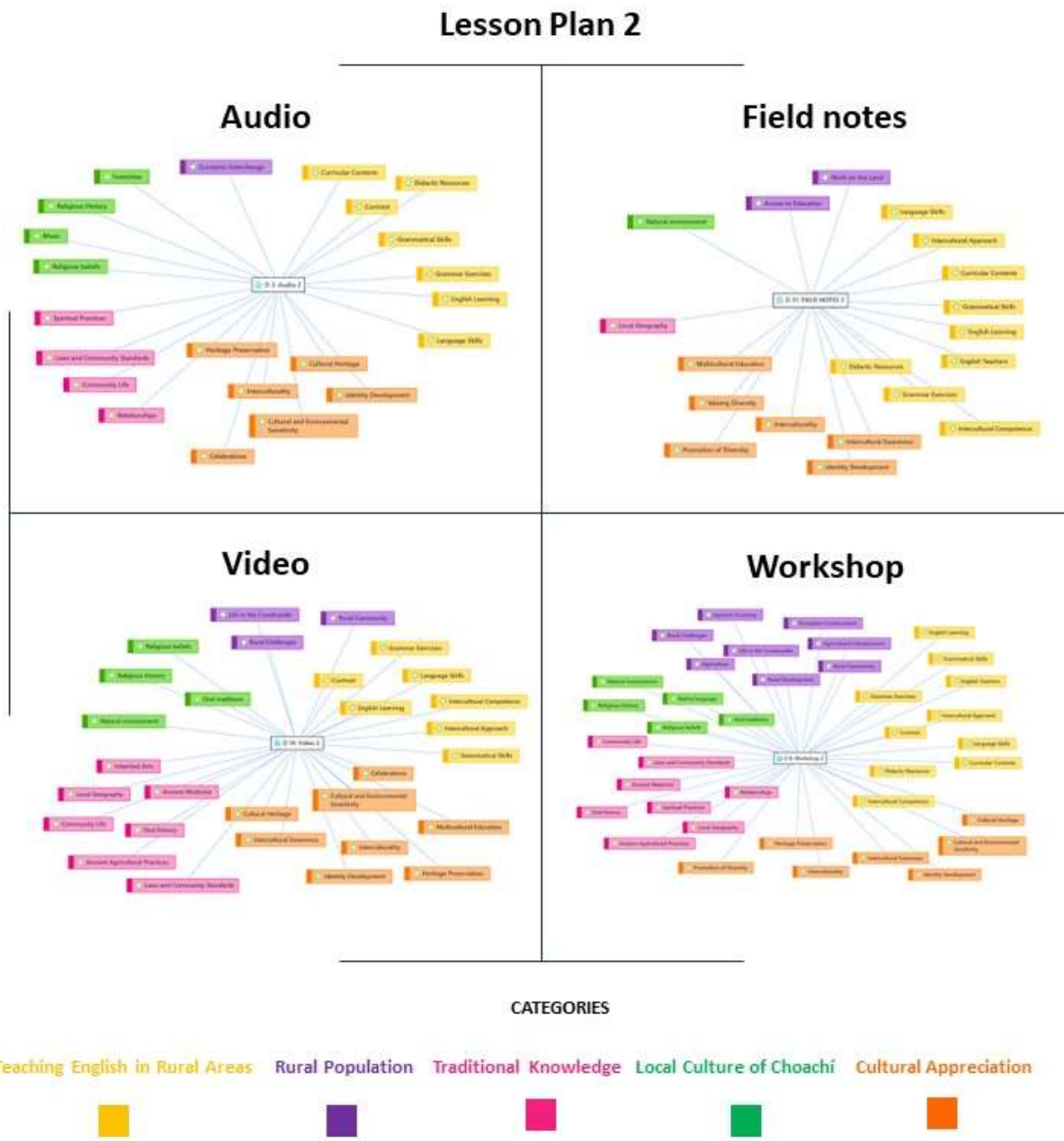
Networks for the activities proposed in Lesson Plan 2.

Note: The figure integrates a visual representation of the five categories: Teaching English in Rural Areas (yellow), Rural Population (purple), Traditional Knowledge (fuchsia), Local Culture of Choachí (green), and Cultural Appreciation (orange). These colors facilitate the identification of the connections between these specific categories, providing a more detailed perspective on the inherent relationships between the concepts of each activity implemented in Lesson Plan 1. The grids highlight the interactions, offering an overview of the concepts and their respective categories that intertwine with the activities developed, providing a valuable visual guide to understanding the structure and overall approach to the implementation of Lesson Plan 2.

Figure N. 13 *Distribution and frequency of citations related to Lesson Plans 2 activities.*

Note: The figure integrates a visual representation of the five categories: Teaching English in Rural Areas (yellow), Rural Population (purple), Traditional Knowledge (fuchsia), Local Culture of Choachí (green), and Cultural Appreciation (orange). These colors facilitate the identification of the specific categories, providing a more detailed perspective on the number of citations present in each of the activities implemented in Lesson Plan 2.

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Lesson Plan 3 demonstrates that Workshop 3 plays a prominent role in contributing to active participation in various educational dimensions (Figure 8 and 9). In the Celebrations domain, Audio 3 stands out by offering listening experiences related to cultural festivities. In addition, Gastronomy and Native language stand out with considerable scores in several activities, indicating a systemic focus on gastronomy and native language as prominent cultural elements. Key concepts such as Cultural Heritage, Interculturality, Agrarian Economy and Agriculture receive significant attention in all activities, revealing an ongoing commitment to cultural preservation, intercultural understanding and economic aspects related to agriculture.

As for Identity Development, it is highlighted in Video 3, suggesting a conscious focus on developing students' identity through visual resources. However, some areas such as Promoting Diversity and Valuing Diversity could benefit from a greater presence in the planned activities. The richness and diversity of concepts addressed in Lesson Plan 3 translate into a comprehensive educational experience. Participation in activities such as Contrast, Ecosystem Conservation, and English Learning demonstrates a deep commitment to exploring diverse cultural, environmental, and linguistic aspects. Finally, in the frequency analysis, an intensive participation in concepts such as Contrast, Gastronomy, English Learning, and Grammatical Skills is observed, evidencing the consistency in the planning of Lesson Plan 3. The variety of activities and the breadth of concepts addressed effectively contribute to an enriching and balanced educational experience.
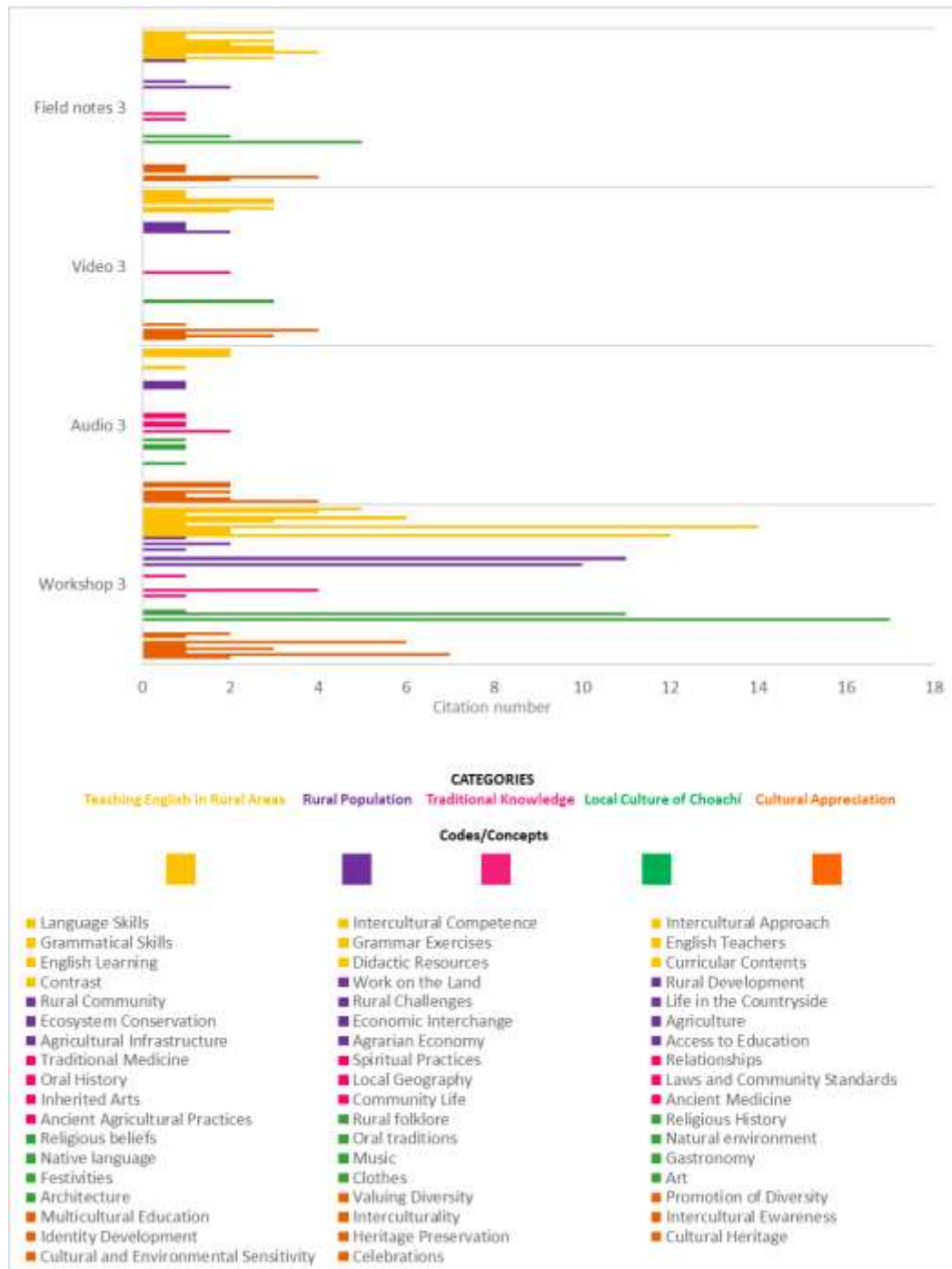
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Figure N. 14 *Conceptual Interaction Networks for the activities proposed in Lesson Plan 3.*
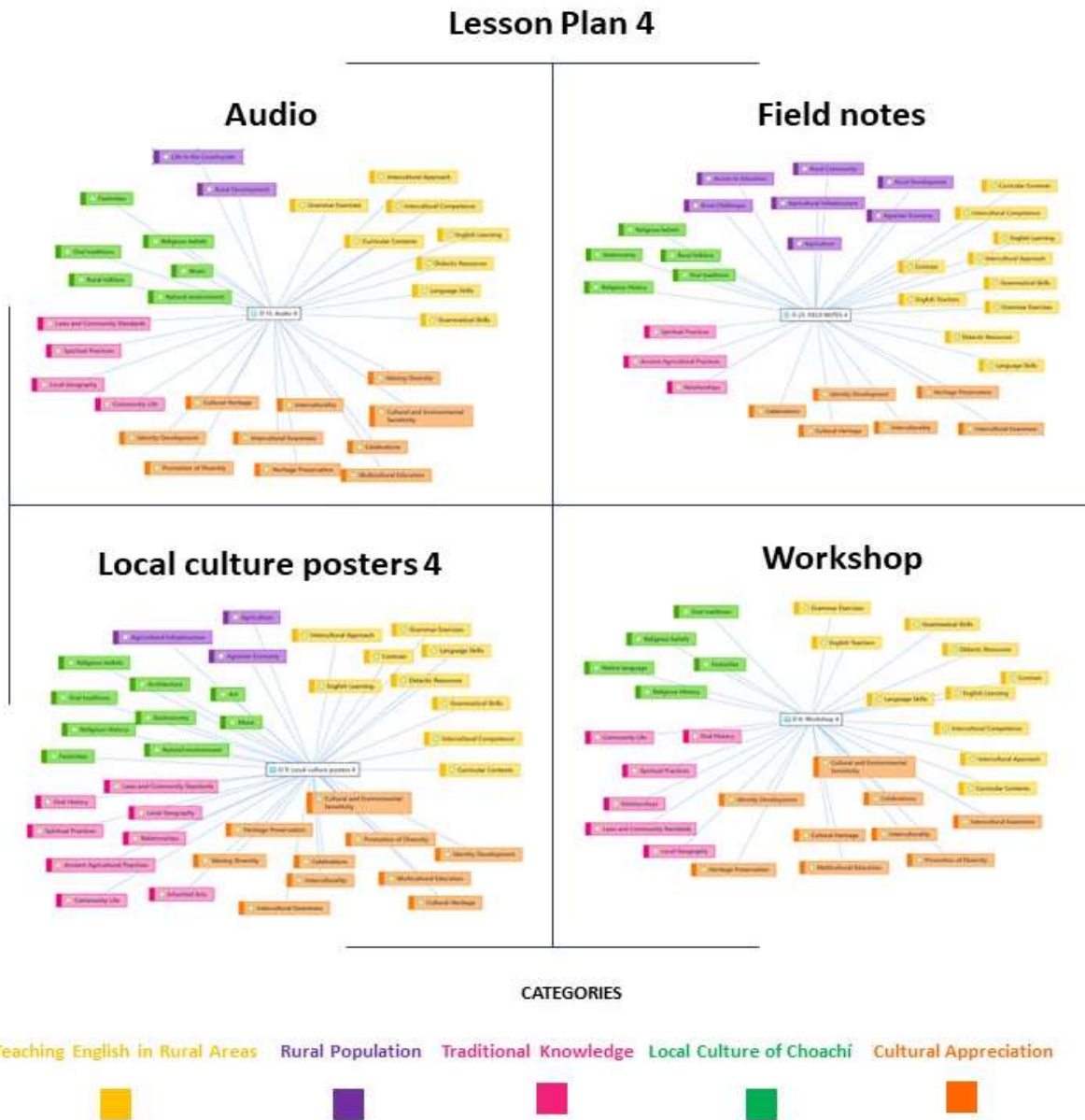

Note: The figure integrates a visual representation of the five categories: Teaching English in Rural Areas (yellow), Rural Population (purple), Traditional Knowledge (fuchsia), Local Culture of Choachí (green), and Cultural Appreciation (orange). These colors facilitate the identification of the connections between these specific categories, providing a more detailed perspective on the inherent relationships between the

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concepts of each activity implemented in Lesson Plan 1. The grids highlight the interactions, offering an overview of the concepts and their respective categories that intertwine with the activities developed, providing a valuable visual guide to understanding the structure and overall approach to the implementation of Lesson Plan 3.

Figure N. 15 *Distribution and frequency of citations related to Lesson Plan 3 activities.*

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Note: The figure integrates a visual representation of the five categories: Teaching English in Rural Areas (yellow), Rural Population (purple), Traditional Knowledge (fuchsia), Local Culture of Choachí (green), and Cultural Appreciation (orange). These colors facilitate the identification of the specific categories, providing a more detailed perspective on the number of citations present in each of the activities implemented in Lesson Plan 3.

Lesson Plan 4 stands out for its comprehensive approach to educational planning, particularly Workshop 4 and related activities, such as the creation of local culture posters, play a crucial role in active participation and exploration of various concepts (Figure 10 and 11). In Celebrations, significant participation is observed in Workshop 4 and Local culture posters 4, with a special focus on visual representation of cultural celebrations. Attention to Cultural Heritage, Interculturality, and Spiritual Practices is highlighted in all activities, indicating a consistent commitment to cultural preservation and intercultural understanding. The areas of Identity, Cultural and Environmental Sensitivity, as well as Promoting and Valuing Diversity, could benefit from a greater presence in planned activities. Although there is some participation in these areas, there are opportunities to expand their coverage and depth in future educational proposals.

The richness and diversity of concepts addressed in Lesson Plan 4 translate into a well-rounded educational experience. Active participation in activities such as Contrast, English Learning, and Didactic Resources reflects a deep and balanced exploration of diverse cultural and linguistic aspects. In the frequency analysis, intensive participation in concepts such as Contrast, English Learning, and Grammatical Skills is observed, evidencing the coherence in the planning of Lesson Plan 4.
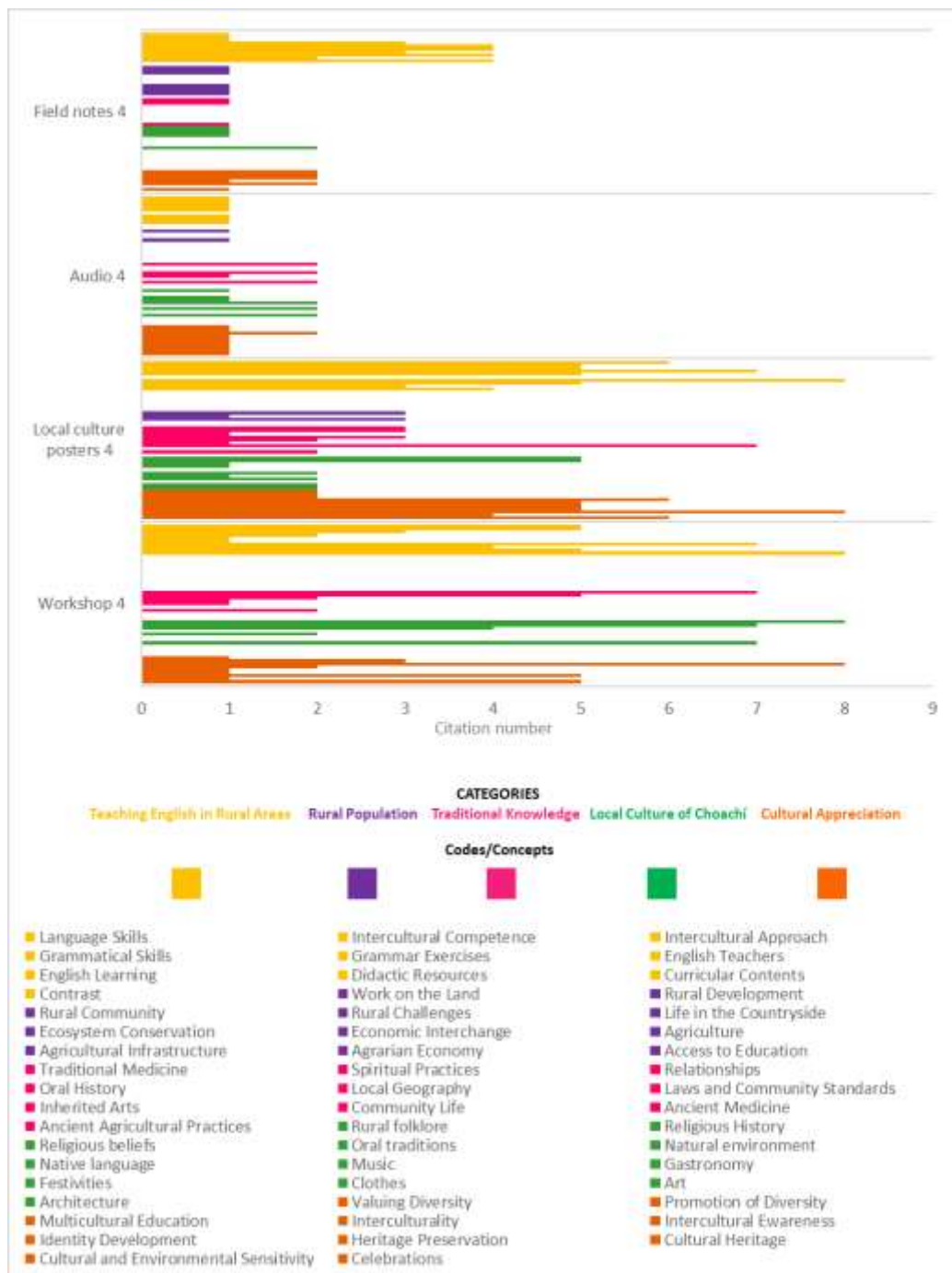
Figure N.   16 *Conceptual Interaction Networks for the activities proposed in Lesson Plan 4.*
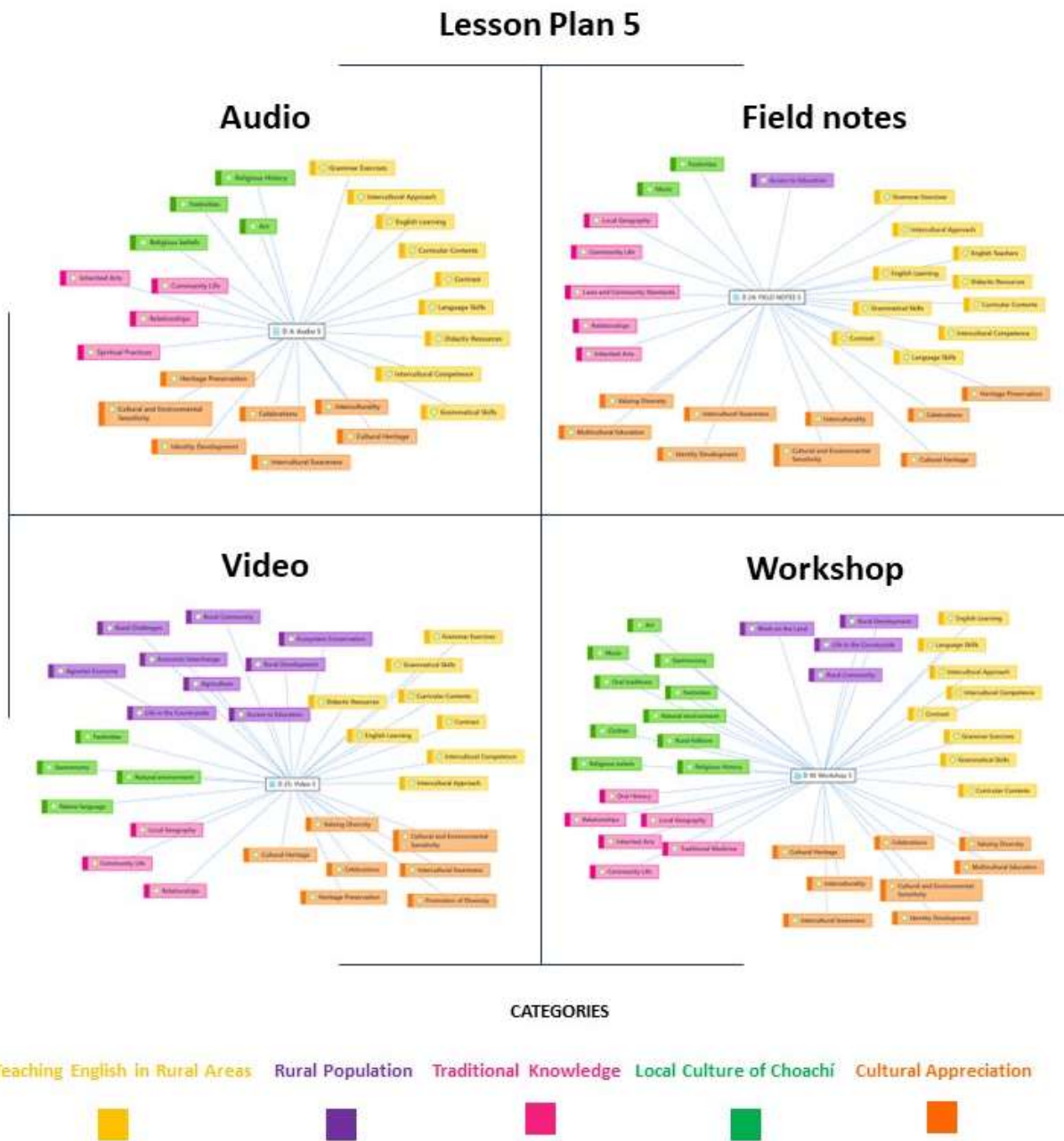

Note: The figure integrates a visual representation of the five categories: Teaching English in Rural Areas (yellow), Rural Population (purple), Traditional Knowledge (fuchsia), Local Culture of Choachí (green), and Cultural Appreciation (orange). These colors facilitate the identification of the connections between these

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specific categories, providing a more detailed perspective on the inherent relationships between the concepts of each activity implemented in Lesson Plan 1. The grids highlight the interactions, offering an overview of the concepts and their respective categories that intertwine with the activities developed, providing a valuable visual guide to understanding the structure and overall approach to the implementation of Lesson Plan 4.

Figure N. 17 *Distribution and frequency of citations related to Lesson Plan 4 activities.*

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Note: The figure integrates a visual representation of the five categories: Teaching English in Rural Areas (yellow), Rural Population (purple), Traditional Knowledge (fuchsia), Local Culture of Choachí (green), and Cultural Appreciation (orange). These colors facilitate the identification of the specific categories, providing a more detailed perspective on the number of citations present in each of the activities implemented in Lesson Plan 4.

In the analysis of Lesson Plan 5, a solid planning that addresses a wide range of cultural and linguistic concepts stands out. Workshop 5, along with audio, video, and field note activities, play a key role in active student exploration and participation (Figure 12 and 13). Celebrations, Cultural Heritage, and Intercultural Awareness are prominent areas with broad participation in all planned activities. The inclusion of Festivities and Contrast reflects an equitable focus on cultural and linguistic aspects, contributing to a novel educational experience with respect to the completeness of concepts worked on.

Identity Development and Valuing Diversity present opportunities for greater participation in audio and video activities. While there is some coverage in these areas, strengthening them could further enrich the educational experience by providing students with additional opportunities to explore aspects of identity and diversity. The frequency of participation in Intercultural Competence, English Learning, and Didactic Resources demonstrates a coherence in the planning of Lesson Plan 5. These concepts are explored through various activities, contributing to an integrated and balanced approach to the acquisition of intercultural and linguistic skills. The variety of concepts addressed, from rural to economic exchange, results in a diverse and enriching Lesson Plan. Active participation in areas such as Ecosystem Conservation and Life in the Countryside highlights the attention to the interconnection between culture and environment, fostering an educational exercise consistent with the educational population of the Ferralarada Rural School studied.

Figure N. 18 *Conceptual Interaction Networks for the activities proposed in Lesson Plan 5.*

Note: The figure integrates a visual representation of the five categories: Teaching English in Rural Areas (yellow), Rural Population (purple), Traditional Knowledge (fuchsia), Local Culture of Choachí (green), and Cultural Appreciation (orange). These colors facilitate the identification of the connections between these specific categories, providing a more detailed perspective on the inherent relationships between the

concepts of each activity implemented in Lesson Plan 1. The grids highlight the interactions, offering an overview of the concepts and their respective categories that intertwine with the activities developed, providing a valuable visual guide to understanding the structure and overall approach to the implementation of Lesson Plan 5.

Figure N. 19 *Distribution and frequency of citations related to the Lesson Plan 5 activities.*
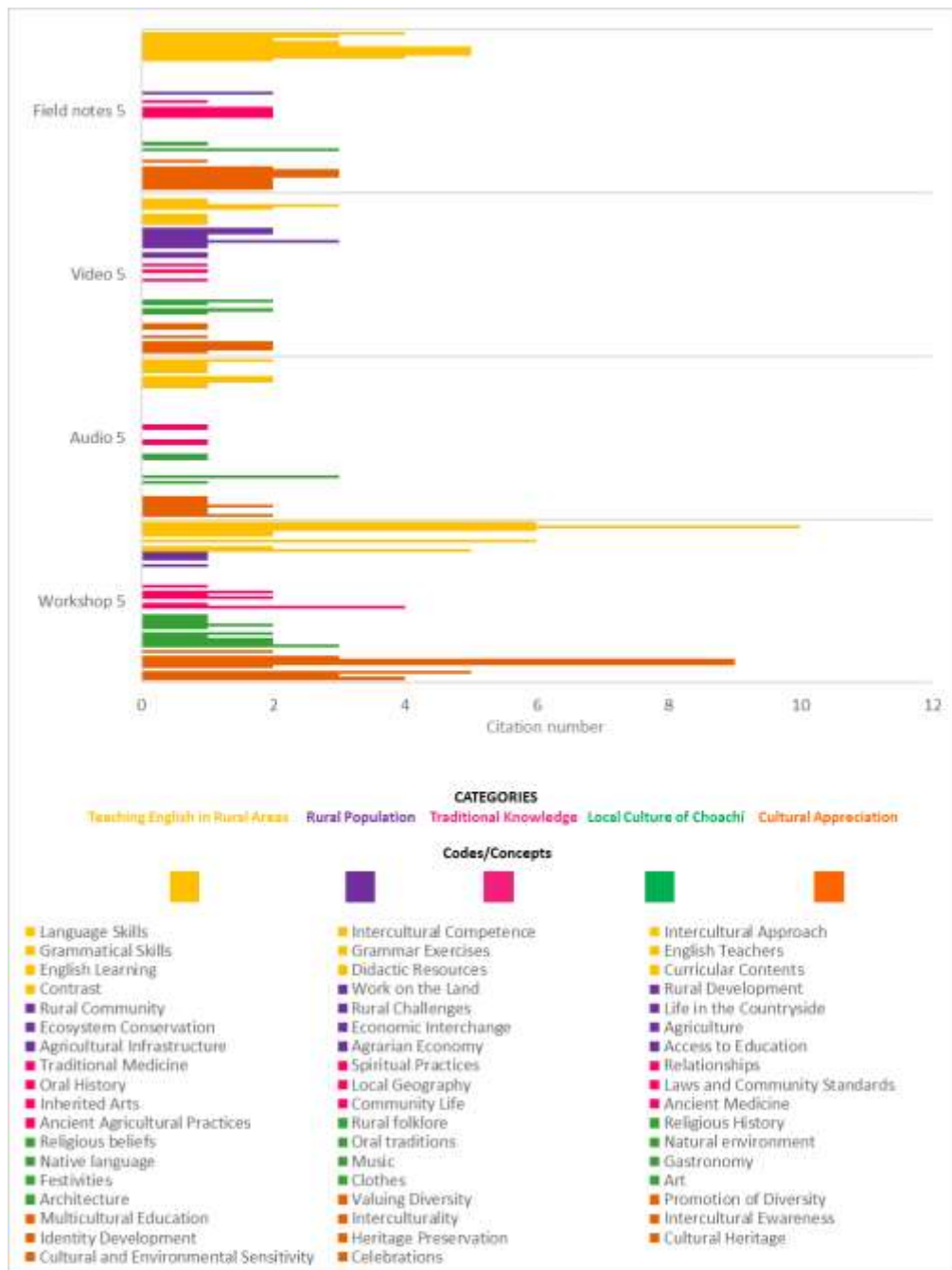
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Note: The figure integrates a visual representation of the five categories: Teaching English in Rural Areas (yellow), Rural Population (purple), Traditional Knowledge (fuchsia), Local Culture of Choachí (green), and Cultural Appreciation (orange). These colors facilitate the identification of the specific categories, providing a more detailed perspective on the number of citations present in each of the activities implemented in Lesson Plan 5.

The following is an analysis of the results previously shown, describing how students related the concepts associated with each category and their background. In each category, the analysis made with Atlas Ti. and the frequency of the associated citations are considered. Therefore, the evidence obtained in each category are illustrated.

Cultural Appreciation

In the Cultural Appreciation category, the importance of Cultural Heritage (Number of citations=70) and its strong connection with other concepts such as Celebrations (Number of citations=32) and Identity Development (Number of citations=40) stand out, suggesting an intrinsic relationship between cultural appreciation, celebrations, and identity development.

All the lesson plans had a connection to the cultural appreciation category due to the characterization of my research focused on local culture. It was possible to evidence that the students have some previous concepts that they have learned about this category from what their parents and grandparents have told them. In the first workshop, in the production part, the artifacts chosen to carry them out were myths and legends told in a video. The students show with emotion how ancestral knowledge gives rise to what they know today about their people and their culture, which constitutes a demonstration of Meaningful Learning. To this respect, (Moreira, 2017) states that meaningful learning is the acquisition of new knowledge with meaning, comprehension, criticality, and the possibility of using this knowledge in explanations, arguments and problem solving. It also includes new situations and possibilities of using this knowledge in explanations, arguments, and solutions to problem situations, including new situations.

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Image N. 1 Artifacts

Choachi's church: Own source

Students' artifacts: posters

In the field notes, the fieldworker evidence that the students have previous knowledge of many cultural aspects of their context such as the tourist aspect, the basis of the economy and its typical dishes. However, with the implementation of the lesson plans that knowledge was expanded and gave rise to wonderful productions by the students. The codes associated to this category are connected to celebrations, Cultural and Environmental Sensitivity, Cultural Heritage, Heritage Preservation, Identity development, Intercultural Awareness, Interculturality, Multicultural Education, Promotion of Diversity and valuing diversity. In the workshop 1 related to History of Choachí, the students show their knowledge about his town and establish a relationship with their town

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history.

Source: Students' artifacts Workshop 1 and video 1 Myths and legends

Local culture of Choachí

In the section dedicated to the Local Culture of Choachí, a diversity of aspects is observed, from Architecture (Number of citations=4) to Gastronomy (Number of citations=32), indicating a rich variety in the local culture. Festivities (Number of citations=24) and religious beliefs (Number of citations=24) stand out as transcendental aspects of the local culture of Choachí.

The category Local Culture of Choachí is the broadest when related to the title of this research. Associated concepts such as architecture, clothes, festivities, gastronomy, natural environment, oral traditions and religious beliefs are reflected in all the lesson plans. However, those that were most evident according to the analysis were: gastronomy, festivities and religious beliefs associated with the workshops 5: cultural week celebration in Choachí in which the students and the research had the possibility to take into consideration the two greatest celebrations in the town which are Fair and festivals and

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Corpus Christi.

The *Chiguano* community is characterized by its deeply Catholic beliefs. That is why their celebrations are associated with religious beliefs that, according to history, are inherited from their ancestors. Here, the evidence shows some of some posters made by my students where the concept of the traditional celebrations of their people is reflected. In addition, workshop 5 shows the strengthening of intercultural competence by recognizing foreign celebrations and associating them with their own.

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Source: Students' artifacts workshop 5 and local culture posters

Below are some images related to the celebration of the cultural week in Choachí and the participation that the rural school Ferralarada, its students and teachers had, with representative cultural manifestations of the community such as gastronomy, clothing, tourist sites and religious beliefs. Workshop 5 on the celebration of the cultural week in the town, gathering the concepts of the students and relates some new ones taking into account the before, now and Choachí in the future.

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Source: Ferralarada Rural School

Traditional Knowledge

Within the Traditional Knowledge category, the relevance of concepts such as Community Life (Number of citations=48) and Traditional Medicine (Number of citations=1) is appreciated, underlining a low interconnection between traditional knowledge and ancestral medicine.

Artifacts done by students showed that in traditional knowledge, students have a strong connection to the concept of agriculture. This was evidenced in workshop 3 called Typical dishes in Choachí, where the procedure for preparing different dishes of the region was explained. Therefore, the procedure established a connection between the concepts of gastronomy and agriculture. By carrying out lesson plan 3, the students learned concepts related to the agricultural products of the region such as potatoes, tomatoes, beans, broad beans, peas, among others.

Similarly, one of the local culture posters shows the representation of sunflowers as one of the emblematic plantations and the basis of the economy of many of the town's farmers; among them, many of the parents and grandparents of the students of the educational institution. It is also shown the hummingbirds as one of the most popular bird species in the region.
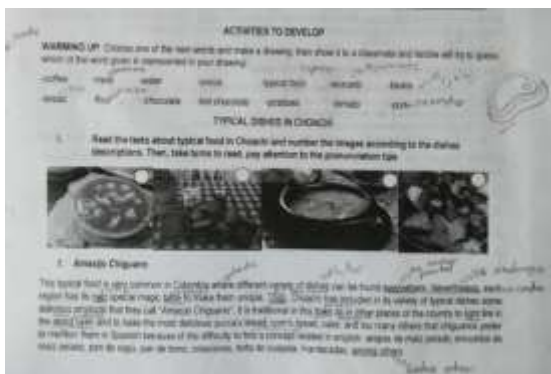
Source: Workshop   N.3   and students' artifacts: Local culture posters

Through participant observation I   could see that the students established an interesting relationship between basic knowledge about food and new knowledge associated with the typical dishes of their town, the ingredients and the procedure to prepare them. In this category called Traditional knowledge, the students observe with attention what their elders can teach them about farming practices and one of the concepts associated with this category is community life and local geography. Here my students showing how to make a traditional recipe, made by themselves:

Source: students' artifacts: Videos from Lesson Plan 3

Rural Population

The Rural Population category highlights the importance of Agriculture (Number of

citations=20) and Access to Education (Number of citations=10), pointing out the crucial relationship between the agrarian economy and the limited access to education in rural areas.

In the rural population category, students emphasize the importance of agriculture as the main source of income in the rural sector. Similarly, in each activity presented, they highlight the value of having access to education in rural areas. However, the field notes show that some activities were initially very difficult for the students, such as the production of videos using English as a foreign language, due to the fact that, as shown in the problem statement, the teaching of the language in rural areas does not have the relevance it deserves.

This category highlights the activities developed in all the workshops. However, in workshop 2 called Natural beauties in Choachí, the natural beauties of the town are


shown, which of course are rural places that have made Choachí a Colombian tourist municipality par excellence, according to the World Tourism Organization.

Source: Own source from my visit to Adventure Park La Chorrera

To this respect, my students knew about this interesting rural and touristic place, but they did not know that this is the highest waterfall in Colombia with 590 meters high. On the other hand, my students relate the hot springs as an aspect that defines Choachí,

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that is why in workshop 2 they learned that the hot springs have many health benefits. So, they recognize what their grandparents and parents tell them about the benefits of these natural wonders.
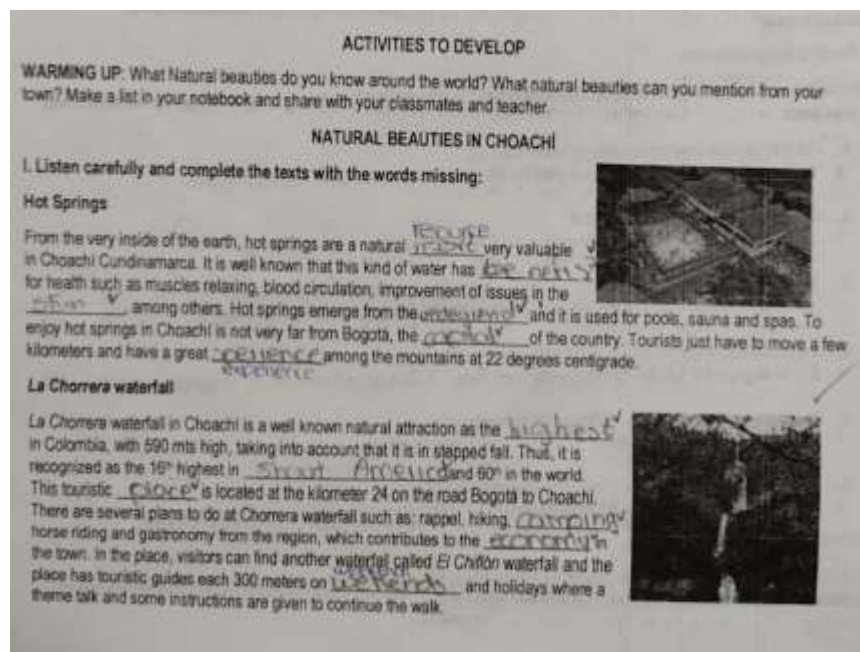
Source: students' artifacts Workshop 2

Teaching English in Rural Areas

In the Teaching English in Rural Areas category, English Learning (Number of citations=96) emerges as a focal point, with notable connections such as Grammar

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Exercises (Number of citations=43) and Intercultural Competence (Number of citations=47), reflecting the comprehensiveness of English learning in an intercultural context.

This research is essentially associated with this category. This is because my role as a teacher-researcher consists of teaching English as a foreign language. Thus, all lesson plans, student artifacts, and field notes contain aspects related to this category. The concepts associated with this category such as curricular content are established from each workshop, didactic resources, English language learning, grammatical skills, language skills and the intercultural competence are noticeable at each stage of this research.

The concept of intercultural competence associated with this category is seen as relevant when analyzing the data with Atlas ti. Thus, by being cited 47 times in the triangulation plan, it reflects the relevance it has in the teaching of English in the rural area and how intercultural competence in the students is evidenced in the development of the proposed activities and in the production of others, especially in the output skills: writing and speaking.

La Chorrera Adventure Park includes in its information the use of both languages in context, which constitutes the presence of intercultural competence not only in our students but also in those who visit the place. Choachí, with its national tourist profile and its proximity to the capital city of Bogotá, has been implementing the use of English in tourist places of great affluence mainly on weekends and vacations. It can be evidence in the next images:

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Source: Own source from Adventure Park La Chorrera.

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CHAPTER V: CONCLUSION AND CONCUSSION

Current education demands the incorporation of both digital and intercultural competencies due to the globalization phenomena that imply the preparation of future world citizens. The use the technology has become a valuable tool for fostering intercultural education by providing access to information, global communication opportunities and virtual experiences that broaden understanding of cultural differences and promote empathy and respect for other cultures.

In the case of rural areas, teachers are often faced with a lack of resources to make their classrooms more dynamic. However, in the case of the implementation of intercultural competencies, there are strategies that can be implemented in the classroom

such as the teaching of these competencies from the perspective of inclusion and the study of one's own culture, which motivates students to learn a foreign language from their local context.

Traditionally students are taught by incorporating cultural aspects of native speakers, and consequently intercultural perspective (Sabilah et al., 2018). The same author states that regarding the teaching of culture in the English foreign class "it is suggested that English be taught by outlining some specifically cultural contents, to name promoting food, natural views, habits, cultural commemorations, and other else students rarely encounter in their daily lives in order to upsurge their sensitivity" (p.150)

Since cultural knowledge cannot be separated from the learning of a foreign language, it is important to include a cross-cultural understanding of the target language, but this cross-cultural perspective must begin with the recognition of one's own culture. It should be interesting that students could establish a relationship between English learning and their quotidian context which is the local culture in rural areas. It is important to bring local culture to their English classes as an opportunity to get closer to their own culture, traditions, and the milieu where they live; also, the teaching and learning process can become a pleasant experience, otherwise it is prone to boredom. English in elementary school should always be brought into real implementation; students should learn by doing and active learning. (Sabilah et al., 2018).

Incorporating local culture into the classroom can make the learning experience more engaging and relevant. It helps students see the practical applications of the language, which can motivate them to learn more effectively. Developing intercultural

competencies based on the local culture can be achieved through cultural activities, exposure to authentic materials, discussions about local customs and traditions, and exploring local literature and media. By doing so, educators can provide students with a more comprehensive and enriching language learning experience.

Little by little importance has been given to rural contexts, the challenges of teachers working in these contexts have been also considered. The idea of taking advantage of the cultural richness of these contexts to integrate it with the learning of a foreign language from their realities has been incorporated. This, of course, becomes another challenge for foreign language teachers, who have been accustomed to teaching culture from foreign contexts rather than from their own local contexts. The challenge of demystifying the teaching of a foreign language from the knowledge of the foreign culture alone has become more important and leads us to reflect on the incorporation of one's own culture in the English classroom that helps future citizens to know, value and respect their own culture as well as the foreign culture.

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ANNEXES

Annex 1: Video activity

https://drive.google.com/file/d/1JQpLdBO97FeW9QQwZX61mmvVHA8k_ReR/view?usp=drive_link

Annex 2: Consentimiento Informado

CONSENTIMIENTO INFORMADO PARA ESTUDIANTES

LOCAL CULTURE, FOR TEACHING ENGLISH AS A FOREIGN LANGUAGE IN A RURAL CONTEXT: AN INNOVATIVE AND MEANINGFUL WAY TO INCREASE MOTIVATION ON YOUNG LEARNERS.	

Yo, _____identificado (a) con cédula de ciudadanía No. _____ de _____ en calidad de progenitor y/o acudiente legal y_____ identificado (a) con la cédula de ciudadanía número _____ de _____, en calidad de progenitor (a) y/o acudiente legal, de _____del grado 11. Deseamos manifestar a través de este

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documento, que fuimos informados suficientemente y comprendemos los procedimientos y beneficios implicados en la participación de nuestro hijo (a), en el proyecto de investigación: "**Cultura Local para la enseñanza del inglés como Lengua Extranjera en un contexto rural: una forma innovadora y significativa de incrementar la motivación en estudiantes jóvenes**".

Procedimiento

Con orientación de la docente a cargo de la asignatura de inglés: Lida Yasmín Vargas Hernández, desarrollar de manera anónima y confidencial, una serie de talleres que se integran con el plan de estudios ya estipulado en la asignatura, dichos talleres se enfocan en temas de cultura local, es decir contienen temas del contexto inmediato de los estudiantes. La aplicación de los talleres dura aproximadamente 6 sesiones de clase, cada una de dos horas. Nuestro hijo (a) se compromete a desarrollarlos de manera autónoma y responsable para que la investigación arroje resultados válidos.

Participación Voluntaria
La participación de nuestro hijo (a) en este estudio es completamente voluntaria, si él o ella se negara a participar o decidiera retirarse, esto no le generará ningún problema, ni tendrá consecuencias a nivel institucional, ni académico, ni social. Si lo desea nuestro hijo (a) informaría los motivos de dicho retiro a la docente encargada de la investigación.

Confidencialidad
La información suministrada por nuestro hijo(a) **será confidencial**. Los resultados podrán ser publicados o presentados en reuniones o eventos con fines académicos sin revelar su nombre o datos de identificación. Se mantendrán los cuestionarios y en general cualquier registro en un sitio seguro. En bases de datos, todos los participantes serán identificados por un pseudónimo que será usado para referirse a cada uno.

En constancia de lo anterior, firmamos el presente documento, en la ciudad de _____, el día _____, del mes _____ de _____,

Firma _____
Nombre _____
C. C. No. _____de _____
Firma: _____
Nombre _____
C. C. No. _____de _____

Annex 3: Worshop N.1

FERRALARADA RURAL SCHOOL CHOACHÍ – CUNDINAMARCA	Workshop N.1
LOCAL CULTURE, FOR TEACHING ENGLISH AS A FOREIGN LANGUAGE IN A RURAL CONTEXT: AN INNOVATIVE AND MEANINGFUL WAY TO INCREASE MOTIVATION ON YOUNG LEARNERS.	

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TITLE	How much does a "*Chiguano*" know about Choachí?
BASIC LEARNING RIGHTS	Identifies the purpose of medium length oral and written texts related to topics of general and academic interest and shares it with others
LEARNING CONTENTS	Local culture: history of Choachí, myths and legends, culture and customs
RESOURCES	Digital data, computer, TV, internet, printed and digital workshops, digital newspaper, Tik Tok app
ABILITIES TO PUT INTO PRACTICE	Input: Reading and listening Output: Writing and speaking
DATE	

ACTIVITIES TO DEVELOP

WARMING UP: Watch this video: https://www.youtube.com/watch?v=6mtrlYfrNmI then, think about Choachí, its geography, culture, customs and traditions shown in the video and write 5 adjectives to describe it

--   -----------------------------------   --

_____   _____

INVESTIGATION

1.   **Read the next text and develop the activities proposed**

Choachí is a municipality and town of Colombia in the Eastern Province of the department of Cundinamarca. The municipality borders La Calera in the north, Ubaque in the south, in the east Fómeque and westward of Choachí is the Colombian capital Bogotá. The town is located 39 km from the country's capital. It has developed tourism by valuing its natural, cultural and gastronomic wealth. Choachí is currently undertaking a transitional economic process, to diversify the traditional agriculture-based economy by including tourism services as one of the village's sources of income.

The area of Choachí was inhabited by the southern Muisca, part of the Muisca Confederation ruled by the Zipa of Bacatá. The modern foundation of the town was established early in the Spanish conquest of the Muisca, in 1560, by Antonio Bermúdez, a conqueror who arrived as part of the army of Gonzalo Jiménez de Quesada. In 1601 a parish was constructed in Choachí. The name Choachí is derived from the original name in Chibcha: Chi-gua-chí, which means "Our Mountain of the Moon". The Muisca had a strong lunar cult and worshiped the goddess of the Moon, Chía in various places across their territories. It is believed that in Choachí a place of worship to the Moon was located.

ABILITIES DEVELOPMENT

2.   Reading comprehension

Write True (T) of False (F) in the next statements according to the reading. Justify the False ones

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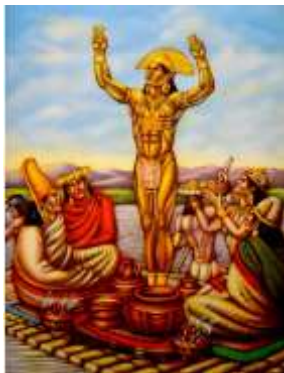
a.   The original name of Choachí is Chiguaní ____
b.   Choachí is a town located 39 km from Bogotá _____
c.   Choachí borders with Ubaque in the north _____
d.   "Chiguachí" means "Our mountain of the sun" _____
e.   The base of economy in Choachí is agriculture _____

3.   **Taking into account the places seen in the video, classify them into rural and urban**

Urban places	Rural places
_____ _____ _____ _____ _____	_____ _____ _____ _____ _____

4.   **Complete the next statements based on the text above**
a.   Antonio Bermúdez was a _____ who _____
b.   Bacatá. was a _____
c.   Choachi means _____
d.   Choachi's economy is based on _____
e.   The main boundaries of Choachi are _____,_____, _____ and
_____

OUTPUT

Pair work

Read a myth or a legend from Choachí (the list of options is given in class) Then, select a classmate to work with and finally record a video in the Tik Tok app talking about the myth or legend chosen. You are free to use masks,

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accessories, posters or the material that you consider useful for your presentation

Annex 4 Worshop N.2

FERRALARADA RURAL SCHOOL CHOACHÍ – CUNDINAMARCA	Workshop N. 2
LOCAL CULTURE, FOR TEACHING ENGLISH AS A FOREIGN LANGUAGE IN A RURAL CONTEXT: AN INNOVATIVE AND MEANINGFUL WAY TO INCREASE MOTIVATION ON YOUNG LEARNERS.	
Name: **Date:**	**Course**:

TITLE	NATURAL BEAUTIES IN CHOACHÍ
BASIC LEARNING RIGHTS	Identifies the purpose of medium length oral and written texts related to topics of general and academic interest and shares it with others
LEARNING CONTENTS	Local culture: Natural beauties, present simple tense, adjectives to describe places, past simple tense (regular and irregular verbs), relative clauses
RESOURCES	Digital data, computer, TV, internet, printed and digital workshops, posters, speaker
ABILITIES TO PUT INTO PRACTICE	Input: Reading and listening Output: Writing and speaking

ACTIVITIES TO DEVELOP

WARMING UP: What Natural beauties do you know around the world? What natural beauties can you mention from your town? Make a list in your notebook and share with your classmates and teacher.

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NATURAL BEAUTIES IN CHOACHÍ

I. Listen carefully and complete the texts with the words missing:

Hot Springs

From the very inside of the earth, hot springs are a natural 1. <u>resource</u> very valuable in Choachí Cundinamarca. It is well known that this kind of water has 2. <u>benefits</u> for health such as muscles relaxing, blood circulation, improvement of issues in the 3. <u>skin</u>, among others. Hot springs emerge from the 4. <u>underground</u> and it is used for pools, sauna and spas. To enjoy hot springs in Choachí is not very far from Bogotá, the 5. <u>capital</u> of the country. Tourists just have to move a few kilometers and have a great 6. <u>experience</u> among the mountains at 22 degrees

centigrade.

La Chorrera **waterfall**

La Chorrera waterfall in Choachí is a well known natural attraction as the highest in Colombia, with 590 mts high, taking into account that it is in stepped fall. Thus, it is recognized as the sixteenth one in South America and 60th in the world. This touristic place is located at the kilometer 24 on the road Bogotá to Choachí. There are several plans to do at Chorrera waterfall such as: rappel, hiking, camping, horse riding and gastronomy from the region, which contributes to the economy in the town. In the place, visitors can find another waterfall called *El Chiflón* waterfall and the place has touristic guides each 300 meters on weekends and holidays where a theme talk and some instructions are given to continue the walk.

The White river

The White river is a natural beauty to enjoy in Choachí. The river rises in Buitrago's lagoon in the famous natural park Chingaza in La Calera and joins together with the Black river in La Unión Fómeque.This natural beauty is one of the most favorite plans for the *Chiguanas* families that can be found 20 minutes from the urban area. They go there to enjoy time with family swimming in the river and to prepare typical food at the edge of the river. Currently, there is an ecological plan to recover the river because of the pollution, riverbed reduction and amounts of sand and stones that

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people have taken from the river to make their houses, these are some issues that have affected the river along the time. The river also has a picturesque bridge which its name is Pescadores bridge.

The Indian face

This natural beauty has a curious legend in the region which has the same name of the place. The local legend tells that there was an Indian that had to stay watching the Cruz Verde Westland because of there was always many people passing by as it was a strategic road to communicate the muiscas from Bogotá savannah with the plane indigenous towns to interchange products. However, it could allow the access to enemies, that's why the indian chief from Choachí had the responsibility to allow the entrance and exit of people by that way. Therefore, when the indian got old he asked to the chief to transform him into a rock in order to watch the way always, other version of the legend tells that it was the chief who asked to gods that favour. Since then, the indian face stays vigilant to protect Ubaque and Choachí towns and it is considered that this part of the way is a portal to the muiscas sacred territory.

II. Reading comprehension

Choose the correct option according to the reading and the information that you already know about natural beauties in your town

1. Hot springs have medical benefits for health such as**:**
a.   antibiotic properties   b. relaxing and good for the skin   c. blood circulation   d. b and c are true

2.   *La Chorrera* waterfall is the highest in:
a.   South America   b. the world   c. Colombia   d. Latin America

3.   The White river rises in La Calera in _____ located at the Natural Park Chingaza
a.   The mountain   b. The black river   c. Cruz Verde westland   d. Buitrago's lagoon

4.   It is possible to enjoy hot springs in Choachí at a temperature of:
a.   30 degrees centigrade   b. 28 degrees centigrade   c. 22 degrees Fahrenheit   d. 22 degrees centigrade

5.   El Chiflón is a common name in Choachí to denominate:
a.   A river   b. a waterfall   c. a lagoon   d. a mountain

6.   *The indian face* makes part of Choachí's history because of:
a.   It's a local legend   b. It's an ancient rock   c. It's a famous statue   d. a and b are true

OUTPUT

Make a poster to describe another natural beauty that may be you have visited in your town and was not mentioned in this workshop. Then share with your teacher and classmates

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Annex 5 Worshop N.3

FERRALARADA RURAL SCHOOL CHOACHÍ – CUNDINAMARCA	Workshop N. 3
LOCAL CULTURE, FOR TEACHING ENGLISH AS A FOREIGN LANGUAGE IN A RURAL CONTEXT: AN INNOVATIVE AND MEANINGFUL WAY TO INCREASE MOTIVATION ON YOUNG LEARNERS.	
Name:	**Date:**	**Course**:

TITLE	TYPICAL DISHES IN CHOAHÍ
BASIC LEARNING RIGHTS	Identifies the purpose of medium length oral and written texts related to topics of general and academic interest and shares it with others
LEARNING CONTENTS	Local culture: local gastronomy, vocabulary about food, present simple tense, adjectives, past simple tense (regular and irregular verbs)
RESOURCES	Digital data, computer, TV, internet, printed and digital workshops, posters, speaker, real dishes
ABILITIES TO PUT INTO PRACTICE	Input: Reading and listening Output: Writing and speaking

ACTIVITIES TO DEVELOP

WARMING UP: Choose one of the next words and make a drawing, then show it to a classmate and he/she will try to guess which of the word given is represented in your drawing:

-coffee   -meat   -water   -yucca   -typical food   -avocado   -beans

-bread   -flour   -chocolate   -hot chocolate   -potatoes   -tomato   -pork

TYPICAL DISHES IN CHOACHÍ

l.**Read the texts about typical food in Choachí and number the images according to the dishes descriptions. Then, take turns to read, pay attention to the pronunciation tips**

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1.   *Amasijo Chiguano*

This typical food is very common in Colombia where different variety of dishes can be found everywhere. Nevertheless, each region has its own special magic taste to make them unique. Thus, Choachí has included in its variety of typical dishes some delicious products that they call "*Amasijo Chiguano*". It is traditional in this town as in other places of the country to light fire in the wood oven and to bake the most delicious yucca's bread, corn's bread, cake, and too many others that chiguanos prefer to mention them in Spanish because of the difficulty to find a concept related in english: arepas de maíz pelado, envueltos de maíz pelado, pan de sagú, pan de bono, colaciones, torta de cuajada, mantecadas; among others

2.   *Piquete Chiguano*

This traditional dish includes basically roasted pork: ribs, loin and legs from the pig. The dish also has traditional cold meat such as chorizo, black pudding or blood sausage (rellena) and longaniza. It usually has steam tubers like white and yellow potatoes and yucca. In the restaurants, it is common to find a type of spicy salad well known as *ají*, just like this. Another way to enjoy the *Piquete Chiguano* is a delicious *guacamole* which is made of fresh onion, tomatoes, avocado and coriander. All these products are grounded in the region; it can be seasoned with spicy flavors like pepper too.

3.   Cuchuco con espinazo

This is a special soup that is very common in the Cundi Boyacense altiplano which is elaborated with different products from the region, including grains such as wheat, corn or barley. Other important ingredients are legumes, all of them grounded in the region by farmers' hands, they are: fresh beans, peas and broad beans. Additionally, some regional tubers are added, in this case several types of potatoes, yucca. A great piece of pork cannot be forgotten, as the name of the dish highlights, it has to be from the pig dorsal spine, a tasty flashy bone to enjoy. Chop up some coriander leaves and add on it. It is definitely one of the best dishes loved for local people and visitors.

4.   Sweet mazamorra (sopa dulce) with cheese

Corn has been and excellent product to prepare a lot of dishes in the departments of Boyacá and Cundinamarca, from indigenous narrations, corn has become the base of the economy for too many towns, traditions and culture. In this case, the sweet soup or mazamorra dulce can be prepared using wheat or corn flavor, sometimes both can be mixed, other ingredients are panela, cinnamon to taste, cloves and campesino cheese, of course. The procedure to prepare it

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is very simple: you just have to put the water, the panela, cinnamon and cloves in a pot on the stove, in another container mix water with the flavor and stir until you have a thick mixture, add the mixture to the pot and stir frequently, let boil for 5 minutes approximately and serve putting the cheese cut in cubs, if you want, you can enjoy a delicious bread with your sweet soup.

II. Reading comprehension

Read the description of the recipes and write them in the space:

a. These products are baked in an oven which the fire is made from wood _____

b. The dorsal spine of the pig is used to prepare this recipe: _____

c. You can use wheat or corn flour to prepare it _____

d. Some legumes like beans, peas and broad beans are required to prepare it _____

e. Cheese is an important ingredient to enjoy this dish _____

III. Watch Tatiana Pulido's video, pay attention to the procedures to make *Amasijo Chiguano* and order the steps to make yucca's bread: https://www.youtube.com/watch?v=DKfiWbkPPe8

____Knead all the ingredients with too much energy____

_____ Put the bread in the oven and after baked, enjoy it!

____Mix cheese, curd, sugar and the white part of an egg and yucca's flour____

_____ Make the yuccas bread, in this case in horseshoe shape _____

OUTPUT

III. Choose one of the options that Tatiana Pulido shares in her video or ask to your family about the process to make a typical dish in your family and town, make a presentation where you share the ingredients and the procedure to do the recipe. Use Canva infographic material or the one you consider useful to support your presentation.

Annex 6 Worshop N.4

FERRALARADA RURAL SCHOOL **CHOACHÍ – CUNDINAMARCA**	Workshop N. 4
LOCAL CULTURE, FOR TEACHING ENGLISH AS A FOREIGN LANGUAGE IN A RURAL CONTEXT: AN INNOVATIVE AND MEANINGFUL WAY TO INCREASE MOTIVATION ON YOUNG LEARNERS.	
Name: **Date:**	**Course**:

TITLE	LOCAL TRADITIONAL CELEBRATIONS IN CHOACHÍ
BASIC LEARNING RIGHTS	Identifies the purpose of medium length oral and written texts related to topics of general and academic interest and shares it with others
LEARNING CONTENTS	Local culture: present simple tense, comparatives and superlatives, phrasal verbs, customs and traditions

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RESOURCES	Digital data, computer, TV, internet, printed and digital workshops, posters, speaker, students' mobile phone
ABILITIES TO PUT INTO PRACTICE	Input: Reading and listening Output: Writing and speaking

ACTIVITIES TO DEVELOP

WARMING UP: Read the next conversation about two people from Choachí. They're talking about traditional celebrations in the place. Choose the best answer to continue the conversation:

A: Hi, how have you been?
B: Hello, it could be better, and you?
A: Let's say fine, you know. A traditional celebration will take place the next week in hour town, Corpus Christi celebration. Have you been here to celebrate it?
B:

_____

a.   Yes, I have a little disease. I feel dizzy and without smell
b.   No, I wasn't. I had to travel to Bogotá and my family celebrated alone
c.   Yes, I have. I remember some years ago, walking for the streets in a flower parade
    d.   No, we haven't. We broke up six months ago, unfortunately it was a difficult relationship

LOCAL TRADITIONAL CELEBRATIONS IN CHOACHÍ

1. **Read the text taking into account the steps for reading comprehension. Then, underline the unknown words and look them up in the dictionary**

Fair y Festivals in Choachí

For a long time, traditional activities have been celebrated in Choachí as part of the local party in the town. Fabio Pardo mentions in his book *Quinientos años de historia Chiguana* that from a long period of time ago, this celebration has brought popular dancing and bullfighting. In 1925 a remarkable celebration took place on January 6th at Hot springs and who organized the event was the administrator of the place by that time. The event consisted on going to the place with customs to get together with the three wise men who generally were riding a horse. The ceremony started with a mass at 7 in the morning, and finished toward noon with a big binge. During the day people shared the lunch and at the same time enjoyed the troupes.

Some years later, the celebration included beauty queens who collected money for social labors. Unfortunately, the activities mentioned before didn't have a continuity through the time. Some recent celebrations have included livestock fair, musical shows, events to enjoy at night such as dancing and fireworks shows. Thus, the town's birthday is usually celebrated on September 29th and the celebration includes artistic shows, popular music and orchestras in the main park of the town.

Feast of Corpus Christi

Corpus Christi is one of the most important traditional celebrations for catholic people in Colombia and around the world. However, Corpus Christi in Choachí is a very remarkable celebration for the people in the region, which takes place the first or second week of June, taking into account that according to catholic beliefs it is celebrated the second week after Pentecost on Thursday which means a period of time of 60 days after the resurrection Sunday. In Colombia, this holyday is always a Monday. People are very creative at the time of celebrating this traditional event, the streets are decorated with a lot of flowers and plants in order to represent the presence of Jesus Christ in the catholic Eucharistic. There are

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also colorful figures with fruits and flowers which calls the attention of local inhabitants and tourists who take photos and enjoy this event.

2.   Complete the next chart according to the information given in the texts

CELEBRATION	Where is it celebrated?	When is it celebrated?	Why is it celebrated?	How is it celebrated?
Fair and festivals				
Feast of Corpus Christi				

3.   Record an audio with the pronunciation of one of the texts. Listen to yourself and write here the mistakes that you could note based on your teacher explanation about pronunciation. Write new words or expressions that you learnt about local culture or English in general

Pronunciation mistakes that I could note

New words and phrases that I learnt

OUTPUT: Make a poster **in English** in which you invite inhabitants and tourists to attend to Fairs and

Festivals in Choachí or Corpus Christi celebration. Look at the example:

Annex 7 Worshop N.5

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FERRALARADA RURAL SCHOOL CHOACHÍ – CUNDINAMARCA	Workshop N. 5
LOCAL CULTURE, FOR TEACHING ENGLISH AS A FOREIGN LANGUAGE IN A RURAL CONTEXT: AN INNOVATIVE AND MEANINGFUL WAY TO INCREASE MOTIVATION ON YOUNG LEARNERS.	
Name: Date:	**Course**:

TITLE	CULTURAL WEEK CELEBRATION IN CHOACHÍ
BASIC LEARNING RIGHTS	Expresses his/her position on a familiar topic in written and oral form, taking into consideration his/her audience
LEARNING CONTENTS	Local culture: present simple tense, past simple, future tense, adjectives to describe events, cultural celebrations, interculturality
RESOURCES	Digital data, computer, TV, internet, printed and digital workshops, posters, speaker, students' mobile phone
ABILITIES TO PUT INTO PRACTICE	Input: Reading and listening Output: Writing and speaking

ACTIVITIES TO DEVELOP

WARMING UP: Listen to the song *Heal the world* by Michael Jackson and follow the instructions to do the activities proposed. Then, answer the next questions:

1.   What does the song talk about?
   _____
   _____

2.   What cultural aspects can you identify in the song?
   _____
   _____

3.   Select the phrase or line that you liked the most in the song and write it here
   _____
   _____

4.   Being a person who is identified with the cultural aspects in Choachí, how could we make from our town a better place, as the song says:
   _____
   _____

CULTURAL WEEK CELEBRATION IN CHOACHÍ

1. **The next is a breve description related to the celebration of the cultural week in the town**

   Every year, there is a week in which the mayoral of Choachí organize and carry out the cultural week, it usually takes place at the beginning of October and includes different cultural demonstrations. The activities

are organized first by the cultural committee in the town and each school receives a topic to work and to participate in the urban area, doing a traditional parade by the main streets and the main park of the town. This year, the topic that our school has been worked about is **Choachí before, now and in the future**. Now complete the next chart related to the aspects mentioned before:

MOMENT	ACTIVITIES PRESENTED	CULTURAL ASPECTS
Before		
Now		
In the future		

2.   Investigate about cultural celebrations in United States and United Kingdom and compare them with the celebrations that take place in our country. Take into account the next aspects:

Religious celebrations	Local culture and traditions
USA _____ _____ _ UK_____ _____ COLOMBIA _____ _____	USA _____ _____ _ UK_____ __ _____ COLOMBIA _____ _____

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Music festivals	Dancing and theater
USA _____ _____ UK_____ _____ _____ COLOMBIA _____ _____	USA _____ _____ UK_____ _____ _____ COLOMBIA _____ _____

OUTPUT: By couples

Prepare and present a **role play** in which you talk about the cultural week in Choachí. Write and answer at least 5 questions with answers in which one of you represents a tourist and the other one represents a local worker from the cultural committee in Choachí. Record a video and present it to your teacher

Annex 8 Artifacts

Audios

Traditions :https://drive.google.com/drive/folders/15vcsWeu50D-X24d7Mz32MuSsS_x4tv_y?usp=drive_link

Local culture

https://drive.google.com/drive/folders/1Zl0BWTSnS5B6Wt3NCeE6RzKKXSmEwiFu?usp=drive_link

POSTERS

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WORKSHOPS SAMPLES

Finish Points 2 and 4

Jessica Tatiana Riveros Garzón

FERRALARADA RURAL SCHOOL
CHOACHI – CUNDINAMARCA

Workshop N.1

LOCAL CULTURE, FOR TEACHING ENGLISH AS A FOREIGN LANGUAGE IN A RURAL CONTEXT: AN INNOVATIVE AND MEANINGFUL WAY TO INCREASE MOTIVATION ON YOUNG LEARNERS.

TITLE	How much does a "Chiguano" know about Choachi?
BASIC LEARNING RIGHTS	Identifies the purpose of medium length oral and written texts related to topics of general and academic interest and shares it with others
LEARNING CONTENTS	Local culture: history of Choachi, myths and legends, culture and customs
RESOURCES	Digital data, computer, TV, internet, printed and digital workshops, digital newspaper, Tik Tok app
ABILITIES TO PUT INTO PRACTICE	Input: Reading and listening Output: Writing and speaking
DATE	March 24th 2025

ACTIVITIES TO DEVELOP

WARMING UP: Watch this video: https://www.youtube.com/watch?v=6mrrYlrNml then, think about Choachi, its geography, culture, customs and traditions shown in the video and write 5 adjectives to describe it

Lively   Nice   Loginafic

Natural   Quiet

INVESTIGATION

1. Read the next text and develop the activities proposed

Choachi is a municipality and town of Colombia in the Eastern Province of the department of Cundinamarca. The municipality borders La Calera in the north, Ubaque in the south, in the east Fómeque and westward of Choachi is the Colombian capital Bogotá. The town is located 39 km from the country's capital. It has developed tourism by valuing its natural, cultural and gastronomic wealth. Choachi is currently undertaking a transitional economic process, to diversify the traditional agriculture-based economy by including tourism services as one of the village's sources of income.

The area of Choachi was inhabited by the southern Muisca, part of the Muisca Confederation ruled by the Zipa of Bacatá. The modern foundation of the town was established early in the Spanish conquest of the Muisca, in 1560, by Antonio Bermúdez, a conqueror who arrived as part of the army of Gonzalo Jiménez de Quesada. In 1601 a parish was constructed in Choachi. The name Choachi is derived from the original name in Chibcha: Chi-gua-chi, which means "Our Mountain of the Moon". The Muisca had a strong lunar cult and worshiped the goddess of the Moon, Chia in various places across their territories. It is believed that in Choachi a place of worship to the Moon was located.

ABILITIES DEVELOPMENT

2. Reading comprehension

Write True (T) of False (F) in the next statements according to the reading. Justify the False ones

a. The original name of Choachi is Chiguani   F
b. Choachi is a town located 39 km from Bogotá   T
c. Choachi borders with Ubaque in the north   F
d. "Chiguachi" means "Our mountain of the sun"   F
e. The base of economy in Choachi is agriculture   F

3. Taking into account the places seen in the video, classify them into rural and urban

Urban places	Rural places
Medical office	Mountain
Church	Cultural project
Main Park	Germany
Bull ring	La chorrera waterfall
Market saurus	logras

4. Complete the next statements based on the text above
a. Antonio Bermúdez was a _____ who _____
b. Bacatá was a _____
c. Choachi means _____
d. Choachi's economy is based on _____
e. The main boundaries of Choachi are Fomeque , Calera , Ubaque and Bogota _____

Use capital letter for places

OUTPUT

Pair work

Read a myth or a legend from Choachi (the list of options is given in class) Then, select a classmate to work with and finally record a video in the Tik Tok app talking about the myth or legend chosen. You are free to use masks, accessories, posters or the material that you consider useful for your presentation

Local culture to encourage intercultural communicative competence in young learners in the EFL classroom at a   rural school in Choachí Cundinamarca

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Cristian Duvan Pulido

Finish points

FERRALARADA RURAL SCHOOL CHOACHÍ – CUNDINAMARCA	Workshop N.1
LOCAL CULTURE, FOR TEACHING ENGLISH AS A FOREIGN LANGUAGE IN A RURAL CONTEXT: AN INNOVATIVE AND MEANINGFUL WAY TO INCREASE MOTIVATION ON YOUNG LEARNERS.	

TITLE	How much does a "Chiguano" know about Choachi?
BASIC LEARNING RIGHTS	Identifies the purpose of medium length oral and written texts related to topics of general and academic interest and shares it with others
LEARNING CONTENTS	Local culture: history of Choachi, myths and legends, culture and customs
RESOURCES	Digital data, computer, TV, internet, printed and digital workshops, digital newspaper, Tik Tok app
ABILITIES TO PUT INTO PRACTICE	Input: Reading and listening Output: Writing and speaking
DATE	

ACTIVITIES TO DEVELOP

WARMING UP: Watch this video: https://www.youtube.com/watch?v=6mplYkNml then, think about Choachi, its geography, culture, customs and traditions shown in the video and write 5 adjectives to describe it

Pretty beautiful   Cheerful   friendly   quiet   Natural

INVESTIGATION

1. Read the next text and develop the activities proposed

Choachi is a municipality and town of Colombia in the Eastern Province of the department of Cundinamarca. The municipality borders La Calera in the north, Ubaque in the south, in the east Fomeque and westward of Choachi is the Colombian capital Bogotá. The town is located 39 km from the country's capital. It has developed tourism by valuing its natural, cultural and gastronomic wealth. Choachi is currently undertaking a transitional economic process, to diversify the traditional agriculture-based economy by including tourism services as one of the village's sources of income.

The area of Choachi was inhabited by the southern Muisca, part of the Muisca Confederation ruled by the Zipa of Bacatá. The modern foundation of the town was established early in the Spanish conquest of the Muisca, in 1560, by Antonio Bermúdez, a conqueror who arrived as part of the army of Gonzalo Jiménez de Quesada. In 1601 a parish was constructed in Choachi. The name Choachi is derived from the original name in Chibcha: Chi-gua-chi, which means "Our Mountain of the Moon". The Muisca had a strong lunar cult and worshiped the goddess of the Moon, Chía in various places across their territories. It is believed that in Choachi a place of worship to the Moon was located.

ABILITIES DEVELOPMENT

2. Reading comprehension

Write True (T) of False (F) in the next statements according to the reading. Justify the False ones

a. The original name of Choachi is Chiguani T
b. Choachi is a town located 39 km from Bogotá T
c. Choachi borders with Ubaque in the north F
d. "Chiguachi" means "Our mountain of the sun" F
e. The base of economy in Choachi is agriculture T

3. Taking into account the places seen in the video, classify them into rural and urban

Urban places	Rural places
Mascetaince	Fridays
Church	the Yahut
Bullring	mountains
Se mour	hot Springs
Main Park	water falls

4. Complete the next statements based on the text above Finish here!

a. Antonio Bermúdez was a _____ who _____
b. Bacatá was a _____
c. Choachi means _____
d. Choachi's economy is based on _____
e. The main boundaries of Choachi are fomeque , ubaque , la calera
   and Bogota

OUTPUT

Pair work

Read a myth or a legend from Choachi (the list of options is given in class) Then, select a classmate to work with and finally record a video in the Tik Tok app talking about the myth or legend chosen. You are free to use masks, accessories, posters or the material that you consider useful for your presentation

Local culture to encourage intercultural communicative competence in young learners in the EFL classroom at a   rural school in Choachí Cundinamarca

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Nicole Alvarado

Fantastic!
LE.

FERRALARADA RURAL SCHOOL CHOACHI – CUNDINAMARCA	Workshop N.1
LOCAL CULTURE, FOR TEACHING ENGLISH AS A FOREIGN LANGUAGE IN A RURAL CONTEXT: AN INNOVATIVE AND MEANINGFUL WAY TO INCREASE MOTIVATION ON YOUNG LEARNERS.	

TITLE	How much does a "Chiguano" know about Choachi?
BASIC LEARNING RIGHTS	Identifies the purpose of medium length oral and written texts related to topics of general and academic interest and shares it with others
LEARNING CONTENTS	Local culture: history of Choachi, myths and legends, culture and customs
RESOURCES	Digital data, computer, TV, internet, printed and digital workshops, digital newspaper, Tik Tok app
ABILITIES TO PUT INTO PRACTICE	Input: Reading and listening Output: Writing and speaking
DATE	March 24th 2023

ACTIVITIES TO DEVELOP

WARMING UP: Watch this video: https://www.youtube.com/watch?v=6mnfYkfvni then, think about Choachi, its geography, culture, customs and traditions shown in the video and write 5 adjectives to describe it

Relaxing ✓   Heavenly ✓   Biodiverse ✓

friendly ✓   Awsome ✓

INVESTIGATION

1. Read the next text and develop the activities proposed

Choachi is a municipality and town of Colombia in the Eastern Province of the department of Cundinamarca. The municipality borders La Calera in the north, Ubaque in the south, in the east Fómeque and westward of Choachi is the Colombian capital Bogotá. The town is located 39 km from the country's capital. It has developed tourism by valuing its natural, cultural and gastronomic wealth. Choachi is currently undertaking a transitional economic process, to diversify the traditional agriculture-based economy by including tourism services as one of the village's sources of income.

The area of Choachi was inhabited by the southern Muisca, part of the Muisca Confederation ruled by the Zipa of Bacatá. The modern foundation of the town was established early in the Spanish conquest of the Muisca, in 1560, by Antonio Bermúdez, a conqueror who arrived as part of the army of Gonzalo Jiménez de Quesada. In 1601 a parish was constructed in Choachi. The name Choachi is derived from the original name in Chibcha: Chi-gua-chi, which means "Our Mountain of the Moon". The Muisca had a strong lunar cult and worshiped the goddess of the Moon, Chia in various places across their territories. It is believed that in Choachi a place of worship to the Moon was located.

ABILITIES DEVELOPMENT

2. Reading comprehension

Write True (T) of False (F) in the next statements according to the reading. Justify the False ones

a. The original name of Choachi is Chiguani ___F___ Because the original name is Chiguachi
b. Choachi is a town located 39 km from Bogotá ___T___
c. Choachi borders with Ubaque in the north ___F___ Choachi borders with Ubaque in the south
d. "Chiguachi" means "Our mountain of the sun" ___F___ Choachi means "Our mountain of the moon"
e. The base of economy in Choachi is agriculture ___F___ Tourism too

3. Taking into account the places seen in the video, classify them into rural and urban

Urban places	Rural places
Mayoral office ✓	Lagoon ✓
Church ✓	River ✓
Main Park ✓	Mountains ✓
Bull ring ✓	La Chorrera waterfall ✓
Market Square ✓	Hot Springs Santa Helena ✓
Laureano Gómez School ✓	Sunflowers plantation ✓
Roads	

4. Complete the next statements based on the text above
a. Antonio Bermúdez was a _conqueror_ who arrived as army
b. Bacata was a _plate of the Muisca confederation_
c. Choachi means "_Our mountain of the moon_"
d. Choachi's economy is based on _Tourism and agriculture_
e. The main boundaries of Choachi are _Fómeque_, _Ubaque_, _La Calera_ and _Bogotá_

OUTPUT

Pair work

Read a myth or a legend from Choachi (the list of options is given in class) Then, select a classmate to work with and finally record a video in the Tik Tok app talking about the myth or legend chosen. You are free to use masks, accessories, posters or the material that you consider useful for your presentation

Local culture to encourage intercultural communicative competence in young learners in the EFL classroom at a   rural school in Choachí Cundinamarca

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Derly Maritza Rodríguez Rivera   Finish Brats 2 and 4

	FERRALARADA RURAL SCHOOL CHOACHÍ – CUNDINAMARCA	Workshop N.1
	LOCAL CULTURE, FOR TEACHING ENGLISH AS A FOREIGN LANGUAGE IN A RURAL CONTEXT: AN INNOVATIVE AND MEANINGFUL WAY TO INCREASE MOTIVATION ON YOUNG LEARNERS.	

TITLE	How much does a "Chiguano" know about Choachí?
BASIC LEARNING RIGHTS	Identifies the purpose of medium length oral and written texts related to topics of general and academic interest and shares it with others
LEARNING CONTENTS	Local culture: history of Choachí, myths and legends, culture and customs
RESOURCES	Digital data, computer, TV, internet, printed and digital workshops; digital newspaper, Tik Tok app
ABILITIES TO PUT INTO PRACTICE	Input: Reading and listening Output: Writing and speaking
DATE	March 24ᵗʰ – 2023

ACTIVITIES TO DEVELOP

WARMING UP: Watch this video: https://www.youtube.com/watch?v=6mtrYhfvml then, think about Choachí, its geography, culture, customs and traditions shown in the video and write 6 adjectives to describe it

Beautiful   Touristic   biodiversity / biodiverse (adj)

Natural   friendly

INVESTIGATION

1. Read the next text and develop the activities proposed

Choachí is a municipality and town of Colombia in the Eastern Province of the department of Cundinamarca. The municipality borders La Calera in the north, Ubaque in the south, in the east Fómeque and westward of Choachí is the Colombian capital Bogotá. The town is located 39 km from the country's capital. It has developed tourism by valuing its natural, cultural and gastronomic wealth. Choachí is currently undertaking a transitional economic process, to diversify the traditional agriculture-based economy by including tourism services as one of the village's sources of income.

The area of Choachí was inhabited by the southern Muisca, part of the Muisca Confederation ruled by the Zipa of Bacatá. The modern foundation of the town was established early in the Spanish conquest of the Muisca, in 1560, by Antonio Bermúdez, a conqueror who arrived as part of the army of Gonzalo Jiménez de Quesada. In 1601 a parish was constructed in Choachí. The name Choachí is derived from the original name in Chibcha: Chi-gua-chi, which means "Our Mountain of the Moon". The Muisca had a strong lunar cult and worshiped the goddess of the Moon, Chia in various places across their territories. It is believed that in Choachí a place of worship to the Moon was located.

ABILITIES DEVELOPMENT

2. Reading comprehension

Write True (T) of False (F) in the next statements according to the reading. Justify the False ones

a. The original name of Choachí is Chiguani F   The original name is chiguachi
b. Choachí is a town located 39 km from Bogotá T
c. Choachí borders with Ubaque in the north F   choachí district prep the calera
d. "Chiguachi" means "Our mountain of the sun" F
e. The base of economy in Choachí is agriculture F
Justify

3. Taking into account the places seen in the video, classify them into rural and urban

Urban places	Rural places
Church	Lagoon
Police station	La chorrera waterfall
Main park	Mountain
Bull ring	Hot spring Santa marta
Mayoral's office	cultural museum
Laverana demic school	Sunflower plantations

4. Complete the next statements based on the text above

a. Antonio Bermúdez was a conqueror who ○
b. Bacatá was a ○
c. Choachí means Our mountain of the moon
d. Choachí's economy is based on ___
e. The main boundaries of Choachí are Fómeque   ubaque   la calera and Bogotá

OUTPUT

Pair work

Read a myth or a legend from Choachí (the list of options is given in class) Then, select a classmate to work with and finally record a video in the Tik Tok app talking about the myth or legend chosen. You are free to use masks, accessories, posters or the material that you consider useful for your presentation

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FERRALARADA RURAL SCHOOL CHOACHÍ – CUNDINAMARCA	Workshop N. 4
LOCAL CULTURE, FOR TEACHING ENGLISH AS A FOREIGN LANGUAGE IN A RURAL CONTEXT: AN INNOVATIVE AND MEANINGFUL WAY TO INCREASE MOTIVATION ON YOUNG LEARNERS.	

Name: _Maira Rodríguez_ Date: _June 21st 2023_ Course: _11ºA_

TITLE	LOCAL TRADITIONAL CELEBRATIONS IN CHOACHÍ
BASIC LEARNING RIGHTS	Identifies the purpose of medium length oral and written texts related to topics of general and academic interest and shares it with others
LEARNING CONTENTS	Local culture, present simple tense, comparatives and superlatives, phrasal verbs, customs and traditions
RESOURCES	Digital data, computer, TV, internet, printed and digital workshops, posters, speaker, students' mobile phone
ABILITIES TO PUT INTO PRACTICE	Input: Reading and listening Output: Writing and speaking

ACTIVITIES TO DEVELOP

WARMING UP: Read the next conversation about two people from Choachí. They're talking about traditional celebrations in the place. Choose the best answer to continue the conversation:

A: Hi, how have you been?
B: Hello, it could be better, and you?
A: Let's say fine, you know. A traditional celebration will take place the next week in hour town, Corpus Christi celebration. Have you been here to celebrate it?
B:

a. Yes, I have a little disease, I feel dizzy and without smell
b. No, I wasn't. I had to travel to Bogotá and my family celebrated alone
c. Yes, I have. I remember some years ago, walking for the streets in a flower parade
d. No, we haven't. We broke up six months ago, unfortunately it was a difficult relationship

LOCAL TRADITIONAL CELEBRATIONS IN CHOACHÍ

1. Read the text taking into account the steps for reading comprehension. Then, underline the unknown words and look them up in the dictionary

Fair y Festivals in Choachi

For a long time, traditional activities have been celebrated in Choachí as part of the local party in the town. Fabio Pardo mentions in his book Quinientos años de historia Chiguana that from a long period of time ago, this celebration has brought popular dancing and bullfighting. In 1925 a remarkable celebration took place on January 6th at Hot springs and who organized the event was the administrator of the place by that time. The event consisted on going to the place with customs to get together with the three wise men who generally were riding a horse. The ceremony started with a mass at 7 in the morning, and finished toward noon with a big bingo. During the day people shared the lunch and at the same time enjoyed the troupes. Some years later, the celebration included beauty queens who collected money for social labors. Unfortunately, the activities mentioned before didn't have a continuity through the time. Some recent celebrations have included livestock fair, musical

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shows, events to enjoy at night such as dancing and fireworks shows. Thus, the town's birthday is usually celebrated on September 29th and the celebration includes artistic shows, popular music and orchestras in the main park of the town.

Feast of Corpus Christi

Corpus Christi is one of the most important traditional celebrations for catholic people in Colombia and around the world. However, Corpus Christi in Choachí is a very remarkable celebration for the people in the region, which takes place the first or second week of June, taking into account that according to catholic beliefs it is celebrated the second week after Pentecost on Thursday which means a period of time of 60 days after the resurrection Sunday. In Colombia, this holyday is always a Monday. People are very creative at the time of celebrating this traditional event, the streets are decorated with a lot of flowers and plants in order to represent the presence of Jesus Christ in the catholic Eucharistic. There are also colorful figures with fruits and flowers which calls the attention of local inhabitants and tourists who take photos and enjoy this event.

2. Complete the next chart according to the information given in the texts

CELEBRATION	Where is it celebrated?	When is it celebrated?	Why is it celebrated?	How is it celebrated?
Fair and festivals	In Choachi in the main park	The celebration takes place on January 6th o other days	Because it's a traditional celebration for "chiguanos" People	Cultural events livestock bullfighting
Feast of Corpus Christi	In Choachi in the streets	The celebration is the second week after Pentecost on Thursday which means a period of time 60 days after the resurrection	Because it's a traditional celebrations for catholic	Decorate streets with Procesation in Choachi

3. Record an audio with the pronunciation of one of the texts. Listen to yourself and write here the mistakes that you could note based on your teacher explanation about pronunciation. Write new words or expressions that you learnt about local culture or English in general

Pronunciation mistakes that I could note

For	Brown	Period	6th	event	ending	day
beauty	labors	learnt	usually	popular	music	

New words and phrases that I learnt

bullfighting	midnight	beauties	means
mass	Have been	However	

OUTPUT: Make a poster in English in which you invite inhabitants and tourists to attend to Fairs and Festivals in Choachi or Corpus Christi celebration.

Look at the example:

STREET FOOD Festival
TAMALES

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Incomplete.

FERRALARADA RURAL SCHOOL CHOACHÍ – CUNDINAMARCA	Workshop N. 2	
LOCAL CULTURE, FOR TEACHING ENGLISH AS A FOREIGN LANGUAGE IN A RURAL CONTEXT: AN INNOVATIVE AND MEANINGFUL WAY TO INCREASE MOTIVATION ON YOUNG LEARNERS.		

Name: Maritza Rodriguez   Date: April 21th 2023   Course: 11 A

TITLE	NATURAL BEAUTIES IN CHOACHÍ
BASIC LEARNING RIGHTS	Identifies the purpose of medium length oral and written texts related to topics of general and academic interest and shares it with others
LEARNING CONTENTS	Local culture: Natural beauties, present simple tense, adjectives to describe places, past simple tense (regular and irregular verbs), relative clauses
RESOURCES	Digital data, computer, TV, internet, printed and digital workshops, posters, speaker
ABILITIES TO PUT INTO PRACTICE	Input: Reading and listening Output: Writing and speaking

ACTIVITIES TO DEVELOP

WARMING UP: What Natural beauties do you know around the world? What natural beauties can you mention from your town? Make a list in your notebook and share with your classmates and teacher.

NATURAL BEAUTIES IN CHOACHÍ

I. Listen carefully and complete the texts with the words missing:

Hot Springs

From the very inside of the earth, hot springs are a natural resource very valuable in Choachí Cundinamarca. It is well known that this kind of water has benefits for health such as muscles relaxing, blood circulation, improvement of issues in the skin, among others. Hot springs emerge from the underground and it is used for pools, sauna and spas. To enjoy hot springs in Choachí is not very far from Bogotá, the capital of the country. Tourists just have to move a few kilometers and have a great experience among the mountains at 22 degrees centigrade.

La Chorrera waterfall

La Chorrera waterfall in Choachí is a well known natural attraction as the highest in Colombia, with 590 mts high, taking into account that it is in stepped fall. Thus, it is recognized as the 16th highest in South America and 60th in the world. This touristic place is located at the kilometer 24 on the road Bogotá to Choachí. There are several plans to do at Chorrera waterfall such as: rappel, hiking, camping, horse riding and gastronomy from the region, which contributes to the economy in the town. In the place, visitors can find another waterfall called El Chiflón waterfall and the place has touristic guides each 300 meters on weekends and holidays where a theme talk and some instructions are given to continue the walk.

The White river

The White river is a natural beauty to enjoy in Choachi. The river rises in Buitrago's lagoon in the famous natural park Chingaza in La Calera and joins together with the Black river in La Unión Fómeque. This natural beauty is one of the most favourite plans for the Chiguanas families that can be found 20 minutes from the urban area. They go there to enjoy time with family swimming in the river and to prepare typical food at the edge of the river. Currently, there is an ecological plan to recover the river because of the pollution, riverbed reduction and amounts of sand and stones that people have taken from the river to make their houses, these are some issues that have affected the river along the time. The river also has a picturesque bridge which its name is Pescadores bridge.

The Indian face

This natural beauty has a curious legend in the region which has the same name of the place. The local legend tells that there was an Indian that had to stay watching the Cruz Verde Westland because of there always many people passing by as it was a strategic road to communicate the muiscas from Bogotá savannah with the plane indigenous Amounts to interchange products. However, it could allow the access to enemies, that's why the indian chief from Choachi had the responsibility to allow the entrance and exit of people by that way. Therefore, when the indian got old he asked to the chief to transform him into a rock in order to watch the way always, other version of the legend tells that it was the chief who asked to gods that favour. Since then, the indian face stays vigilant to protect Ubaque and Choachi towns and it is considered that this part of the way is a portal to the muiscas sacred territory.

II. Reading comprehension

Choose the correct option according to the reading and the information that you already know about natural beauties in your town

1. Hot springs have medical benefits for health such as:
   a. antibiotic properties   b. relaxing and good for the skin   c. blood circulation   d. b and c are true

2. La Chorrera waterfall is the highest in:
   a. South America   b. the world   c. Colombia   d. Latin America

3. The White river rises in La Calera in _____ located at the Natural Park Chingaza
   a. The mountain   b. The black river   c. Cruz Verde westland   d. Buitrago's lagoon

4. It is possible to enjoy hot springs in Choachi at a temperature of:
   a. 30 degrees centigrade   b. 28 degrees centigrade   c. 22 degrees Fahrenheit   d. 22 degrees centigrade

5. El Chiflón is a common name in Choachi to denominate:
   a. A river   b. a waterfall   c. a lagoon   d. a mountain

6. The Indian face makes part of Choachi's history because of:
   a. It's a local legend   b. It's an ancient rock   c. It's a famous statue   d. a and b are true

OUTPUT

III. Make a poster to describe another natural beauty that may be you have visited in your town and was not mentioned in this workshop. Then share with your teacher and classmates

Note: More workshops could be found at
https://drive.google.com/drive/folders/1mASLTDQrpGKwglNufMxT3aBQ-H9-jhsx?usp=drive_link

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Annex 9 : Field notes

FERRALARADA RURAL SCHOOL CHOACHÍ – CUNDINAMARCA	Field notes
LOCAL CULTURE, FOR TEACHING ENGLISH AS A FOREIGN LANGUAGE IN A RURAL CONTEXT: AN INNOVATIVE AND MEANINGFUL WAY TO INCREASE MOTIVATION ON YOUNG LEARNERS.	

FIELD NOTES

Date: March 23rd 2023

Some weeks ago, I was assigned as an English teacher to 11th graders. Thus, I already told them about my interest in applying my thesis proposal with them. They were told about the reasons why I decided to select the group for my research. The main reason is because the group is small, they are just 14 students, other reason is because of the level of English that 11th grade students are supposed to have and the last one is because they are rural students who know the context well and the environment that they and their families are immersed in.

I told the students that taking into account they are under 18 I had to send and informed consent format to their parents in order to be completed and signed, it means that they give me a king of permission to manage digital and physical information related to them. The informed consent was sent on March 21st and the students returned them back on march 23rd in order to start applying our first Local Culture workshop on march 24th. Some of the students did not attend to English class on March 21st or their parents were not at home, so they submitted their informed consent even the first week of April.

The students were also informed about my thesis. The title, objectives and a general description about the Local Culture proposal. I told them about the abilities to carry out in the workshops and the kind of activities planned for the proposal. Taking into consideration that the students and me have 3 hours of English per week and the time that they and me have to invest to develop each stage per workshop, we agreed to apply a workshop per month. It is also because of some extracurricular activities that the school has scheduled for them.

Date: March 24th 2023

Today we started with our Local Culture Workshop N. 1. This workshop consisted on doing a review of history of Choachi, regarding some relevant aspects such as foundation, ancient traditions, myths and legends from the region. The warming up consisted on watching a video in which well recognized places from Choachi are shown. Then the students had to write 5 adjectives to describe their town. The adjectives that the students used the most were: nice, touristic, natural, quiet, relaxing, biodiverse, beautiful, awesome and friendly.

The next stage of the workshop was focused on reading comprehension. The text was related to the history of Choachi and some ancient concepts associated to its foundation and foundation. The students and me read the text highlighting unknown vocabulary and then develop 3 short activities: The first one was True and False statements. The students had to read and answer and justify the false ones. Then, based on the video shown in the warming up and establishing a

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FERRALARADA RURAL SCHOOL	Field notes
CHOACHÍ – CUNDINAMARCA	
LOCAL CULTURE, FOR TEACHING ENGLISH AS A FOREIGN LANGUAGE IN A RURAL CONTEXT: AN INNOVATIVE AND MEANINGFUL WAY TO INCREASE MOTIVATION ON YOUNG LEARNERS.	

relationship with the text, the students classify the places seen in a table in rural and urban ones. The last point in this stage consisted on completing sentences which were about relevant aspects from the text such as the name of the meaning of Choachi, the boundaries, the conqueror and the base of economy from the town.

For the output stage of this workshop, the students were given a list of myths and legends from Choachi, we consulted the book " *Quinientos años de historia Chiaguana*" which was written by a Chiguano historian and who were Social Sciences teacher in our school some years ago. The students could work by couples in order to write the myth or legend chosen in English and to record a video telling it. They were guided by me in the process, and it is important to mention that it took a lot of time because they find speaking ability as the hardest one to put into practice. On the other hand, they could not use translator, they have to use the dictionary and their teacher guide.

Date: April 21st 2023

It is time to start our second Local Culture workshop, this time the topic is *Natural beauties in Choachi*. The students are so excited about this topic because they know all these places. To start, the students develop a listening activity shown from my computer in the classroom Tv, the places are natural beauties from United States, they are: Niagara Falls, The Great Lakes, Yellow Stone National Park, The Grand Canyon, Mount Denali and Hawaiian Islands. The students had to listen to the audio and to complete some spaces missing in each text, then they had to make a list in their notebook about famous natural beauties from their town. As a result, they mentioned some places such as: La Chorrera Waterfall, Termales, Páramo de Cruz Verde, La Cara del Indio, Museo Finca el Bosque, The White river, among others.

I recorded an audio in order to develop the next step of our workshop, the students had to complete some spaces missing in each paragraph related to natural beauties in Choachi, I included some of the ones that the students mentioned before: Hot Springs, La Chorrera Waterfall, The White river and The Indian Face. This time the students definitely understand easier that in the activity applied at the beginning in the warming up part. Then, the students had to develop a multiple choice reading comprehension activity.

Finally, the students did some comments related to other natural beauties that have visited in their town and other places in the region. They also mentioned new vocabulary and expressions learnt from this workshop.

Date: May 25th 2023

FERRALARADA RURAL SCHOOL	Field notes
CHOACHÍ – CUNDINAMARCA	
LOCAL CULTURE, FOR TEACHING ENGLISH AS A FOREIGN LANGUAGE IN A RURAL CONTEXT: AN INNOVATIVE AND MEANINGFUL WAY TO INCREASE MOTIVATION ON YOUNG LEARNERS.	

Up to this moment we have learnt a lot about local culture and relevant aspects related to the town. Previously to this stage of the proposal, the students and me talked about typical dishes in Choachi, we discussed the difference between *cocido Chiguano* and *cocido boyacense*, there is also another dish called *piquete Chiguano* and to design this workshop I had to define the correct concepts in terms of typical food.

The 3ʳᵈ Local Culture workshop is called Typical dishes in Choachi. To start this stage of our proposal, the students develop an activity recommended by bilingualism teacher from *Secretaria de Educación de Cundinamarca*, which consisted on giving to the students a list of vocabulary and each student made a drawing related to one of the words and his /her classmates had to guess what was related about. This time, the vocabulary was associated to typical food from Choachi. The activity was nice and the students did their best drawing.

The next step consisted on reading 4 short texts about typical dishes in Choachi as follows: Amasijo Chiguano, Piquete Chiguano, Cuchuco con espinazo, Sopa dulce con queso. In order to keep respect for the names of the dishes, the workshop was designed with their original names. Then, the students found 5 statements defining each recipe and the students completed with the name of the recipe according to the description. Another activity consisted on watching a video made from a young girl from Choachi who shows different procedures to bake corn, wheat, yucca and corn bread. The students found 4 disorganized steps to make yucca's bread, so they had to number according to the correct order for the procedure shown in the video.

The output production for this workshop was assigned by couples. The students had to record a video doing a typical recipe and to explain how to do it.

DATE: July 11th 2023

It's time to work on workshop Number 4. This is about Traditional celebrations in Choachi. Basically, two remarkable celebrations here in the town were chosen to work on. The first one is Fairs and festivals in Choachi, and the other one is Corpus Christi's celebration, which is a catholic celebration that people in Choachi have as an important one.

The students demonstrate a good attitude about this activity, they were told about the skills to put into practice. First the students develop an activity related to semantics component where a conversation related to the topic is read and the students decide which is the best option to finish the conversation. Then, the students had to read two short texts related to traditional celebrations in the town, after that it was required to record an audio reading the text, previously, the teacher guided them with this part. The students had to take notes about new words learnt and

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pronunciation mistakes found listening their own pronunciation, the teacher also took notes about mistakes found and then the results were compared.

This workshop has taken more than 2 hours, the students have needed more time than usual to face their fear to talk and record their own voice.

Date: July 18th 2023

Up to this moment we have not been able to finish our 4th workshop, this week the students have extracurricular activities and pre-icfes meetings and a pedagogical practice in Agro Expo in Bogotá. So, this week I cannot have class with them. The workshop will continue the next week.

Date: August 21ⁿ 2023

Up to this moment, my students just presented SABER test, previously the test, the students were dedicated to prepare for this event, so now we have to re take our local culture workshop development.

The 5ᵗ Local Culture workshop consists on doing a review of the Cultural week in Choachi, the school has an important participation each year, doing cultural presentations such as theater, dancing, poetry and a parade for the main streets in the town in a specific day. The workshop started with doing a listening with Michael Jackson song: Heal the world, then they had to answer 4 questions related to the message of the song, cultural aspects mentioned and how to contribute to make from their town a better place to live in.

After this breaking up activity, the students found a breve description of Cultural Week in Choachi and completed a chart taking into consideration 3 different moments of the town, which is the topic for this year: before, now and in the future. The school is preparing some activities to participate the next October, so the chart had to be completed with the main cultural aspects and the activities to be presented in each stage.

Then, the students had the chance to consult information about traditional celebrations in United States, United Kingdom and Colombia and to complete the information required in terms of religious celebrations, Local culture and traditions, music festivals, dancing and theater. The final stage was to prepare and present a role play representing a tourist and a touristic guide and to record a video doing the representation.

The students have taken too much time to full fill this activity. They need to be constantly guided by me in terms of writing and pronunciation, but they try to do their best, the fear to speak have decreased and the students demonstrate self-confidence. I feel proud of my students and

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Annex 10: Informed Consent

CONSENTIMIENTO INFORMADO PARA ESTUDIANTES

LOCAL CULTURE, FOR TEACHING ENGLISH AS A FOREIGN LANGUAGE IN A RURAL CONTEXT: AN INNOVATIVE AND MEANINGFUL WAY TO INCREASE MOTIVATION ON YOUNG LEARNERS.

Yo, _____ identificado (a) con cédula de ciudadanía No. _____ de _____ en calidad de progenitor y/o acudiente legal y_____ identificado (a) con la cédula de ciudadanía número _____ de _____, en calidad de progenitor (a) y/o acudiente legal, de _____ del grado 11. Deseamos manifestar a través de este documento, que fuimos informados suficientemente y comprendemos los procedimientos y beneficios implicados en la participación de nuestro hijo (a), en el proyecto de investigación: "**Cultura Local para la enseñanza del Inglés como Lengua Extranjera en un contexto rural: una forma innovadora y significativa de incrementar la motivación en estudiantes jóvenes**".

Procedimiento

Con orientación de la docente a cargo de la asignatura de inglés: Lida Yasmin Vargas Hernández, desarrollar de manera anónima y confidencial, una serie de talleres que se integran con el plan de estudios ya estipulado en la asignatura, dichos talleres se enfocan en temas de cultura local, es decir contienen temas del contexto inmediato de los estudiantes. La aplicación de los talleres dura aproximadamente 6 sesiones de clase, cada una de dos horas. Nuestro hijo (a) se compromete a desarrollarlos de manera autónoma y responsable para que la investigación arroje resultados válidos.

Participación Voluntaria

La participación de nuestro hijo (a) en este estudio es completamente voluntaria, si él o ella se negara a participar o decidiera retirarse, esto no le generará ningún problema, ni tendrá consecuencias a nivel institucional, ni académico, ni social. Si lo desea nuestro hijo (a) informaría los motivos de dicho retiro a la docente encargada de la investigación.

Confidencialidad

La información suministrada por nuestro hijo(a) **será confidencial**. Los resultados podrán ser publicados o presentados en reuniones o eventos con fines académicos sin revelar su nombre o datos de identificación. Se mantendrán los cuestionarios y en general cualquier registro en un sitio seguro. En bases de datos, todos los participantes serán identificados por un pseudónimo que será usado para referirse a cada uno.

En constancia de lo anterior, firmamos el presente documento, en la ciudad de _____, el día _____, del mes _____ de _____.

Firma _____
Nombre _____
C. C. No. _____ de _____
Firma: _____
Nombre _____
C. C. No. _____ de _____