

**Community-Based Homework Strategies For The English Language Learning On The
Tenth Grade Students From I.E. de La Boquilla**

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Abstract

This qualitative small scale research analyzes how the implementation of community-based homework strategies can help to improve L2 on the tenth grade students from I.E. de La Boquilla. Data gathered from the community visit, the survey, the students' artifacts and the interviews revealed the positive impact of community-based pedagogies applied on homework. It is showed how students value and acquired knowledge about their community, how they use L2 to interact with their classmate and other people. The study provides further insights of community-based homework as strategy to improve the L2 Learning, given that the pedagogical intervention integrated a variety of elements like: homework position in the lesson plan, checking for comprehension while explain homework purpose, time to share homework, collaborative work, use of ICT and organizational skills. In addition, from the data analysis, it was determined that a possible implication of this study for EFL teaching and learning is that teachers can be more aware of the importance to provide additional exposure to English outside school through community homework. It could be demonstrated that homework helps students to progress in different aspects such as: learning linked to real life, social skills, community recognition, and personal acceptance as members of a group.

Key words: community-based homework strategies, additional exposure to English, learning linked to students' real life.

Introduction

This small-scale research examines the impact of *Community homework Strategies for the English Language Learning on The Tenth Grade Students from I.E.de La Boquilla*. This first chapter presents the funds of knowledge, a critical needs analysis, the research question, and the research objective from which the problem of this study is stated. The second chapter, the theoretical the theoretical framework, displays an analysis of the concepts that support the pedagogical intervention. The third chapter, methodology, describes the pedagogical intervention, instruments, and the ethical considerations that were taken into account to study the implication of homework strategies for English learning. The fourth chapter shows the data analysis and results, an explanation about the way the analysis was made is given; also exemplification from the categorization of the information is provided. Finally, in the fifth chapter, conclusion, pedagogical and research implications are discussed to answer the research question of this study.

Funds of Knowledge

I.E. La Boquilla is a public school in Cartagena, located in a village under the same name. The majority of the population is Afro-Colombian descendant and the main economic activity in this community is fishing and tourism. A community visit was conducted, in order to identify aspects that influence the English Learning of the tenth grade students from this institution. Observation field notes and pictures were taken during this visit. Relevant aspects of interaction among people in this community were identified like: people who meet to dance at the “picós”, to play different sports in the softball field, to swim at the beach and to offer a variety of services to foreign people. Also, the importance of the school was observed; since it provides its

physical resources to train people from the community in pisciculture and other technical courses (See Annex 1). Picture 1 represents the main scenery where students live. In this picture, it can be observed some students working at the beach, they are talking to native speakers to offer them their products; they are fishing, studying and having fun. These students develop most of their academic and free time activities in a motivating environment, as the beach is for them.



Picture 1. (Working and Learning at the beach Collage)

From this field trip analysis, it could be said that there is a relation between learning and community. Students, most of them living at La Boquilla, feel the need to use English Language outside the classroom, considering the amount of foreign people who visit this small town. Some students have direct contact with foreign people because they find them at the beach; other students work in different places like restaurants, hotels, and at the beach selling coconut water, seafood or handicraft souvenirs. Activities to enhance this relation between learning and community may be placed into the English lessons of this school.

Critical Needs Analysis

A survey was designed to identify relevant elements about student's homework strategies and preferences. This instrument was applied considering the percentage of students (53%) who fail in their homework completion (Annex 2). The survey was administered to 25 students who answered questions related to their homework strategies and preferences (Annex 3).

Figure 1 shows that the kind of homework students like to do the most is related to the presentation of dialogues (33%).

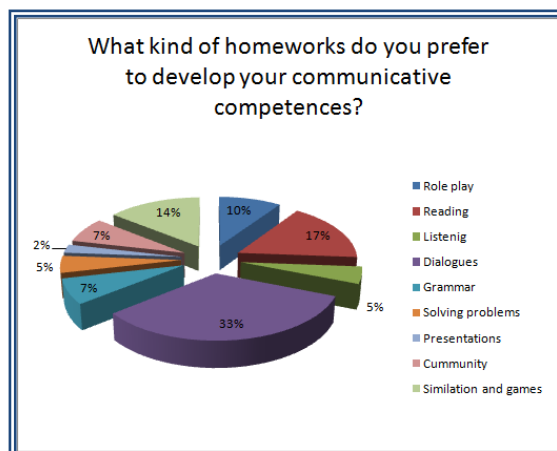


Figure 1. Kind of homework preferred by the students
Source: Own

Figure 2 illustrates that the main strategy students have to do their homework refers to the organizational strategies and the technological ones; 43% of the students have an appropriate place to do their homework_and 21% of them use technology to accomplish their assignments.

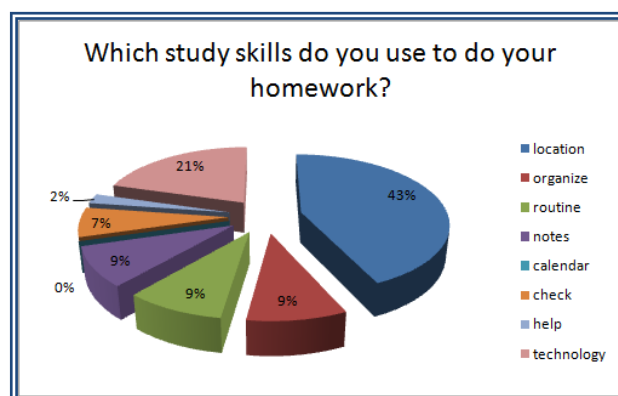


Figure 2. Students' homework strategies
Source: Own

Figure 3 shows that Speaking is the skill that students prefer to enhance with their homework (46%) and this preference may be associated with the necessity they have for communicating with foreign people at their workplaces.

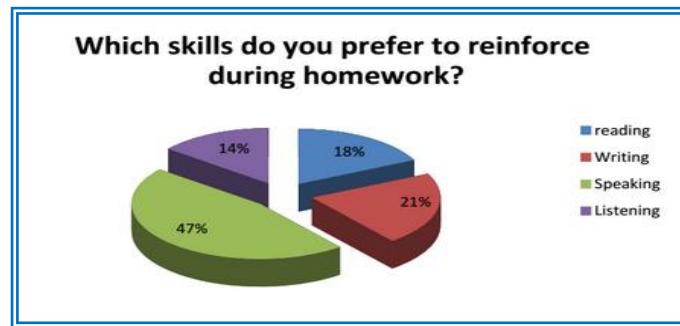


Figure 3. Students' strategies that need training
Source: Own

It is clear that students have their own preferences to do their homework and they use some strategies to fulfill this pedagogical tool: strategies like researching on the web or on books and having a specific place to study. In addition, teachers realize that students need some training to take advantage of other ways to do their homework. Moreover, students ask for homework taking into account the context where they live and helping them with their speaking practice, necessity that was observed in the community visit.

Research question

How can the implementation of community-based homework strategies help to improve the English Language Learning Process on the tenth grade students from I.E. de La Boquilla?

Research Objective:

Analyze the impact of the Community-Based Homework Strategies on the English Learning of Tenth Grade Students from I.E. de La Boquilla through the implementation of a pedagogical intervention.

Theoretical Framework

Community has become a new focus for learning; authors have cited the relevance of an active learning by taking a role in the community in which students' school is placed. Sharkey & Clavijo defined Community-based pedagogies as curriculum and practices that reflect knowledge and appreciation of the communities in which schools are located and students and their families inhabit. (n.d.) I.E. de La Boquilla is part of this reality, this institution takes into account characteristics of the community surrounding the school to design its curricular teaching and learning strategies.

In addition, Melaville, Berg and Blank (2006) mentioned some benefits of linking living and learning, they recognized the motivation that integrating community into the curriculum can bring to the students, by stating the following:

“When students engage in learning, they are more likely to care deeply, work harder, and achieve their goals. Drawing on the assets of a community—its history, culture, resources, and challenges—can help schools build citizens while infusing academic course work with meaning and relevance” (Melaville & others. p.31. 2006).

Students at I.E. de La Boquilla have a social challenge of using English outside the classroom (this idea comes from the community visit we made), teachers recognize the importance of providing students with strategies for practicing their communicative competence during their free time. In this sense, teachers at this school have conceived homework as an extra practice language tool that allows their tenth grade students to get familiar with some structures, functions, vocabulary and skills for the acquisition of the target language. As Becker and Epstein

(1982) mentioned “...most teachers say that the main reason they assign homework is to give students time to practice skills learned in class” (p.4). But, homework at I.E. de La Boquilla requires a link between students’ real world and classroom instruction; this means that students could benefit from homework that integrates their interests and labor expectations.

Bishop, (as cited in Booth, 2010, p. 6) suggested other kind of homework from which students can integrate daily life skills. He said that “reading, communicating ideas, taking notes, listening skills, problem solving, planning and prioritizing are life skills that are often reinforced through homework assignments.” These kinds of homework could serve as an important tool for students at I.E. de La Boquilla, thinking on the communicative necessity students have.

Black, (as cited in Booth, 2010, p. 6) recognized that “there are other purposes of homework not directly related to instruction. One is to help students develop time-management, study, and organizational skills.” It could be advisable for the students at I.E. de La Boquilla to develop these organizational skills that may make the difference in their academic and daily life achievements.

Likewise, the Scholastic Parents magazine, (as cited in Booth, 2010, p. 6) supported the relevance of organizational skills, it is stated in this magazine that “encouraging students to keep a daily homework planner to organize work may develop important organizational skills. Students with an established homework routine strengthen and build time-management and study skills. Organizational strategies may have a significant impact on student’s homework accomplishments, and therefore positive effects on their learning process.

Czerniawski and Kidd (2013) discussed about the use of technology to do homework. In their own words:

“...the interesting possibilities for homework and learning outside of the classroom being opened up by the rapid expansion of new and emerging technology, Web2.0 tools and social media. We are also conscious, in this digital landscape, of the importance for homework to be relevant for learners’ lives while understanding the serious consequences a digital divide might have on access to homework resources for all...” (p. 11)

Thinking about Czerniawski and Kidd’s contributions (2013), in this small scale research, the use of technology for homework may help teachers at I.E. de La Boquilla to create a link between English learning and students’ real life having in mind government’s standards and learners’ needs.

Czerniawski and Kidd (2013) also mentioned that “most research on homework has tended to explore the effects homework has on achievement often ignoring the impact that learning outside the classroom can have on motivation and a lifelong interest in the subject” (p. 9). Through this research, homework strategies impact would be examined; impact that could affect language learners’ own academic activities and their daily life.

The guidelines for English Teaching (Guía 22) support the linguistic and the sociolinguistic competences, knowledge students have about their own communities, as beneficial components for the learning process. Considering this scene, it may be suitable the implementation of a community-based homework pedagogical intervention allowing the use of technology and do homework that better match their interests.

Methodology

Pedagogical Intervention

Taking into account the social challenge of using English outside the classroom, a community based homework strategy approach was included. This pedagogical intervention was developed through four lessons focused mainly on Topics/themes about students' community and personal life. The content selection was organized from social community knowledge to intrapersonal acceptance criteria. Based on this, students were able to do homework using community-based homework strategies by labeling places, recording a dialogue where they ask and give prices, describing the job they would like to have in the future and making a short interview about the community jobs.

The four lessons were applied in a month with three sessions by week. Each one of them included objectives, materials, instructional and teaching procedures. Students were exposed to control and free activities, including homework. They did activities where they had to: match labels, talk about prices, place words, create dialogues and play roles related to their community jobs.

The teaching process was applied under a collaborative and cooperative notion of language learning. The students showed interests for participating in the proposed activities and they had to help each other. They were engaged in their learning process linking their English learning with their daily life.

Instruments

This qualitative small scale research allowed tenth grade English Teacher to carry out a pedagogical challenge. As Nunan (1992) mentioned “qualitative researchers question the notion of an objective reality” (p. 20). In this case, the fact that students failed their homework completion made the teacher implement a pedagogical intervention and became a researcher. With the purpose of analyzing the pedagogical intervention impact, a qualitative data analysis was conducted before, during and after the pedagogical intervention.

Five kinds of instruments were applied to collect data. First, Teacher’s assessment which helped to select the problem, it was analyzed the percentage of students who failed on their homework completion. Second, students’ surveys were administered to identify their interests and preferences related to their homework in English as a subject. Third, Students’ artifacts were gathered as evidence of the homework impact on their learning. Finally, the students’ interviews were conducted to identify 10th grade students’ points of view about the Community-Based Homework pedagogical intervention.

Instruments were selected taking into account student's performance in their English classes. Three categories were considered: high, average, and low performance. According to this, instruments from the three categories were chosen randomly to give equal opportunities for each participant.

Content analysis was the qualitative research approach employed for studying the data mentioned before. Powell & Renner (2003) said that “this is a basic approach for analyzing and interpreting narrative data, they understood by narrative data, a variety of texts coming in many

forms and from a variety of sources” (p. 1). Also, Powell & Renner (2003) exemplified some important steps researchers may follow to explain their finding. From these steps, it is vital to mention the categorization phase, emergent categories were decided, while reading and re-reading the information in order to make connections that helped to explain the implications of the homework on Tenth Grade Students English Learning.

Ethical Considerations

Information during this research was used only for academic purpose. Students, as the main participants, showed their interest to be part of the pedagogical intervention. Students accepted to make public their production and their image intending to show their English Learning Process at I.E. de La Boquilla.

Ethical principles for research involving human subjects were decided from Belmont’s work (1974). The principles listed below oriented the way this study was conducted:

- ❖ **Respect for persons:** Students were treated as autonomous agents.
- ❖ **Beneficence:** Maximizing possible benefits of homework strategies in students’ acquisition of the second language was an important principle in this project.
- ❖ **Justice:** Equitable opportunities for learning and working in collaborative groups.

Data Analysis and Results

As it was mentioned in the previous chapter, data was collected in three phases: Before, during, and after the pedagogical intervention. Before the implementation phase, the assessment form, the community visit and the students' survey, as it was explained in the first chapter, helped to identify the problem and to know students context and preferences to do homework. During the pedagogical intervention students' artifacts were collected, since homework were socialized during class time. After the pedagogical intervention, written and oral interviews to students were conducted in order to learn more about the homework impact on students' learning.

A Content analysis was developed to interpret the collected data. Powell & Renner's (2003) steps were followed to do the analysis. First, Emergent Categories were created and supported from all the instruments. Then, patterns and connections both within and between the categories were established to decide the relevance of information. This information was summarized and placed into subcategories finding relationships among them. Finally, interpretation was done bringing all the information together to explain significant discoveries.

Codes were assigned to each set of data coming from the instruments in order to place the information into the subcategories. The statements from students' work and point of view were specified with the code. For example, if this portion of data "I live happy" appeared in one of the subcategories, it was indicated where that information came from "Drm 1". In the table below, it would be found instruments' names with their codes.

Table 1 Instruments' Name With Their Specified Code

Number	Instruments' Name	Code
1	Students' Artifact: Flyers	F1: Flyer 1 F2: Flyer 2 F3: Flyer 3 F4: Flyer 4 F5: Flyer 5 F6: Flyer 6
2	Students' Artifact: Skit' Transcripts	Sk1: Skit 1 Sk2: Skit 2 Sk3: Skit 3
3	Students' Artifact: Talking about My Dreams	Drm1: Dreams Writing Paragraph 1 Drm2: Dreams Writing Paragraph 2 Drm3: Dreams Writing Paragraph 3
4	Students' Artifact: Community Jobs Interview	JB Int: Jobs Interview
5	Students Oral Interview	Int S1: Interview student 1 Int S2: Interview student 2 Int S3: Interview student 3
6	Students Written Interview	Wrt Int S1: Written Interview student 1 Wrt Int S2: Written Interview student 2 Wrt Int S3: Written Interview student 3 Wrt Int S4: Written Interview student 4 Wrt Int S5: Written Interview student 5

Notes: Students' Artifacts = Homework students did

Source: Own

Exemplifying Categories

First Category: Community Knowledge

Subcategories were created to support the main category from different perspectives. Keeping in mind that Community-based pedagogies is the approach of this research, knowledge about students' community was analyzed through different instruments.

Contextualized information. From this subcategory, three different ways in which students contextualize information about their community were originated. First, it was found that

students are capable to express time by writing the days of the week (Students Artifact: F1) and moments of a journey (Students Artifact: Sk1); they also name community places, for example: police station and restaurant (Students Artifact: F5, F3, Sk1, Sk2); as well as, they use adverbs to give relevant information of some places in the community (Students Artifact: F1)

Community Services. Students recognize some services offered in La Boquilla. These services are related to health care, food, tourism, security, and sports. In one of the artifacts, Flyer 6, there is evidence that students (they work in groups) know the dates to have an specialized doctor's appointment, as seeing a doctor is very limited due to social services availability. For students, food service seems to be one of the most popular one in their community; they use basic expressions to talk about the menu of the day, typical food and beverage (Students Artifact: F3, Sk1, Sk2, Sk3). Additionally, they perceive the police station as the place where people in la Boquilla can complain (Students Artifact: F5). Likewise, some students name other services associated to tourism like massages, tour in boat, and selling of coconut water (Students Artifact: Sk1, F2, Sk1-Sk2-Sk3). Moreover, students identify the link between the content they were learning in English with their reality; with tourism as the main economic activity of their community (Students Oral Interview: Int S1).

In the same way, students have the ability to write and ask questions about some community jobs they would perform in the future. Some of the community jobs, they chose to write about, correspond to the community services mentioned above. They would like to be doctors, policewomen and lawyers. (Students artifacts: Drm1, Drm2, Drm3,).

Second language learning. Students were engaged in different communicative situations (written interview S2) and they express meanings in various ways. Tenth graders showed they have the ability to give a variety of information about community services, restaurant's menu, community jobs, and job descriptions (Students Artifact: F2, F6, F3 Sk1, Sk2, Sk3, JB Int). In addition, they manifest their like for this kind of activity to learn, use their English and have fun (Wrt Int 2, Int S2, Int S3).

As it was mentioned in a previous chapter, the beach is the main scenery for this community, some students recognize significant dangers of the sea, like sharks surrounding specific areas; and they can warn other people about these dangers. (Students artifacts: F1).

Other language functions, students master, have to do with purposes like: inviting people to do something (F4) or visiting some places (Sk1, Sk2, Sk3); asking and giving prices (Sk1, Sk2, Sk3); greeting people (Sk1, Sk2, Sk3). Some students have clear they can use these functions to communicate with foreign people and their friends (Int S1, Int S2, Wrt Int 1).

Finally, not only in this, but in other categories being analyzed later, students manifested their ability to give reasons when it is required. Most of them use the conjunction "because" to explain and argue their statements. They talk about their likes, passions, dreams and goals in life exemplifying what they say with drawings and timeline graphics. (Students Artifacts: Drm1, Drm2, Drm3, JB Int; Written Interview: S2).

Second Category: Personal Acceptance

Four subcategories were created to present students' points of view about themselves and others. Their perspectives concerning their jobs expectations, how they see others around them, and the role they would like to play in the world, were freely written through short paragraphs.

Importance of the family. From this subcategory, it was observed that family plays an important role in students' life, expressed when they wrote: "have my parents living" (Drm1). They demonstrate how valuable parents are for them. In addition, they recognize family's support when they mentioned: "they help me to be a good person all day" (Drm3).

Good things in life. Students acknowledge feelings, health and people around them as positive things in their lives. It could be inferred students like the life they have when they wrote: "I live happy" (Drm3). Furthermore, Language learning seems also to have an important and positive impact in their life, they expressed: "sentí alegría al aprender otra lengua que es muy importante" (Wrt Int 1). Other important aspect, in this subcategory, is that students appreciate having a good condition, they indicated it in the following way: "A good thing in my life is that I'm healthy" (Drm3).

Life Challenges. On the other hand, students realize things in life they have to improve or they would like them to be different. For example, they identify bad habits like wasting time when they comment "a bag thing in life is that I sleep all the time" (Drm2). Besides, it was noticed some homesickness when a relative is far away (Drm1) and some frustrations when they cannot do what they want (Drm3). But at the same time, these challenges make them stronger and sensitive in life. This could be observed when they wrote "yo considero que en esta vida nada

es fácil, hay que luchar” (Wrt Int 1).

Others in their life. One significant aspect observed on students’ interview is the fact that they liked the community recognizing what they do: “le dimos a conocer a la comunidad lo que hacemos”(Int. S1). There is a mutual support between community and students; they valued the support of their community who lended them some places to do their homework. “prestándonos los sitios” (Int S1, Int S2). Also, students expressed how determining are family and friends’ support in their life “they help me to be a good person all day” (Drm3). Moreover, students wrote about some jobs they would like to have in the future and among the reasons they gave for their choices, they involved the relevance of doing a good job to help other people. (Drm1, Drm2, Drm3). Finally, students identified the functions of some community jobs and how people in their community work to help others (Jb. Int)

Third Category: Homework Impact

Different aspects of students’ homework were analyzed in order to know the impact of the pedagogical intervention on their learning process and their personal life. Four subcategories were designed considering students’ formats to do their homework (homework features), the importance of the homework itself and the community in the homework, challenges and benefits students got through the different activities.

Homework features and creativity. Creativity and variety of resources were found in this subcategory, students employed real pictures (F5), drawings (F1, F2, F3, F4), and cutouts (F6), showing the ability they have to understand their reality being creative. Another relevant aspect

of homework was the diversity of colors used, font's style and size; giving value to some features they wanted to highlight. Students also presented the creation of their own advertisements for role plays where they acted like waiters, waitress, tourists, salesmen, and saleswomen. Written resources like the use of capital letter, lower and upper case, bold font were frequent when boys and girls from tenth grade wrote their flyers and paragraphs. (F1, F2, F3, F4, F5, F6, Sk1, Sk2, Sk3).

Importance of homework and community. Students gave merit to English learning through their real life, they linked tourism at their community with some topics they worked in class; one of the students said: “incluyendo la temática del inglés, del idioma inglés, estábamos convirtiendo nuestra realidad, la economía que es el turismo” (Int S1), they are conscious of English playing an important role in their community. Furthermore, students felt they could express their concerns and show their community's reality using the foreign language they are learning; Evidence of this awareness can be found in the final oral interview where one student said “Para poder referir y transmitir con el inglés todas esas inquietudes que se presentan a través de nuestra comunidad” (Int S1).

It was observed that the community became an essential mean of learning helping them with resources they needed to do homework. “My community help me in a way beautiful because, they support me with homework” (Wrt Int 2). Community not only supported them with homework, but students also acquired more knowledge about the community. There was the testimony of some students who wrote and commented how homework helped them to be aware of their reality and the value of people in their community; people who can give them a hand

when they need it. For example, one of the students said: “conocí más de mi comunidad” (Int S2); others liked the experience “I had a nice experience with my community and I learn in a different way” (Wrt Int 2); some participants emphasized on the challenges at their community, but as a means to get stronger: “en este pueblo hay muchas cosas.. la canción me enseña a seguir adelante..”, Students also priced foreigners help when doing their homework, they claimed, for instance: “la comunidad me ayudó mucho seño porque aquí hay muchas personas que saben inglés y yo encuentro apoyo en esas personas” (Wrt Int 1) and “pedí ayuda a un extranjero” (Wrt Int 3).

As it was explained before, homework gave them the opportunity to expose some of the problem the community has, they became more sensitive to issues observed, as they stated: enfatizábamos en los problemas que se viven a diario en la comunidad los problemas ambientales, la economía (Int S1). In addition, students exemplified the sense of belonging they have with their community; it could be analyzed in assertions like: “Di a conocer algunos sitios que son importantes en la comunidad, sitios turísticos y sitios que no muchas personas conocen” (Int S3). There could be perceived the principle of applicability on student’s thinking, they know they may practice what they learned in their community: “Aprender lo que de pronto podemos desarrollar más adelante en mi comunidad” (Int S1).

Challenges doing homework. Tenth graders identified their own challenges. They recognized the demanding effort they have to do in order to pronounce the words properly and to recall them to interact with others. (Int S1, Int S1, Int S1, Wrt Int S3, Wrt Int S3). Few students accepted that homework make them to feel demotivated at the beginning, but then, they recognized that they could be responsible through the different activities: “me dí cuenta que puedo ser responsable” (

Wrt Int 4). Social interactions also became a dare, when starting the pedagogical intervention, students manifested that some classmates did not like working with them “no lo aceptan a uno” (Wrt Int 1), but then, it was found that they overcome this resistance: “aprendí a integrarme más al grupo” (Wrt Int 1). Additionally, students highlighted other self-improvements they have by doing their homework like the following: “Antes me daba miedo hablar en inglés” (Int S2), “ahora me gusta más y quiero aprender” (Wrt Int 3), “la canción que cantamos en grupo fue muy divertida y me ayudó en la pronunciación” (Wrt Int 5). Resilience could be one of the main students’ characteristics, despite their challenges, they look everyday for the way they could become better people. On the other hand, they appreciated teacher's support to enhance their skills: “la profesora también nos ayudaba en esa parte” (Int S1) and “y usted, con su ayuda” (Wrt Int S5).

Benefits doing homework. Evidence of homework’s benefits was expressed through different areas of learning. First, students manifested they liked the dialogues the most (Wrt Int S2, Int S2, Int S1, Wrt Int S5) because these kind of activities allowed them practicing their English and communicating with other people, including their classmates. Some of the statements they used to support this category were : “la tarea me ayudó a practicar y a basarme más en el inglés”(Int S1), “utilicé más el inglés y me ayudó a la pronunciación” (Wrt Int S1). Also, it could be say that homework involved students’ interests; for example, one of the students claimed that the homework he liked the most was the flyer because he likes drawing (Int S3). Moreover, there were found some statements, in the interviews, that highlighted a link between learning and real life for them, it could be demonstrated that students are aware of their reality and about the effort they have to make to learn English. For instance, one student said: “the music Hand in My pocket expresa algo de la vida real... la canción me enseña a seguir adelante / fue importante porque es

luchando para aprender otro idioma ” (Wrt Int 1). Something very significant students argued is that they could have fun learning English. Evidence of this finding can be seen in the following expressions: “porque nos divertimos y aprendimos más” (Int S2), “because fue una forma divertida de aprender” (Wrt Int S5), and “I express myself in a free way” (Wrt Int S2).

Furthermore students manifested improvement of some aspects of their language learning like pronunciation and the ability to communicate with others. Relevant statements such as: “me aprendí la canción y ayudó a mi pronunciación” (Wrt Int S1), “ I could write, speak, sing, express...” (Wrt Int S2), and “hablar y poder entender el inglés” (Wrt Int S3), could confirm their engagement in communicative situations through their homework. Additionally, they recognized the importance of communicating with foreign people while doing their homework, eg. “habilidad para hablar con una persona de idioma extranjero” (Int S1), “conversé con ellos en inglés”, (Int S2), “la tarea que me ayudó a utilizar más el inglés: e los los diálogos y en la música” (Wrt Int S1) and “I can communicate more with other people...work with my friends in english” (Wrt Int 2). They also valued listening and writing skills as activities to foster their English Learning: “Con el escuchar ya teníamos énfasis en lo que íbamos a escribir” (Int S1).

Moreover, students felt they had opportunities to think, express themselves in a freeway, and practice their English more independently, eg. “libertad de pensamiento” (Int S1), “I express myself in a free way” (Wrt Int S2) and “con Tatiana fue que nos pusimos de acuerdo y empezamos a dialogar en inglés y ella me corregía” (Wrt Int S1).

Conclusions and Implications

This research has studied implications of Community Based Homework Strategies on the English learning improvement of tenth graders from I.E. La Boquilla. It was analyzed the knowledge students showed and got about their community, different uses of English, and homework benefits were analyzed. In the analysis, it was evident that the pedagogical implementation generated a meaningful impact on students' personal acceptance, students' learning and their community awareness.

The question formulated in this research about “How can the implementation of community-based homework strategies help to improve the English Language Learning Process on the tenth grade students from I.E. La Boquilla?” could be answered by examining data, from the instruments, into specific categories with subcategories and themes. This data allowed analyzing homework impact on learners and their learning. For example, in a first category called: “Community Knowledge” it could be observed how students give contextualized information because they were able to use adverbs, to express time when designing their flyers and offering a menu in a restaurant; they also named community places to present particular aspects of their community.

From the second category “Personal Acceptance”, it was inferred that homework could help students to recognize the importance of their family and people around them. Writing paragraphs about their dreams was beneficial, because they thought about the support they receive from others, about the opportunities they have to improve and the service they can offer to their community.

Homework impact was the third category analyzed; data in this category supported the importance of homework and community; and other implications of this research such as challenges and advantages students had accomplishing homework. Findings exhibited that homework could help students' creativity and resourcefulness; moreover, homework could strengthen the relationship between English learning and students' real world. By the other hand, through the different activities it was observed the support community could provide to students' learning by facilitating them a variety of scenarios.

Another significant impact of homework was the awareness of community problems raised on students' minds; they had the opportunity to discover some issues affecting their environment and to share them in the academic context. In this sense, it could be said that implementing community-based homework strategies for English Learning is favorable, because students have more possibilities to explore, recognize and value what they have around them bringing a deeper knowledge to their classroom; knowledge that could be used to foster their communicative skills in a foreign language as English is for them.

Findings showed students engagement and interest to do homework related to their context and to participate in a variety of communicative activities. It could be stated that the implementation of Community-Based Homework strategies helped to improve English learning from diverse areas of language learning. For instance, students, when answering questions in the interview, revealed the acquisition of more confidence to interact with their classmates and with foreigners; they value their ability to draw and sing about themes related to their reality. In this sense, it was surprising to observe how a link between learning and real life actively involved learners to do their homework and to share it in the classroom.

Pedagogical Implications

This study has provided further insights for L2 (Second Language) learning. First, when planning the pedagogical intervention, there were opportunities to rethink the way lessons were prepared in order to include homework strategies effectively. Homework was seen as an extra practice tool to extend learning; for this reason, homework purposes were stated and explained to students in the middle of the lesson. At the end of the lessons, teachers included a homework comprehension phase to be sure students had clear what they needed to do.

Moreover, as homework was shared in class, there was room to provide feedback and for students to reflect upon what they knew about their community. It was observed through the interviews that students did their homework because they were interested in their community, more than in the grade. Students and teachers learned more about the environment surrounding their school and found a variety of purposes to learn English at la Boquilla: for tourism as their main economic activity, for their personal dreams, or for communicating with other people.

Additionally, as homework was assigned by groups, students reported that they have learned to integrate themselves more with their classmates, despite some of them had problems at the beginning. Cooperative learning was promoted because students were able to practice their English with their peers outside the classroom. Students manifested, they helped among them by checking their mistakes; because they wanted to improve their presentations and use their English (Wrt. Int. S1).

Furthermore, as students asked in the first survey, lessons plans involved the use of ICT. For instance, recorded videos and videos of their previous homework uploaded in YouTube were presented in the warm up activity to engage them and to present the target language. From the interviews, there was evidence that students perceived the activities as enjoyable.

Also, it could be observed that students improved their organizational skills. They reported to be more responsible with their homework. It could be said that community based pedagogies engage students in their English learning, learners seem to value what they are doing and the purpose why they engage in developing a specific homework.

Research Implications

As it was mentioned before, this study has provided supported findings of the benefits from applying community-based homework strategies to improve English Learning. The analysis of data through categories has allowed relating the information to enrich the findings presented above. It is advisable working with Content analysis approach for further research studies on this field because teachers can organize the information in a creative way and logically. It was amazing to see how data from one instrument could be used to explore more than one category; and how data from different instruments fit in the same category.

In addition, from the data analysis, it was determined that a possible implication of this study for EFL teaching and learning is that teachers can be more aware of the importance to provide additional exposure to English outside school through community homework. Students realized the opportunities they have to interact with foreign people and with their classmates outside the school. It could be inferred that community-based homework strategies may give new insights for

foreign language use; arguing that this can be practiced and found in student's afrocolombian communities; students and people in their community used it for different purposes like tourism and personal development. Teachers need to be aware of the community surrounding their schools; communities that are sources of linguistic and cultural wealth. Future experiences on this field should be systematically reflected and researched because they can contribute to value students' communities as sources of learning and sources of communicative engagement.

Finally, from this research, it could be summarized and concluded that community-based homework strategies are beneficial for L2 learning because they help students increase the awareness about their community and their engagement in communicative situations. There is evidence that students were able to use English for different purposes, they expressed L2 learning, for example, by giving advices and information about their community (flyers). It could be demonstrated that homework helps students to progress in different aspects: learning linked to students' real life, social skills, community recognition, and personal acceptance as members of a group.

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ANNEXES

Annex 1. Students' Homework Grade

LIST	PLANILLA	COGNITIVO				ACTITUDINAL		PROCEDIMENTAL				EXAMEN	FINAL	
	SEGUIMIENTO A ESTUDIANTES	40%			Val. Def.	15%	Val. Def.	20%				Val. Def.	30%	100%
Nº	Estudiante													
								TAREAS DE DE						
1	ARZUZA VEGA, KENNER							6						
2	CAICEDO MONTESINO, ALEJANDRO ANDRES							1						
3	CARMONA ACUÑA, LORENA							10						
4	CARMONA MENDOZA, LUIS RAFAEL							1						
5	CASTRO MONCARIS, DAISON MANUEL							10						
32	GIRADO OROZCO, LEYDER DAVID							2						
6	GIRALDO GOMEZ, MARIA ISABEL							1						
7	GOMEZ BATISTA, CAROLINA MARIA							1						
8	GOMEZ ROMERO, MARISABEL							7						
9	GOMEZ VALIENTE, CHEMAIRA VANESA							10						
10	HERNANDEZ SUAREZ, DAYANA MARGARITA							1						
11	HERRERA GUZMAN, GABRIELYS							9,8						
12	HERRERA ORTIZ, JOSE RAFAEL							4						
13	IRIARTE BUENDIA, DALIA MARGARITA							9,8						
14	LOPEZ PEREZ, YEILER DAVID							4						
15	LUNA ROMERO, INGRID MARIA							9,8						
16	MARTINEZ PINEDA, YEFFERSON MANUEL							1						
17	MARTINEZ YANE, LESVIA							10						
18	MENDOZA GOMEZ, JHOYNER DE JESUS							4						
19	MIRANDA CARDENAS, LEONELA							2						
20	MORALES AGUILAR, ANYELI ISABEL							6						
21	MORALES RAMIREZ, HEYDY MARIA							10						
22	OROZCO ZUÑIGA, YARLEYDIS							2						
23	ORTEGA ACOSTA, JHONIER							4						
24	PAJARO DIAZ, BRENDA ISABEL							10						
25	PINTO CARRIAZO, JUNIOR							9						
26	POLO FIGUEROA, MAITES							9						
27	PUERTA GOMEZ, JOE ANDRES							5						
28	RANGEL FRANCO, OMAR YESID							9,5						
29	TORRES SERMEÑO, YESSICA PAOLA							4						
30	TORRES VASQUEZ, KATHERIN							4						

Annex 2. Community visit: Field notes format

FUNDACIÓN UNIVERSITARIA COLOMBO INTERNACIONAL
RESEARCH METHODOLOGY
COMMUNITY-BASED HOMEWORK STRATEGIES PROJECT
FIELD NOTES FORMAT

OBJECTIVE: Identify relevant information about la Boquilla community and the role of the school.

OBSERVERS: Alexi Durango - Marjory Parejo - Karen Puello

PARTICIPANTS: La Boquilla Community

LOCATION: I.E. La Boquilla

DATE	TIME	ASPECT TO OBSERVE	OBSERVATION
30-01-2015	3:00 p.m.	<ul style="list-style-type: none"> * La Boquilla High School. * Landscape * Main Economic Activities: Fishing, groceries, restaurants and peddling. * Population * Interaction Spaces * Local Service 	<ul style="list-style-type: none"> * La Boquilla is a small town near Cartagena. * The majority of people are Afro-colombian. * The school plays an important role for the community. It provides spaces to enhance the students English speaking skills that they need at their workplaces. Also, the school offers its physical resources to train people from the community in pisciculture. * Fishing is the main economic activity and they also have food services for tourists and visitors. * The beach has become the principal scenery for different activities: work, sports, and academic activities. * People meet to dance near the “picós”, play sports in the softball field and swim in the sea. * Community care and development is managed by the police station, the culture house, the school and the health care center. * The town has beautiful landscapes like the area of mangroves

SOME PICTURES WERE TAKEN DURING THE VISIT



Road to school: "La Mojarra" square



Boquillita's view



Road from the beach to school



A group of students enjoying on the beach



"Picós" dance



Fishermen fishing with atarraya

Annex 3. Survey Sample

Brenda Payaro.

FUNDACIÓN UNIVERSITARIA COLOMBO INTERNACIONAL
RESEARCH METHODOLOGY
NEED ANALYSIS
SURVEY

OBJECTIVE: Identify students' interests and preferences related to their homeworks in English as a subject.

INSTRUCTIONS: Read the statements and select the option which best matches your expectations. Mark it with a **X**. More than one option is accepted.

1. What kind of content do you prefer to work with during your Homework?

- ☐ Grammar
- ☒ Vocabulary
- ☐ Different topics like sports, weather
- ☐ Topics related to the English culture

2. What kind of homework do you prefer to develop your communicative competences?

- ☐ Role Plays
- ☒ Reading exercises
- ☐ Listening exercises
- ☒ Dialogues
- ☐ Grammar exercises
- ☐ Solving problems
- ☐ Preparing presentations
- ☐ Describing the community
- ☐ Simulations and game

3. How do you prefer to do your homework?

- ☐ Individually
- ☒ In pairs
- ☐ Small groups
- ☐ With family member or friends

4. Who explains you the homework when you don't understand?

- ☒ Your parents or a family member
- ☐ A friend
- ☐ the teacher
- ☐ by researching on the web or books

5. Which study skills do you use to do your homeworks?

- ☒ Identify a location for doing homework that is free of distractions.
- ☐ Have all materials available and organized.
- ☐ Have a routine (specific time)
- ☐ Take good notes during class activities.
- ☐ Plan a calendar to monitor your own homeworks
- ☒ Check homework before handing it
- ☐ Know how to get help when it is needed.
- ☐ Using technology as support

Brenda Pajaro

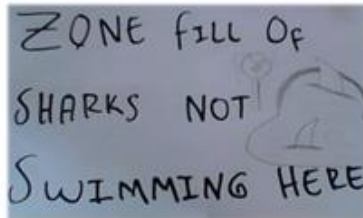
6. Which study skills would you like to be trained to do your homeworks?
- ☐ Identify a location for doing homework that is free of distractions.
 - ☒ Have all materials available and organized.
 - ☐ Have a routine (specific time)
 - ☐ Take good notes during class activities.
 - ☐ Plan a calendar to monitor your own homeworks
 - ☐ Check homework before handing it
 - ☐ Know how to get help when it is needed.
 - ☒ Using technology as support
7. Which skills do you prefer to reinforce during homework?
- ☐ Reading
 - ☐ Listening
 - ☐ Writing
 - ☒ Speaking
8. What do you learn English for?
- ☐ To pass a test
 - ☐ To study abroad
 - ☐ To have fun
 - ☒ To communicative with other people
 - ☒ To study at the university
9. Which kind of learning style do you feel comfortable with to do your homework?
- ☒ Visual (spatial): You prefer using pictures, images, and spatial understanding.
 - ☐ Aural (auditory-musical): You prefer using sound and music.
 - ☒ Verbal (linguistic): You prefer using words, both in speech and writing.
 - ☐ Physical (kinesthetic): You prefer using your body, hands and sense of touch.
 - ☐ Logical (mathematical): You prefer using logic, reasoning and systems.
 - ☐ Social (interpersonal): You prefer to learn in groups or with other people.
 - ☐ Solitary (intrapersonal): You prefer to work alone and use self-study
10. How do you prefer to present your homeworks?
- ☐ On paper (notebook, practice book, any written presentation)
 - ☐ Orally in front of the class
 - ☐ Sharing your homework in smalls groups or pairs
 - ☐ Contrasting students answers with your answers

Thanks

Your welcome!

Annex 4. Students' Artifact One: Flyers

Flyer 1.



Flyer 2.



Flyer 3.



Flyer 1.



Flyer 2.



Flyer 3.



Annex 5. Students' Artifact two: skits' transcript

SKIT 1

A: Hi! Good afternoon! Welcome to Rondolon Restaurant. Sit down please!

Others: Thank you!

B: What did you have?

A: The menu of the day is rice, fish, coconut rice and panela water.

C: Oh coconut water

B: How much?

D: two thousand

E: Yeah, of course!

D: Bye

E: Hello! How are you?

F: Fine thank you! And you?

E: I would like a massage

Ok. Of course

Waiter coming

W: yes!

The bill please

Fifty thousand

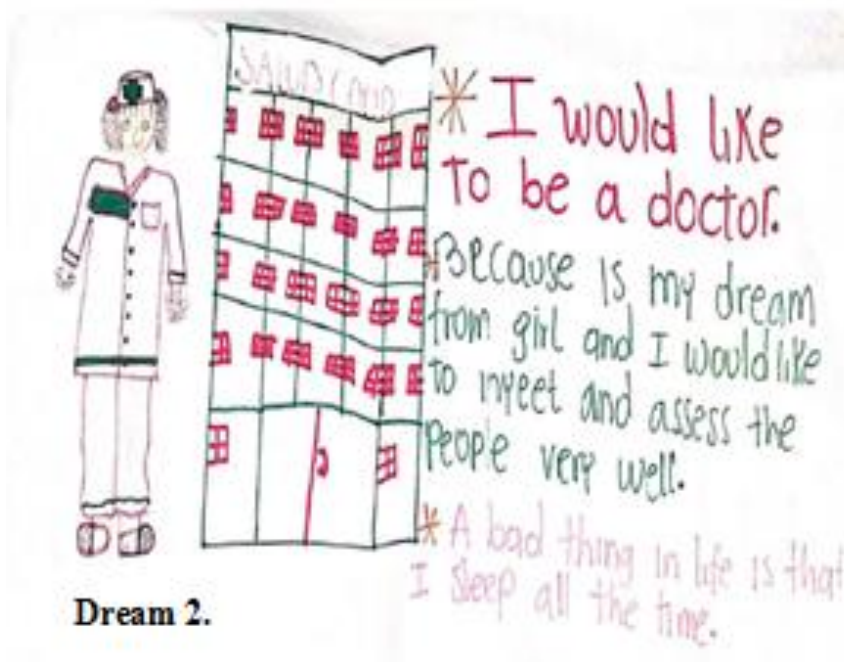
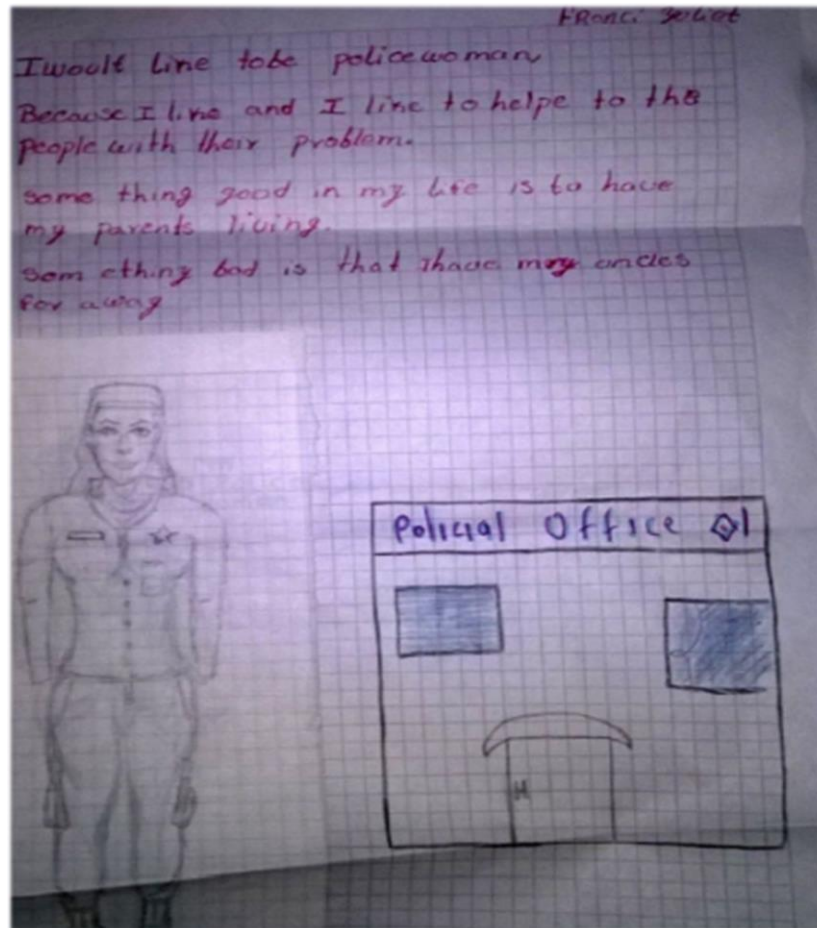
Bye. Thank you

SKIT 2

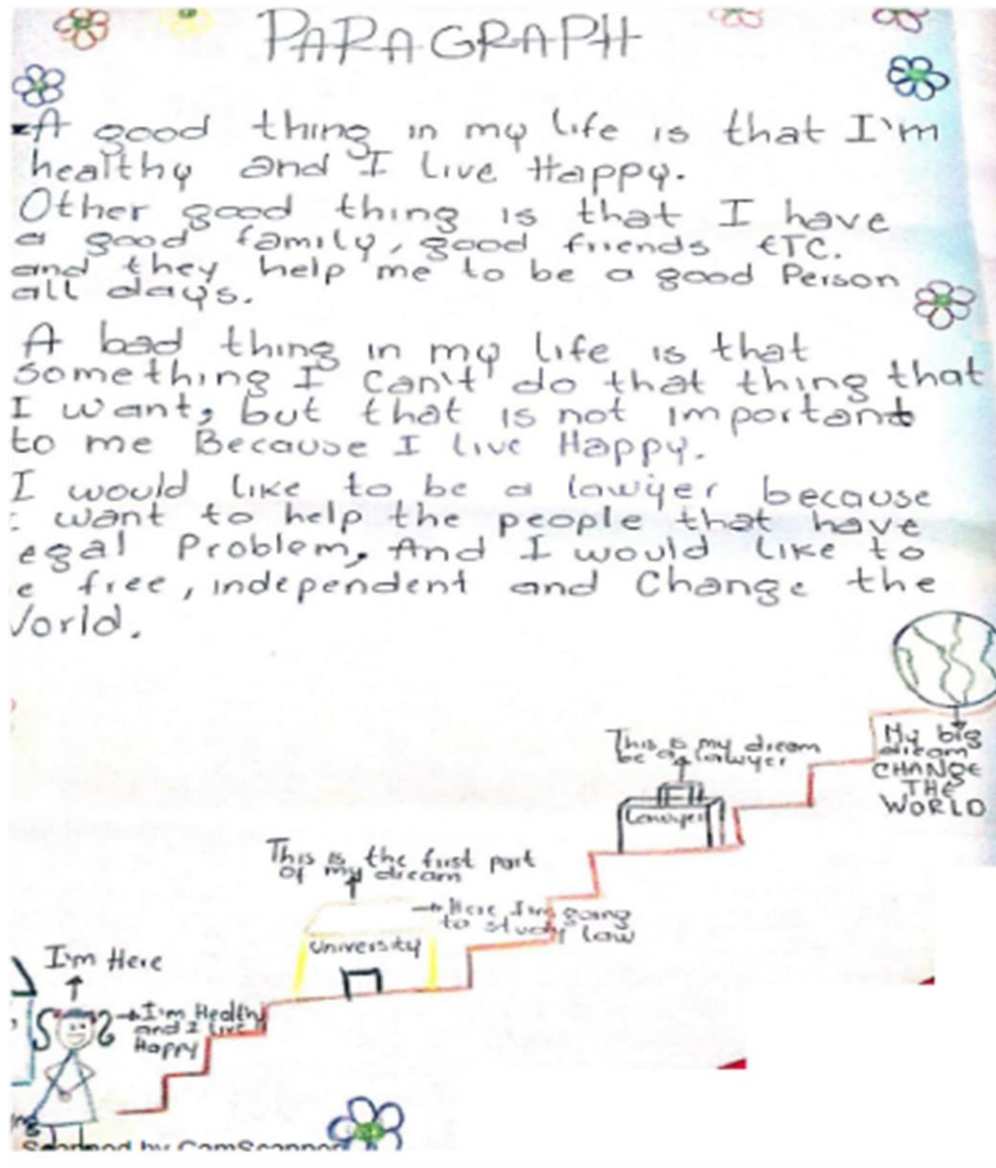
H: Hello! How are you
Wt: Fine thank you! and you?
H: Very well, thank you.
Wt: Welcome to the restaurant Donrolondo. In the menu of the day there fish, rice, coconut rice and panela water
H: Thank you
Wt: Is your wife
H: She is my wife
Wt: What do you want?
H: I want coconut rice and fish
Wt: And for you?
W: I want rice salad
Wt: Ok
Salesman: coconut water, coconut water, coconut water... Coconut water
W: I will have coconut water
S: I coconut water
H: The bill please
Wt: Fifty thousand pesos

SKIT 3

Boy: Hello
Waiter: Welcome
Girl 1: I am hungry! What's the menu?
W: Alexander restaurant menu of the day is fish, rice, coconut rice and panela water. Sit down please!
B: Please Coconut rice!
G1: The Fish
G2: Rice please
Salesman: coconut water, coconut water
G1: tow please
S: two thousand
G1: The bill please
W: Fifty thousand

Annex 6. Students' Artifact three: Students' paragraphs about their dreams**Dream1.**

Dream 3.



Annex 7. Students' Artifact four: Job Interview**TRANSCRIPT**

Jean Carlos: It's a report. What's your name?

Luis Rafael: I am Luis Rafael.

Jean Carlos: What do you do?

Luis Rafael: I am a librarian

Jean Carlos: what is your function in a librarian?

Luis Rafael: My function is seven to the students when they need a book

Jean Carlos: Why motivated to be a librarian?

Luis Rafael: The passion for books

Jean Carlos: What is the most difficult to be a librarian?

Luis Rafael: fix book

Annex 8. Oral Final Interview**TRANSCRIPT**

Jean Carlos: Hola, mi nombre es Jean Carlos Valiente

Brenda: Mi nombre es Brenda Pájaro

Joe: Mi nombre es Joe Andrés

Karen: ¿En qué grado están?

Jean Carlos: Yo estoy en grado décimo

Brenda: Igual, estoy en grado diez, décimo

Joe: Décimo

Karen: Bien, vamos a comenzar con la preguntas. ¿Qué tarea te gustó más y por qué?

Jean Carlos: ehheh, Inicialmente, la tarea que me gustó más fue la del restaurante cuando estábamos conversando con nuestros compañeros porque digamos que ahí tuvimos un punto de partida en que nosotros aprendemos más inglés y nos podíamos desarrollar más la lengua y aplicarlo a nuestra pronunciación.

Karen: Muy bien, interesante. Brenda

Brenda: A mí la tarea que más me gustó fue la conversación del restaurante porque nos divertimos y aprendimos más.

Joe: El trabajo que más me gustó realizar fue el flyer que realizamos en clase, el aviso porque me gusta dibujar.

Karen: ¿Qué problemas tuviste haciendo la tarea?

Jean Carlos: El problema, o sea, lo que más se me dificultó haciendo la tarea fue la pronunciación porque digamos que a pesar que estábamos buscando mejorar la pronunciación siempre se me olvidaban algunas palabras o no sabía cómo pronunciarlas, entonces eso fue lo que más hizo dificultad en mí.

Brenda: Bueno, el problema que yo tuve fue que se me olvidaban las palabras y no sabía que decir, a veces.

Joe: A mí también se me dificultó un poco la pronunciación y eso fue la dificultad que tuve.

Karen: ¿Qué beneficios obtuviste haciendo tu tarea?

Jean Carlos: Los beneficios que yo obtuve haciendo esa tarea fueron varios pero los principales, se podría decir que fue mejorar la pronunciación, digamos que tuve más libertad de pensamiento a la hora de responder una pregunta en una conversación y también mejorando la habilidad para hablar con una persona de idioma extranjero.

Brenda: Los beneficios que yo obtuve fue que conocí más de mi comunidad y también hablé con mis compañeros, o sea, conversé con ellos en inglés y a mí antes me daba miedo hablar en inglés.

Joe: Pues, el beneficio que yo obtuve fue darle a conocer a mi comunidad los problemas que se viven en ella.

Karen: ¿Qué tan importante fue la tarea para ti?

Jean Carlos: Para mí la tarea fue muy importante porque digamos que a pesar de que estábamos incluyendo la temática del inglés, del idioma inglés, estábamos convirtiendo nuestra realidad, la economía que es el turismo, la estábamos convirtiendo y estábamos abriéndole paso al idioma para que la persona se forme más en esa parte porque como esto es un sitio turístico y nos enfocábamos más en eso. Eso fue lo más importante: Aprender lo que de pronto podemos desarrollar más adelante en mi comunidad.

Brenda: Para mí fue importante porque aprendí más sobre como pronunciar las palabras.

Joe: Fue importante porque di a conocer algunos sitios que son importantes en la comunidad, sitios turísticos y sitios que no muchas personas conocen.

Karen: ¿En qué situaciones comunicativas te involucraste haciendo tu tarea?

Jean Carlos: Fueron tres las más básicas. El escuchar inicialmente que fue lo más importante porque de ahí derivábamos la escritura. Con el escuchar ya teníamos énfasis en lo que íbamos a escribir, ya teníamos el ideal y la profesora también nos ayudaba en esa parte como ese escribía cada palabra y hacíamos unos pequeños detalles. La pronunciación también fue otro método. El

hablar, desarrollamos mucho la lengua en momentos de la conversación y por último la escritura fue esencial porque ahí aprendimos cómo escribir palabras en inglés, o sea, una ortografía, nos proyectamos una ortografía en inglés, teníamos un límite para que nosotros pudiéramos escribir y cómo se debía escribir cada palabra en inglés.

Brenda: Como dijo mi compañero, las básicas fueron la escucha, el habla y la escritura.

Joe: Igualmente, el habla, la escucha y la pronunciación.

Karen: ¿Cómo tu comunidad te ayudó a hacer la tarea?

Jean Carlos: La comunidad nos ayudó desde varios ángulos, principalmente nos prestaron los lugares en el cual desarrollamos la conversación, cuando hicimos la conversación del restaurante, nos ayudaron en esa parte. También nos ayudaron que enfatizábamos en los problemas que se viven a diario en la comunidad, los problemas ambientales, la economía y los problemas que se viven actualmente. Entonces, digamos que nuestra comunidad nos sirvió de mucha ayuda para poder referir y transmitir con el inglés todas esas inquietudes que se presentan a través de nuestra comunidad.

Brenda: La comunidad nos ayudó prestándonos los sitios como era una conversación de un restaurante, nos prestaron las enramadas, los restaurantes para que hiciéramos eso.

Joe: Pues, mi comunidad me ayudó prestándonos los sitios de presentación como son las enramadas y los restaurantes como un fondo, un sitio para que sea más real la conversación y también le dimos conocer a la comunidad lo que hacemos.

Karen: Muy bien chicos, hicieron un excelente trabajo.

Annex 9. Written final interview

Written final interview Student 1

FUNDACIÓN UNIVERSITARIA COLOMBIA INTERNACIONAL
RESEARCH METHODOLOGY
STUDENTS INTERVIEW

OBJECTIVE: To identify the 10th grade students' point of view about Community-Based Homework.

INSTRUCTIONS: Read the questions and answer according to your experience (Lee las preguntas y responde de acuerdo a tu experiencia)

1. Which homework did you like the most and why? (¿Qué tarea te gustó más y por qué?)

The music "Hand in my pocket" Expresses algo de la vida real. Yo pienso que en esta vida nada es fácil, hay que luchar. En este pueblo hay muchas cosas de la gente que tiene, las vivencias y la canción de ensena a seguir adelante. Que hay miles de historias pero hay que tener fuerza.

2. What problems did you have while doing the homework? (¿Qué problemas tuviste haciendo la tarea?)

Hay veces que cuando queremos informarnos cosas no queremos bucear, no se aceptan a uno.

3. Which benefits did you get when doing your homework? (¿Qué beneficios obtuviste haciendo la tarea?)

En la música al aprender otra lengua que es muy importante hay en Aprende a integrarme más al grupo. Aprendi que hay canciones que te demuestran la vida en algunas a uno. Me aprendi la canción y ayudo a mi pronunciación.

4. How important was homework for you? (¿Qué tan importante fue la tarea para ti?)

Fue muy importante porque es luchado para aprender otra idioma más cuando los roles son desordenados. La tarea me ayudo a practicar y basarme más en el inglés.

5. In which communicative situations were you involved while doing your homework? (¿En qué situaciones comunicativas te involucraste haciendo la tarea?)

Con Johana la que nos animas de cantar y comprendimos a challenge en inglés y ella me corrige.

6. How did your community help you to do your homework? (¿Cómo te comuñidad te ayudó hacer la tarea?)

La comunidad me ayudo mucho pero porque aqui hay personas que saben inglés y yo encuentro apoyo en esas personas.

7. Which homework help you to use English the most and why? (¿Qué tarea te ayudó a usar más el inglés?)

En los diálogos y en la música porque utilice más el inglés y me ayudo a la pronunciación.

Written final interview Student 2

FUNDACIÓN UNIVERSITARIA COLOMBIA INTERNACIONAL
RESEARCH METHODOLOGY
STUDENTS INTERVIEW

OBJECTIVE: To identify the 10th grade students' point of view about Community-Based Homework.

INSTRUCTIONS: Read the questions and answer according to your experience (Lee las preguntas y responde de acuerdo a tu experiencia)

- Which homework did you like the most and why? (¿Qué tarea te gustó más y por qué?)
The homework I liked the most was the dialogue that I did with Nofar, because I express myself in a free way.
- What problems did you have while doing the homework? (¿Qué problemas tuviste haciendo la tarea?)
I didn't have any problem, because I understood everything.
- Which benefits did you get when doing your homework? (¿Qué beneficios obtuviste haciendo la tarea?)
My benefits are that I can communicate more with other people
- How relevant was homework for you? (¿Qué tan importante fue la tarea para ti?)
The homework was very important for me because I had a nice experience with my community and I learned in a different way.
- In which communicative situations were you involved while doing your homework? (¿En qué situaciones comunicativas te involucraste haciendo la tarea?)
I could write, speak, sing, express and work with my friends in English.
- How did your community help you to do your homework? (¿Cómo te ayudó la comunidad a hacer la tarea?)
My community helped me in a way beautiful because they support me with homework.
- Which homework help you to use English the most and why? (¿Qué tarea te ayudó a usar más el inglés?)
The homework that I used more English was the dialogue because when expressing myself freely I could learn how to interact with the other people.

Annex 10. Categories' Exemplification Chart**CATEGORY 1: COMMUNITY KNOWLEDGE**

SUB-CATEGORIES	FINDINGS
<i>Contextualize information</i>	<p>* Express time: on Tuesday F1 / menu of the day F3/ Good afternoon! Sk1</p> <p>* Naming places: police station F5 / Restaurant F3 / Welcome to Rondolon restaurant... Sk1/ Welcome to the restaurant donrolondon... Sk2/</p> <p>* Use of adverbs: here F1</p>
<i>Community Services</i>	<p>* Health care: free medical care F6</p> <p>* Food: Restaurant F3 / The menu of the day is... Sk1 / In the menu of the day there fish Sk2 / Alexander restaurant menu of the day is fish Sk3</p> <p>* Security: Image F5</p> <p>* Tourism: Tour in boat F2 / I would like a massage Sk1 / coconut water, coconut water Sk2, Sk3 / <i>estábamos convirtiendo nuestra realidad, la economía que es el turismo.</i> Int S1</p> <p>* Sport: soccer field F4</p> <p>* Community jobs: I would like to be policewoman Drm1/ I would like to be a doctor Drm2/ I would like to be a lawyer Drm3/ I am a librarian. JB Int. / Fix book. JB Int.</p>
<i>Second Language Learning</i>	<p>* Giving information: tour in boat F2 / specialist on Tuesdays F6 / menu of the day F3 / The menu of the day is... Sk1 / In the menu of the day there fish Sk2 / Alexander restaurant menu of the day is fish Sk3 / My function is seven to the students when they need a book. JB Int. / It's a report JB Int. / La tarea que me gustó más fue la del restaurante. Int 1</p> <p>* Warning: fill of sharks F1 / not swimming here F1</p> <p>* Inviting: play soccer in the soccer field F4/ Welcome to Rondolon restaurant... Sk1/ Welcome to the restaurant donrolondon... Sk2/ Welcome Sk3</p> <p>* Asking and giving prices: The bill please- Fifty thousand Sk1, Sk2, Sk3 / How much? D: two thousand Sk1/ two thousand Sk3</p> <p>* Greetings: Hi! Good afternoon! Sk1/ Hello. Sk2, Sk3.</p> <p>* Giving reasons: I like to help to the people with their problem Drm1/ Because is my dream from girl... Drm2/ Because I would like to inyeet and assess the people very well Drm2/ because I want to help the people that have legal problem Drm3/ I would like to be free independent and change the world Drm3. /The .passion for books. JB Int./ the homework I like the most was... because I express myself...Wrt Int 2 / Because when expressing myself freely I could learn how interact with the other people. Wrt Int 2.</p> <p>* Asking for information: What's your name? JB Int / What do you do?/ JB Int what is your function in a librarian? JB Int. / Why motivated to be a librarian? JB Int/ What is the most difficult to be a librarian?JB Int. En que grado estan? . FI / Que tarea te gustò mas y porque? . FI /</p> <p>* Introducing myself: I am Luis Rafael JB Int.</p>

CATEGORY 1: PERSONAL ACCEPTANCE

SUB-CATEGORIES	FINDINGS
<i>Importance of the family</i>	<p>* Living with parents: Have my parents living. Drm1.</p> <p>* Family support: They help me to be a good person all day. Drm3.</p>
Recognizing good things in life	<p>* Feelings: I live happy. Drm3 / sentí alegría al aprender otra lengua que es muy importante. Wrt Int 1.</p> <p>* Health: I'm healthy. Drm3.</p> <p>* People round me: Have my parents living. Drm1/I have a good family. Drm3.</p>
Life Challenges	<p>* Habits: sleep all the time. Drm2.</p> <p>* People round me: My uncle for away. Drm1/ Cuando estábamos conversando con nuestros compañeros. FI.</p> <p>* Life opportunities: something I can't do that thing that I want. Drm3.</p>
Others in their life	<p>* Help others: I like to help to the people with their problem. Drm1/ Because I would like to inyeet and assess the people very well. Drm2 / Because I want to help the people that have legal problem. Drm3. My function is seven to the students when they need a book. JB Int /le dimos conocer a la comunidad lo que hacemos. Int S3.</p> <p>* Others help me: They help me to be a good person all day. Drm3 / La comunidad nos ayudó desde varios ángulos, principalmente nos prestaron los lugares. Int 1/ nos ayudaron que enfatizábamos en los problemas que se viven a diario en la comunidad. Int S1/ prestándonos los sitio. Int S1, Int S2.</p>

CATEGORY 3: HOMEWORK IMPACT

SUB-CATEGORIES	FINDINGS
<i>Homework features and creativity</i>	<p>* Use of real pictures: F5</p> <p>* Use of drawings: F1 /F2/ F3 /F4 / advertisement Sk1, Sk2 Sk3</p> <p>* Use of cutouts: F6.</p> <p>Font: Capital letters F1 / bold letters F2, F3, F4 / lower case letter with capital letter F2, F3, F4, F5, F6 / advertisement Sk1, Sk2 Sk3</p> <p>* Color: Black F1 / pink F2 F3 F4 / blue and black F5 F6/ red and black Sk1, Sk2 Sk3.</p> <p>* Size: small letter F3 F4/ medium letter F1 F3 F4 F5 F6 / big letter F2 / big and small letter: advertisement Sk1, Sk2 Sk3.</p>
<i>Importance of homework and community</i>	<p>* Link between English learning and real life: Incluyendo la temática del inglés, del idioma inglés, estábamos convirtiendo nuestra realidad, la economía que es el turismo... Int S1. Nos prestaron los lugares en el cual desarrollamos la conversación. Int S1 / Prestándonos los sitios. Int S1, Int S2. / Para poder referir y transmitir con el inglés todas esas inquietudes que se presentan a través de nuestra comunidad. Int S1. / hay canciones que le muestran la vida a uno. Wrt Int 1 / I had a nice experience with my community and I learn in a different way. Wrt Int 2.</p> <p>* Source of learning: Conocí más de mi comunidad. Int S2. / Aprendí más sobre como pronunciar las palabras. Int S2 / en este pueblo hay muchas cosas. La canción me enseña a seguir adelante. Wrt Int 1 / la comunidad me ayudó mucho seño porque aquí hay muchas personas que saben inglés y yo encuentro apoyo en esas personas. Wrt Int 1 / My community help me in a way beautiful because, they support me with homework. Wrt Int 2/ pedí ayuda a un extranjero. Wrt Int 3.</p> <p>* Community awareness: Darle a conocer a mi comunidad los problemas que se viven en ella. Int S3. / Aprender lo que de pronto podemos desarrollar más adelante en mi comunidad. Int S1 / Di a conocer algunos sitios que son importantes en la comunidad, sitios turísticos y sitios que no muchas personas conocen. Int S3 /enfatzábamnos en los problemas que se viven a diario en la comunidad los problemas ambientales, la economía. Int S1/ /le dimos conocer a la comunidad lo que hacemos. Int S3 / valoreé mi comunidad. Writ Int 3.</p>
<i>Challenges doing homework</i>	<p>* Difficulties: La pronunciación. Int S1 / Se me olvidaban las palabras y no sabía que decir. Int S2. / La pronunciación. Int S3. / aveces no lo aceptan a uno. Wrt Int 1 /en la escritura y un poquito en la pronunciación. Writ Int 3/ que al principio me dió pereza. Wrt Int 4 /My big problem gues the pronuntiation. Wrt Int 5.</p>

	<p>* Reasons: Siempre se me olvidaban algunas palabras Int S1.</p> <p>* Self-improvement: Antes me daba miedo hablar en inglés. Int S2. / aprendí a integrarme más al grupo. Wrt Int 1 / ahora me gusta más y quiero aprender. Wrt Int 3 / me dí cuenta que puedo ser responsable Wrt Int 4 / la canción que cantamos en grupo fue muy divertida y me ayudó en la pronunciación. Wrt Int 5.</p>
Benefits doing homework	<p>* Things they like: La tarea que me gustó más. Int S1. / A mí la tarea que más me gustó fue la conversación del restaurante. / the dialogue. Wrt Int 2 Int S2. / El trabajo que más me gustó realizar fue el flyer. Int S3. / The music “Hand in my pocket”. Wrt Int 1 / the dialogue Wrt Int 5</p> <p>* Reasons: Punto de partida en que nosotros aprendemos más inglés. Int S1/ Nos podíamos desarrollar más la lengua y aplicarlo a nuestra pronunciación. Int S1/ Porque nos divertimos y aprendimos más. Int S2 / Porque me gusta dibujar. Int S3 / expresa algo de la vida real. Wrt Int 1/ fue importante porque es luchada para aprender otro idioma... la tarea me ayudó a practicar y a basarme más en el inglés. / utilicé más el inglés y me ayudó a la pronunciación. Wrt Int 1 / I express myself in a free way. Wrt Int 2/ because fue una forma divertida de aprender Wrt Int 5.</p> <p>* Language use: Mejorar la pronunciación. Int S1. / Me aprendí la canción y ayudó a mi pronunciación. Wrt Int 1 / I could write, speak, sing, express... Wrt Int 2 / hablar y poder entender el inglés Wrt Int 3</p> <p>* Social skills: Habilidad para hablar con una persona de idioma extranjero. Int S1/ conversé con ellos en inglés. Int S2. La tarea que me ayudó a utilizar más el inglés: e los los diálogos y en la música Wrt Int 1 / I can communicate more with other people. Wrt Int 1/ ...work with my friends in english. Wrt Int 2</p> <p>* Thinking skills: libertad de pensamiento. Int S1/ I understood everything. Wrt Int 2.</p> <p>* Engagement in communicative situations: El escuchar inicialmente que fue lo más importante. Int S1/ Con el escuchar ya teníamos énfasis en lo que íbamos a escribir. Int S1/ La pronunciación también fue otro método. Int S1/ El hablar, desarrollamos mucho la lengua en momentos de la conversación. Int S1 / La escucha, el habla y la escritura. Int S2 / El habla, la escucha y la pronunciación. Int S3. / Con Tatiana fue que nos pusimos de acuerdo y empezamos a dialogar en inglés y ella me corregía. Wrt Int 1/ The homework that I used more English was the dialogue because when expressing myself freely I could learn how interact with the other people. Wrt Int 2.</p> <p>* Teachers Role: la profesora también nos ayudaba en esa parte. Int S1.</p>