Estudio de caso

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

Conocimiento global y local para aprender inglés en un colegio de la Policía Nacional

Conhecimento global e local para aprender inglês em uma escola da Polícia Nacional

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RESUMEN

Este artículo reporta una investigación-acción realizada para resolver el problema revelado en el diagnóstico que estableció que una clase de 22 estudiantes de inglés de un colegio de Cartagena de Indias estimaba que la enseñanza actual era inadecuada, y que necesitaban desarrollar temas de interés, vocabulario y habla. Los autores reconfiguraron sus prácticas, combinaron los temas globales y locales y trajeron textos multimodales para dar respuesta a la problemática. La etapa de acción del estudio demandó la estructuración del curso con temas de la identidad de Cartagena de Indias con una metodología del Aprendizaje Basado en Tareas. El uso de tecnologías de la información y comunicación fue forzado por el reto del Covid-19, que obligó a pasar abruptamente de la enseñanza presencial a la remota y se tuvo que adicionar la alfabetización informática. El nuevo syllabus incluyó temas cercanos a la identidad de los participantes como los hitos históricos, la economía y el turismo con la meta de simular ser un guía de turístico de Cartagena de modo que el aprendizaje fuera contextualizado, evocativo y expresivo. El artículo describe uno de los seis talleres y se presenta el análisis de datos recogidos en las etapas de acción y evaluación. Los resultados del estudio muestran que hubo ganancias en el desarrollo del lenguaje atribuibles a la temática de temas globales-locales en los talleres que tomaron medio año lectivo. La innovación pedagógica también dio resultados positivos en la fluidez verbal en los cuales las mediaciones tecnológicas, y el Aprendizaje Basado en Tareas jugaron un papel importante.

Palabras clave: alfabetización informática, Aprendizaje Basado en Tareas, enseñanza del inglés, expresión oral, mediación tecnológica.

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ABSTRACT

This article reports an action research study conducted to solve the problem that twenty-two English language students from a school in Cartagena de Indias considered the current teaching inadequate, and that they needed to develop topics of interest, aural-oral skills, and acquire vocabulary. The authors adjusted their practices, combined global and local themes, and brought multimodal texts to respond to the problem. The action stage of the study required the structuring of the course with themes on the identity of Cartagena de Indias under a Task-Based Learning methodology. The use of information and communication technologies was forced by the challenge of Covid-19, which demanded an abrupt transition from face-to-face to remote teaching and thus the inclusion of computer literacy. The new syllabus included topics close to the identity of the participants such as historical landmarks, economy, and tourism to simulate being a Cartagena tour guide so that learning was contextualized, evocative and expressive. The article presents one of the six workshops followed by an analysis of the data collected. The results of the study show that there were gains in language development attributable to the theme of global-local issues in the workshops that took half a school year for development. The pedagogical innovation also gave positive results in verbal fluency in which technological mediations and Task-Based Learning played an important role.

Keywords: Computer literacy, English language teaching, ICT mediation, Task-Based-Instruction, speaking.

RESUMO

Este artigo relata uma pesquisa-ação realizada para solucionar o problema revelado no diagnóstico que estabeleceu que uma turma de vinte e dois alunos de inglês de uma escola de Cartagena das Índias considerava que o ensino atual era inadequado e que precisava desenvolver temas de interesse, vocabulário e fala. Os autores reconfiguraram suas práticas, combinaram temas globais e locais e trouxeram textos multimodais para responder ao problema. A etapa de ação do estudo exigiu a estruturação do curso com temas da identidade de Cartagena das Índias com uma metodologia de Aprendizagem Baseada em Tarefas. A utilização das tecnologias de informação e comunicação foi forçada pelo desafio da Covid-19, que obrigou a uma transição abrupta do ensino presencial para o ensino remoto e a literacia informática foi incluída. O novo programa incluiu temas próximos à identidade dos participantes, como marcos históricos, economia e turismo, com o objetivo de simular ser um guia turístico de Cartagena para que o aprendizado fosse contextualizado, evocativo e expressivo. Uma das seis lições é descrita e os dados coletados na etapa de ação e avaliação são analisados. Os resultados do estudo mostram que houve ganhos no desenvolvimento da linguagem atribuíveis ao tema das questões globais-locais nas lições que duraram meio ano letivo. A inovação pedagógica também deu resultados positivos na fluência verbal em que as mediações tecnológicas e a Aprendizagem Baseada em Tarefas tiveram um papel importante.

Palavras-chave: alfabetização em computador, aprendizagem baseada em tarefas, ensino de inglês, expressão oral, mediação tecnológica.

Introduction

The study addressed the problem of lack of participation which arose due to current practices and contents that were text-book oriented and not very significant to the participants. The problem increased with the abrupt transition to remote learning due to the Covid-19 Pandemic. To make learning meaningful and engaging youngsters worked with authentic printed and audio-visual texts in English for discussing the historical-tourist sites of their city, Cartagena de Indias.

For those local teachers who follow pedagogical practices imported from English-speaking countries in a relatively unquestioning manner, lessons may have limited use to their students, who are asked t adapt themselves to procedures and practices which neither they nor their teachers feel any sense of ownership. By contrast, where teachers appropriate and reconfigure imported pedagogical practices, combining the global with the local, the results are far more optimal (Canagarajah, 1999).

The transition to remote learning forced the use of video conferences, communication in social networks, and email with the challenge of maintaining quality instruction. Paraphrasing Spearce (2021), in a tech-dominant decade, one ingredient remained consistent: excellent teaching and a positive classroom setting. The purpose of this study was to test how the introduction of local culture and history topics could connect with the learners' hearts and minds and develop awareness that they are citizens of the world. Task-Based Learning and computer literacy contributed to achieving the pedagogical goal.

The pedagogical innovation met the objective of making the best circumstances to form independent and engaged learners in an online environment. Twenty-two youngsters gave a historical account of six historical landmarks of Cartagena de Indias in a synchronous session on a video platform. Remote learning made use of authentic multimodal materials, friendly apps, video editors, and voice simulators, among others, that allowed the preparation and delivery of content.

A positive classroom setting, situated teaching, and task-scaffolding contributed to achieving the real-life goal of giving a guided city tour (Appendix C). The participants engaged with their area of interest within a Task-Based-Instruction (TBI) framework (Ellis, 2020) in which they took greater control and enjoyed a real-life learning experience.

The article presents the method, the population, and the pedagogical intervention. It discusses workshop number two (with details in Appendix C) and the findings (supported with data in Appendix A, B, and D), and suggests further research.

Method

The study took place at a school affiliated with a branch of the armed forces. The participants belonged to one of the teacher-researchers classes, making it a convenient sample for the study. It examined the promotion of speaking to discuss issues about Cartagena de Indias as a world heritage site.

This qualitative-exploratory study followed action research which according to Kemmis, & McTaggart (1988, p. 5):

> is a form of collective self-reflective inquiry undertaken by participants in social situations to improve the rationality and justice of their own social or educational practices, as well as their understanding of those practices and the situations in which the practices are carried out.

The diagnosis stage was on-site, but due to the Covid-19 pandemic, the action and evaluation stages remained online.

In the pedagogical intervention of the action stage, the 10th graders concentrated on the understanding of authentic texts (Kim, 2002) and performance of real-life tasks such as TV-like reports, oral presentations, interviews, verbal narrative descriptions, and elaboration of videos. These activities combined individual, pair, and whole-class work.

On the other hand, big ideas enhanced the understanding of the landscape of the city. Critical pedagogy with Escarbajal-Frutos (2010) and Crookes (2012) encouraged the analysis and evaluation of the claims about the history, economy, and traditions of Cartagena (Appendix C). A global event like colonization was problematized and so were its ideologies. The locations of the city were scrutinized with fresh eyes. There was an understanding that the contacts between the global and the local were not casual, and that Cartagena is a world heritage city for it represents the permeating of the 'particular' and the 'universal' as stated by Robertson (1995).

At the end of each workshop, participants spoke with their voices about the facts and events discussed. The paper includes excerpts from Workshop No. 2 to exemplify the content, methodology, contextualized materials, and assessment.

The inquiry with a class of 22 English language learners was approved by the faculty of Universidad de Caldas, the school and parents gave their consent for the students to participate (See Appendix E).

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A summary of the data triangulation applied in the diagnostic stage appears in Appendix A, Table 3. Classroom observations and a journal contributed to identifying the research problem, which was a dissatisfaction with their competence to speak due to lack of vocabulary, not understanding questions/instructions, and inadequate teaching methods which resulted in a reluctance to participate. The interviews recorded and validated the participants' perceptions about topics, and teaching methods. The students took a four-skill diagnostic test and a survey in which the weakest skill was speaking. The transcriptions of the teacher's journal corroborated that speaking was deemed weak. The teacher-researchers gathered data on TBI, glocal knowledge, and computer literacy to establish their role in L2 development. An external observer and participants gave insights into lesson planning and assessment.

The preliminary data analysis applied codes instrument by instrument and then the data were triangulated. The frequency of response helped establish the categories for the diagnostic stage which were lack of vocabulary and understanding, use of L1, language performance, and low participation. The data analysis after the pedagogical intervention identified (via triangulation) the constructs, fluency, vocabulary, accuracy, and local knowledge. These characterized the participants' enhanced performance. In the remote environment, the participants showed underuse of grammar-spelling checkers and resources to process texts, voice, and videos, or to find relevant academic information.

Pedagogical Innovation

The pedagogical innovation posed the challenge of organizing goals, objectives, content, and outcomes in a way that would be meaningful to tenth graders who had evaluated current practices poorly. Added to that, the unforeseen change to a remote-learning environment forced the inclusion of computer literacy skills for learners to exploit resources. For example, the use of the right clicks of the mouse for synonyms; the applications Wordsift. Org to identify keywords, Text-to-Speech to hear a printed passage; and Audio-Converter to prepare assignments by simulating voices for their oral presentations.

The teacher-researchers, two fellow English language teachers, and the project supervisor provided feedback for the study and the workshops: They made sure that the project was in line with the Ministry of Education's (2005, 2016) principles and content that call for the formation of students to be competent by understanding issues from several disciplines.

The authors felt that Task-Based Instruction facilitated engagement in L2 acquisition while preparing, performing, and evaluating real-life tasks. The classroom dynamics promoted cooperation to achieve the common goals of preparing themselves to guide a tour in Cartagena, a world heritage city, by connecting participants with their background, history, and everyday world. Engagement increased with the discussion of glocal topics and oral proficiency development provided a sense of success. Figure 1 synthesizes the relationship between content, teaching principles, and goals.

Figure 1

Aspects of the Pedagogical Intervention
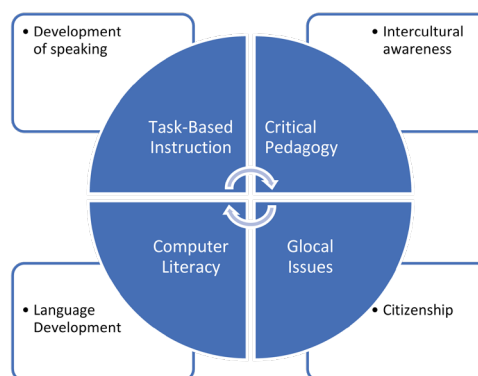
As it will be exemplified below in Workshop 2, the content, linguistic and communicative purposes brought elements of critical pedagogy to discuss glocal issues for reinforcing the L2, especially on speaking. Similarly, the syllabus included topics of intercultural awareness citizenship and economy. It had a scope and sequence that balanced the degree of difficulty of the authentic materials, tasks, and assessment. Each took over eight hours of instruction and assessment.

1. The Pre-Columbian History of Cartagena de Indias- The Zenu Gold Museum.

2. Historic Landmarks and the Economy of Cartagena.

3. The Palace of the Inquisition.

4. San Pedro Claver Complex.

5. Landmarks of the Independence of Cartagena.

6. Cartagena de Indias, World heritage city.

To make the instructional design visible to the readership of this journal, this article presents in Table 1 the lesson plan for Workshop No 2, and the handout appears in Appendix C. Each workshop section included: goal, linguistic purpose, communicative purpose, pre-tasks, task, post-task, and assessment. *Note:* T stands for teacher and Ss for students.

Table 1

Workshop 2. Historical Landmarks and the Economy of Cartagena

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Goal. Students (Ss) will be able to explain the role of historical landmarks in the economy of the city.

Linguistic purposes

- To recognize vocabulary associated with culture, economy, and business.

Communicative purpose

- To analyze and discuss the economic benefits of cultural and heritage tourism for the city.
- To defend an argument about the heritage, tourism, and economic aspects of Cartagena de India.

Content: Local knowledge

- To talk about the connections between history, heritage, tourism, and economy.
- To explain how visitors contribute to generating business and work.

Topic: Culture and heritage tourism are factors in the economy.

Speaking activity. Interview in pairs.

Materials:
- Reading referred to Cartagena's "Culture and Heritage Tourism Boosts Economy."
- Handouts
- Website document: Childs, C. (2019). How Culture and Heritage Tourism Boosts More Than a Visitor Economy. At https://www.mytravelresearch.com/culture-and-heritage-tourism-boosts-visitor-economy/#

Learning Management System: The platforms Norma and Zoom
Applications online: *Wordsift*. Org to identify keywords, Grammarly to proofread. Editing *with Audio. Converter, Text-to-Speech, Speech-to-Text, Matic, Filmora, and Screencast*

Task-Based Instruction facilitated lesson design with pre-tasks, tasks, and post-tasks as illustrated in Table 2. Individual, pair, and group work provided opportunities for interaction. Topics connected to new learnings while scaffolded activities reinforced their L2 experience, reinforced vocabulary, and kept participants motivated. As discussed later, participants gained in computer literacy, vocabulary retention, and oral expression.

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Table 2

Workshop 2. Lesson Plan

Activity and time	Pre-task
- Introduction and activation of prior knowledge. - Reading 30 minutes	The Teacher (T) introduces cultural awareness with Childs' (2019) article 'Culture and Heritage Tourism Boost Economy.' - The students (Ss) read and analyze the layout and organization to predict its content. - Ss answer the question, *what does the picture suggest to you?* - The T. encourages Ss to guess the meaning of the title of the reading.
- Comparatives, synonyms, and cognates. 20 minutes - Reading and handout in Appendix 3	The T. reads the manuscript Culture *and Heritage Tourism Boosts Economy*. T. explains that some words look similar to Spanish, but their meanings may be different. - The T shows the difference between cognates and synonyms. - Ss circle the words in the vocabulary chart that look similar to Spanish. (See activity 3) - Ss have the text in digital form. They click the mouse's right button to look up synonyms of the words that do not look similar to Spanish. (See activity 4). - The T explains the use of comparatives.

- To discuss the economic benefits of Cultural and Heritage Tourism in the city. Handout
 	
30 minutes
	T. displays questions to generate a discussion on the city's cultural and heritage tourism's economic benefits.
	   a. What is the purpose of the reading?
	   b. How might this influence the way it is written?
	   c. What is missing from the reading?
	   d. Is there anything problematic in it?
	   e. Are any groups excluded or marginalized in it or its implications?
	     of the claims?

	Task
To conduct an Interview. 40 minutes Reading and handout in Appendix 3 here - Video recordings	Notes on the assignment *Interview about Cartagena de Indias' heritage, tourism, and economy* • Adopt a good posture • Sound realistic. • Prepare the questions. • Speak clearly and loud enough. • The video should last two minutes and contain no more than five questions. • The interviewer introduces how visitors contribute to generating work and how the government should administer and manage tourism to generate equity in the city. • The interviewee should support answers with evidence. • The interviewer should follow up on the interviewee's answers. • The visual support for the report can be *Matic, Filmora, or Screencast*. • The students self-assess their performance following a rubric that includes fluency, accuracy, vocabulary, and ICT use.
	Post-task
To discuss Cartagena's economy	The teacher gives feedback about the video interviews. Ss comment on the classmates' interview. Then, they answer the question according to the images provided: *Which connections do you make to other aspects of life in Cartagena?*

Ensuing workshops received adjustments in form, content, layout, type of activities, and ways of assessment. The handout in Appendix C illustrates the implementation of TBI, activities, and assessments. It appears here to encourage other teachers to replicate this study since there is a genuine interest from pre-service, and in-service teachers to explore the potential of global and local issues in school curricula.

Findings

This study established the introduction of local knowledge topics and computer literacy-enhanced Task-Based Instruction to address learner disengagement and lack of confidence. These factors contributed highly to L2 development. The pedagogical innovation contributed to L2 development because participants studied and reflected on the history, the meeting of cultures, and the economy of their immediate context. Inclusive and sustainable tourism, which are topics widely discussed in local newspapers, were the subject of class debates. The data also suggest that a) TBI promoted cooperation towards a common goal, b) participation increased, c) vocabulary retention improved due to the activation of the participants' previous knowledge, and d) real-life tasks contributed to fluency development.

Finding No. 1. Discussing Global and Local Issues Awoke the Participants' Interest in Speaking with their Voices

The participants communicated better when they understood and shared the knowledge acquired in and out of school. The pedagogical innovation activated their background knowledge of history, economy, and tourism. They conceptualized their

city and understood why it has so many visitors and is a world heritage site. Class debates and discussions on global and local issues showed the potential for learners to understand their immediate world and hopefully transform it. The integration of local knowledge contributed to speaking development because learners had a working knowledge of Cartagena's history and landscape. After the first workshop, most participants affirmed that they gained fluency, accuracy, and vocabulary; for example, Student No. 7 held *"Aprendí un vocabulario amplio respecto al tema y a comprender textos tras identificar los verbos principales y el contexto"*. Student No. 12 affirmed: *"Aprendí a vocalizar mejor algunas palabras y sus significados.*

Familiar topics contributed to fluency, and speaking progress was evident since the class showed enthusiasm and confidence in speaking (See also Table 5 in Appendix D). This finding agrees with Crookes' (2012) statement that a local topic as a deliberate choice brings to the curricula issues of identity. For instance, a participant affirmed: "I learned many things. Acquiring more knowledge about the city was terrific. (Workshop 1) We live in it, but we do not know its history and others. Apart from it, it helped a lot in expressing myself in English. Fluency" (Student 7, Self-assessment).

Figure 2

The Contribution of Local Knowledge to Promote Speaking
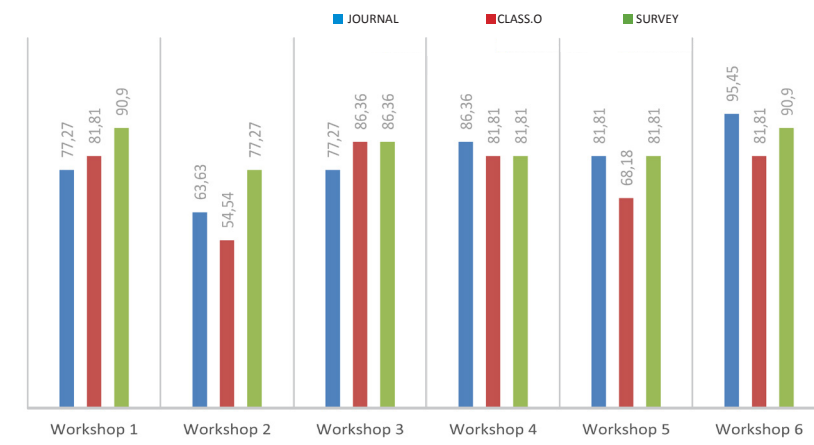
The data showed the progress of with the integration of local knowledge. In the sessions, there was room for casual conversations and discussions to interpret printed and spoken information about lo-

cal and global issues. For example, the participants mentioned that the history behind the inquisition made an impact on them. After the workshop on the Palace of the Inquisition, the participant No. 17 said:

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Aprendí palabras nuevas, mejoré mucho la fluidez, y aprendí de la historia del lugar. The introduction of local and global problems can be replicated in those urban schools where the standard topics and activities tend to alienate learners. L2 studies can contribute to an interdisciplinary curriculum and engage learners in debating global citizenship.

Finding No. 2. TBI Engaged Beginner ELL

The second finding responds to the question: How can TBI engage participants in speaking about global and local issues? TBI engaged the beginner English L2 learners because input came from teacher talks, students' presentations, and authentic information derived from multimodal sources. Throughout the cycle, the participants had opportunities to achieve goals by using spoken language to express what they understood, felt, and thought about the issues discussed. They worked in pairs and small groups and volunteers made a presentation.

Task-Based Instruction (TBI) had a positive impact on speaking. The finding coincides with Torky (2006), who acknowledges the potential of TBI to promote speaking. A teacher's journal, recordings of the online classes, and the external observer's point of view indicated that TBI allowed learners to develop speaking competence, whereas average scores corroborated the progress made.

The students' overall scores, shown in Figure 2, showed significant progress. Average scores were satisfactory for Workshops 1 and 2; very satisfactory for 3 and 4, and highly satisfactory for 5 and 6. The degree of difficulty in the second one exemplified in this article, explains why there was a lower performance than in the first one. For the other workshops, progress was steady. Figure 2 presents the scores, on a scale from 0.0 for participants obtained in each workshop.

Figure 3

Students' Performance Scores
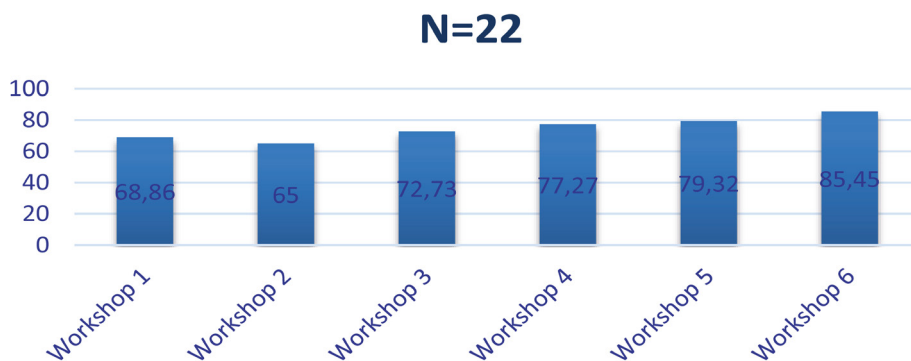
By the same token, the external observer in Workshop 2 affirmed: Some Ss expressed themselves very well in English. Some others still need to improve their fluency. The dynamic of asking questions, interviewing, and interacting between them was good and improved their fluency. Furthermore, in the survey of the student's self-assessment in Workshop 6, Student 15 expressed: "I learned the right words to describe a place, stating how much

I liked it." Oral fluency gains are attributable to the pedagogical intervention.

This study showed that combining texts in English as the primary communication vehicle mediated with authentic multimodal resources, discussion of glocal issues, and computer literacy positively impacted speaking; see Table 5 in Appendix D. Thanks to the pedagogical intervention, participants

managed to express themselves in English, clearly without difficulty or hesitation. For example, in Workshop 4 the Teacher's journal states, "Some learners did a great job in their performance. The number of Ss with a fluent presentation was the same as in previous sessions." The data triangulation suggests that the students' oral performance increased notably since learners evaluated their performance well because the pedagogical intervention structure brought them cognitive, social, and affective benefits. For instance, *in Workshop 5, Student 8 self-assessed, stating: "I gained fluency in English¨ [Mi fluidez en el idioma aumentó un poco más].*

On the other hand, the data triangulation for the last workshop, the teacher-researcher's journal, and the external observer registered progress in fluency, vocabulary, and accuracy (Appendix B). Besides, the external observer and the journal data pointed out that participants displayed a positive attitude and disposition towards learning. They faced a challenge that helped them drive their proficiency development forward thanks to the application of TBI's principles such as scaffolding, recycling, active learning, integration, from reproduction to creation, and reflection. In addition, printed and multimedia material provided input on culture, language, and citizenship, while work on the L2 prepared participants for oral interaction.

Finding No. 3. ICT contributed to developing confidence

The contribution of information and communication technologies (ICT) to learning was fundamental since due to the Covid-19 pandemic, it was necessary to move to an online environment with the Zoom platform in the synchronous session, and elaborating video consulting websites, email, social networks, and phone messaging allowed communication, advising, and submission of assignments.

In the diagnostic stage, the two teachers interviewed coincided that students were afraid to speak. The sessions promoted a safe speaking environment with practices such as the use of ICT resources

and teamwork that would inspire confidence. The integration of ICT contributed to speaking development since it allowed the interaction spaces in the online world and helped develop fluency through the Text-to-Speech application, the promotion of grammar-spelling checkers, the production of videos, access to websites, and applications, to name a few. McDougald (2013) anticipated the need to use new technologies because of accessibility to authentic material, which fosters pedagogical and real-world tasks. For instance, the external observer stated: "Students seem to manage tools that help to present their activities. Some of them use apps that make the interview look more real; some others use other tools, but all of them use different designs to present their interviews." (Workshop 2). In the survey of the students' self-assessment in Workshop 2, No. 17 claimed to have gained confidence in expressing. After workshop 5, Student No. 15 affirmed to have picked up the pronunciation of many words. *[Aprendí la pronunciation correcta de muchas palabras].*

Most participants claimed gains in confidence to speak since ICT applications helped them prepare. For example, *Text-to-Speech* for hearing the printed text, *Wordsift*, to identify overused expressions, and *Audio-Converter* to simulate voices containing rehearsed expressions, representing knowledge of the topic, its lexicon, and structures. In addition, communication was central; the participants understood their immediate environment better and took a position on issues close to their hearts and minds. At the same time, Wordsift highlighted the keywords of the passage. In figure 4, readers can observe the contribution of ICT to L2 acquisition. It displays the triangulation of data drawn from the teacher-researcher journal, class observations, and students' self-assessments.

Evidence points out that ICT had a positive impact on oral production. The decision to introduce computer literacy in every lesson proved helpful. ICT resources facilitated class interaction and communication in an online environment abruptly adopted by the school due to the Covid-19 pandemic.

Figure 4

The Contribution of ICT to Speaking Development
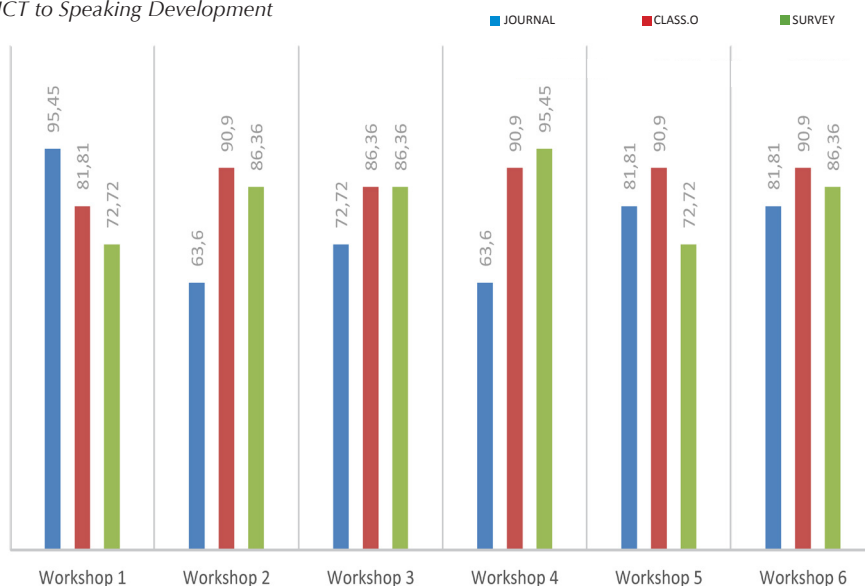
This finding coincides with Chong and Reinders (2020) who conducted a meta-analysis of 16 qualitative research reports on the connection between TBI and ICT. This combination contributes to

- Facilitating collaborations, interactions, and communications.

- Cultivating positive attitudes towards language learning.

- Facilitating student-centered learning.

- Developing language skills.

- Developing non-language skills.

Chong and Reinders (2020) were correct in their appreciation. The circumstances of the Covid-19 pandemic forced advances in computer literacy which facilitated L2 processing. At the beginning, issues of connectivity increased the workload of learners and teachers; fortunately, ICT resources engaged learners when they realized they could learn and perform with, from, and through them (Castillo, 2021).

Discussion

A diagnostic stage identified a pedagogical model focused on grammatical structures and vocabu-

lary that hardly connected to the learners' needs and interests. In the action stage, the teacher's experience and the data collected contributed to designing a pedagogical innovation, staying away from topics and activities that merely illustrate grammar or lexicon. In comparison, the evaluation stage demonstrated that discussions on glocal topics engaged participants. Appendix B displays the techniques and instruments employed in the action and evaluation stage.

The authors realized that allotting time and support to activities, offering varied sources of input, adapting it, and elaborating on the learners' production proved helpful. Furthermore, the first and the target languages were on equal footing, especially for discussions beyond the participants' current English language proficiency level. A balance of focus on form and meaning in the syllabus and the feedback contributed to developing self-confidence in oral production.

A critical pedagogy stand (Escarbajal-Frutos, 2010) became the teacher-researcher's option to promote glocal knowledge and cultural awareness. The participants communicated about their immediate environment taking a stand on issues close to their hearts and minds. Thus, this experience can be replicated in those urban schools where standard topics and activities may alienate learners. The

study of another language contributes to an inter-disciplinary curriculum and engages learners in socio-cultural issues and literacy skills.

Chong and Reinders (2020) affirm that these TBI characteristics: authenticity, usefulness, difficulty, and sequence, when supported with ICT, facilitate opting for authentic texts and activities sequenced in order of difficulty. Since ICT facilitates purposeful or incidental contact with languages and world communities, this project aspires to transforming current practices. The implementation has continued in a Blended Learning, and on-site modalities. A guided tour, in English, at San Felipe Castle fulfilled the participants' desire to continue with the dynamics of the course. Those facts demonstrated the trustworthiness and sustainability of the project.

This study concurs with Torusda and Tunç (2020) that English language teachers' perceptions and beliefs about TBI need further research. On the other hand, it allows asserting that continued teacher education should fill the gap between theoretical knowledge about TBI and implementations relevant to the contexts and settings.

This article reports on an action research study that explored factors that contribute to second language (L2) development in an atmosphere of an abrupt change from on-site to remote learning. The teacher-researcher met the challenge by introducing topics closer to the participants' hearts and minds, and by adding elements of computer literacy. These factors created a low-pressure learning environment that enhanced oral fluency. Further research on interdisciplinary syllabi that connect local and global issues would enhance knowledge appropriation.

█ Conclusion

This project brought to the forefront the search for meaningful learning. The integration of subjects, content, and skills strengthened the curricula and practices and the study responded to the main question: *How can the discussion of global and local issues engage participants?*

The beginner English language learners recreated authentic places and events familiar to them and showed confidence in speaking about them. Students assumed an interactive role with classmates and the instructor. They reconstructed the content of teaching in interviews, oral presentations, T.V. reports, and verbal narrative descriptions. The data indicate that the pedagogical intervention proved effective since there was a logical sequence of topics in which situated knowledge and meaning were essential. Those factors paved the way for meaningful learning and increased interaction.

This study demonstrated that the pedagogical intervention worked with beginner-level learners by taking as a point of departure familiar themes. These helped learners build self-confidence by moving from simple to complex activities in communicative interactions. Texts and activities went into a crescendo of complexity. The participants did not necessarily have to be taught language forms before tackling topics. The activation of background knowledge, the interaction among peers, and the teacher's support led to understanding and acquisition. The sample workshops and lesson plans included in this article attest to the role that modeling and rubrics play.

The task goal of offering a tour guide to Cartagena historical landmarks was the means for achieving the outcomes. The structuring of the workshops in pre-tasks, tasks, and post-tasks advanced the language to attain the goals. It helped identify a common goal for the online class, structure teams, sequence activities and content, and assess learning.

The findings suggest that including local topics and connecting them to universal ones engaged learners and made interactions meaningful. TBI proved compatible with today's knowledge about second language research (Ellis et al., 2020). The design of a syllabus with TBI involved the careful selection of topics, multimodal channels to make input comprehensible, selection and grading of language, instructions for successful task completion, and tangible outcomes that satisfied participants. In this case, the innovation developed the confidence to speak. Task scaffolding, without rushing learners to speak, allowed them to lose their fears.

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ICT also played an important role in language development. At first, it was a matter of trouble-shooting with connectivity and learning management systems. Then it was about using the desktop and Internet resources to the best advantage. Later instruction centered on exploiting the resources to give rein to creativity expressed in creating and sharing content, which is trendy in education today (Harvin, 2022).

This qualitative research captured new beliefs about the relevance of situated topics that are as central as the method chosen to teach them. In the new syllabi, projects with contents of local knowledge aim at developing fluency and enhancing vocabulary. The regular instruction and use of ICT tools make part of today's practices.

Like other pieces of qualitative research, there were limitations such as the small sample size, and potential bias in interpreting the data -although there were views from a participant, a non-participant observer, and a project supervisor. The initial inquiry had to do more with the method -TBI- than with the content -local knowledge. The data had to be analyzed and re-interpreted under that lens. Since the classes were online, the observation differed from those on-site. There were fewer interruptions, and apparently, participants were on-task all the time. A replication of the study in a regular classroom would probably yield similar results.

Further research on the potential of an interdisciplinary syllabus that connects local and global issues would enhance knowledge appropriation. Inquiries would demand teamwork and an open mind towards an interculturality that studies and problematizes current and historical interactions. The knowledge and understanding of cultures would result from using authentic texts and language. Instructors and researchers should try to find answers to these questions: How can a language program propose learning that is meaningful to its community? And how can institutions implement second language programs that are coherent with 21st-century pedagogies?

Note: The authors of this article declare that they have no conflicts of interest and that due credit was given to the authors consulted.

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Appendix A.

Table 3

Data Triangulation in the Diagnostic Stage. N=22

Code/ Category	Code describes	Data Collection Instruments				Total
		Questionnaire	**Journal**	**Test**	**Teachers Interview**	
1. Lack of Vocabulary	lack of vocabulary	18	6	18	2	44
2. Use of Spanish	Students use L1	22	14	5	2	43
3. Lack of understanding of the L2	not understanding questions/ instructions	16	6	19	2	43
4. Low language performance	inadequate oral production	18	5	18	2	43
5. Limited class participation	reluctance to participate	12	3	0	2	17
6. Level of motivation	eagerness to learn	7	2	4	2	15
7. Traditional teaching	inadequate teaching method	4	2	0	1	7
Total		**97**	**38**	**64**	**13**	**212**

Appendix B.

Table 4

Sample of the Record of Gains in Workshop 6. N=22

Area of Performance	Journal	External Observer	My Journal entries	External observer entries
Fluency	20 of the Ss had good oral performance	18 of the Ss showed good oral performance.	*Ss improved their skill in fluency. Congratulations on this enormous effort in all of the workshops.*	*There are still things to improve, but they have made such a good effort.*
Vocabulary	20 of the Ss used the new vocabulary in the task.	19 of the Ss showed good use of the vocabulary required in the workshop.	*I consider that Ss learned vocabulary.*	*They have named vocabulary related to Cartagena and seemed almost complete.*
Accuracy	20 of the Ss used linguistic forms related to adjectives to describe their historic city.	17 of the Ss included the required language forms in the narrative description.	*They used the appropriate adjectives to describe their World Heritage city.*	*Some Ss made grammar mistakes when speaking. Yet, the messages came through*

Appendix C. Student Handout for Workshop 2

English language Workshop 2.
Historic Landmarks and the Economy of Cartagena

Linguistic purposes of the lesson

- To identify words and expressions related to synonyms and cognates.

- To learn how to use comparatives in the description of cultural and economic issues.

The Communicative purpose of the lesson

- To analyze and discuss the economic benefits of Cultural and Heritage Tourism of the city.

- To evaluate arguments about the heritage, tourism, and economic aspects of Cartagena de India.

Local knowledge (content) purpose

- To talk about the connections between history, heritage, tourism, and economy.

- To explain how visitors contribute to generating jobs.

Speaking task. Interviewing

- *PRE-TASK*

Reading adapted from How Culture and Heritage Tourism Boosts More Than a Visitor Economy by Carolyn Childs

Activity 1. What does the picture below suggest to you?

Word cloud from the reading Culture and Heritage Tourism Boosts Economy. Wordsift.org.

Photos taken by the authors

Activity 2. Read the passage Culture and Heritage Tourism Boosts Economy by C. Childs (2019)
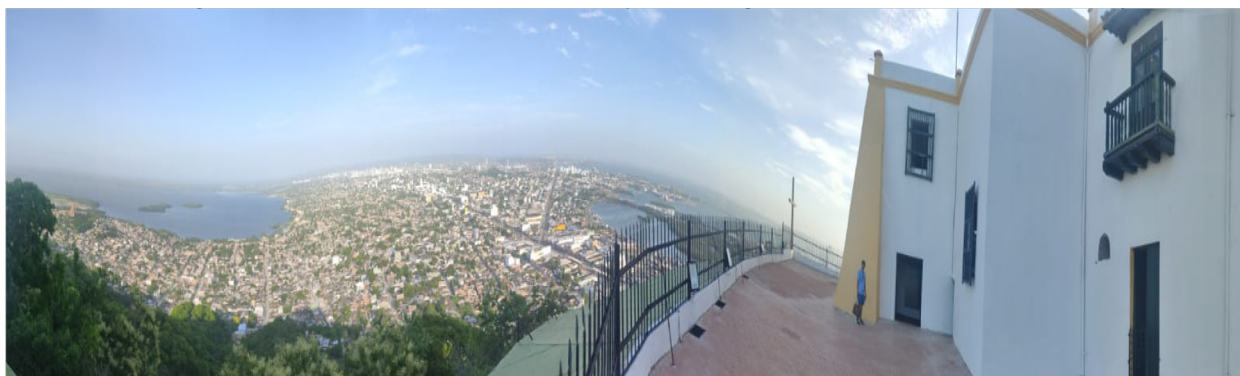
Culture and Heritage Tourism Boosts Economy

(1). **Culture and heritage tourism play a critical role in building the visitor economy**.

Small and large cities depend on visitors to balance their economies. A recent survey showed that over 50% of respondents who participated in a survey agreed that history and Culture influence their vacation destination choice. A good number of people want some sun, beaches, and attractions. Their choice is inclined when the place offers historical landmarks.

(2). Culture and heritage tourism is a fast-growing productive sector.

Statistics also indicate that culture and heritage tourism continue to overgrow. It is responsible for more than fifty (50) million jobs. Culture and heritage tourism tend to attract high-income and middle-income tourists. They spend their money on hotels, restaurants, shops, and entertainment. One study showed that a culture and heritage tourist spent as much as 38% higher per day, and they stayed 22% longer overall compared to other kinds of travelers. It means that those cities with lively culture, monuments, and museums obtain more significant benefits from visitors than other cities.

View of Cartagena taken from Convent de la Popa, Cartagena de Indias. Photo taken by the authors

(3). Culture and heritage tourism build engagement

Culture and heritage tourists usually visit cultural heritage attractions such as historic buildings and other historic attractions; archaeological sites; state, local, or national parks; art galleries or museums; concerts, plays, or musicals; ethnic or ecological heritage sites; and suchlike attractions. These travelers say that these trips are more memorable than conventional holiday trips since they allow them to learn something new. Culture and heritage tourists say they often extend their stay because of a heritage activity. Culture and heritage tourists also tend to put more money back into the local economy, spending more than other tourists per trip. However, these economic benefits are not the only reason why heritage tourism may be good for the community.

(4**). Generally, the benefits of regular tourism center on economic aspects.**

Generally, the benefits of regular tourism center on economic aspects. Such as profits for hotels, restaurants, transportation, city taxes, and so on. In contrast, heritage tourism is into three groups: economic, social, and environmental. These influence the quality of life of the residents and visitors. The social benefits begin with reputation, self-esteem for the local inhabitants, and hopefully more income for the city to take care of its environment. [Note. Cartagena is the second destination in Colombia for national and international arrivals. The choice derives principally from its historical landmarks.]

(5). Economic Benefits of Cultural and Heritage Tourism

- Injects new money into the economy, increasing businesses and tax revenues
- Creates new jobs, businesses, events, and attractions, consequently helping diversify the local economy
- Supports small businesses and permits them to expand
- Promotes the active preservation and protection of critical local properties
- Builds vital relationships among and within local communities
- Contributes to developing and maintaining new/existing community amenities and services.

Citizens should be aware of the economic benefits and demand their local and national administration policies that distribute income and diminish inequalities.

Activity 3. Circle the words similar to Spanish.

Also	Amenity	Area	Art	Attraction	Being
Benefit	Build	Building	Business	community	creates
Choice	(Cultural)	Culture	Destination	economic	economy
Encourage	Environmental	Fast	Go	helps	heritage
High	Historic	History	Holiday	important	Job
Kind	Local	Money	New	opportunity	Per
Play	Preservation	promotes	Provide	reason	recent
Relationship	Resident	Resource	Role	Showed	Site
Social	Support	Survey	Tend	think	tourism
Tourist	Tradition	Traveler	Trip	visitor	Vital

Activity 4. Find a synonym of the words you do not recognize in the chart above. If you are on a computer, use the right-click of the mouse to find the synonym.

Activity 5. Discussion time! Please answer the questions and discuss them with classmates.

a. What do you know about the culture, heritage tourism, and economy in Cartagena de Indias?...
b. What is the purpose/aim of this reading? …………………………………………………..
c. How might this influence the way it is written? …………………………………………..
d. What is missing from the text? …………………………………………………………..…..
e. Is there anything problematic in it? ……………………………………………..
f. Are any groups excluded or marginalized in it or the implications of the claims? ………………..

Task

Activity 6. Prepare an interview about the heritage, tourism, and economic aspects of Cartagena de India.

Notes on the assignment *Interview about Cartagena de Indias' heritage, tourism, and economy*

- Prepare the questions.
- Sound realistic.
- Speak clearly and loud enough.
- Adopt a good posture

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- The video recording should last two minutes and contain no more than five questions.

- The interviewer introduces how visitors contribute to generating work and how the government should administer and manage tourism to generate equity in the city.

- The interviewee should support answers with evidence.

- The interviewer should follow up on the interviewee's answers.

- The visual support for the report can be any of these *Matic, Filmora, Screencast*, or others.

- Self-assess your performance following a rubric that includes fluency, accuracy, vocabulary, and ICT use.

Post-task

Activity 7

- Video forum. Watch your classmates' videos about their interviews and take notes about summarizing facts related to Economic aspects in Cartagena de Indias.
....

Activity 8

- Which connections do you make between the pictures below and aspects of life in Cartagena? Please respond with at least five statements.
....

Figure 5.

*Postcards of the city of CTG. Photos taken by the authors*
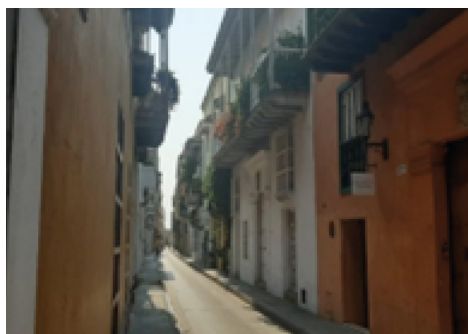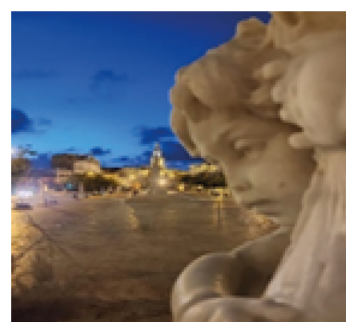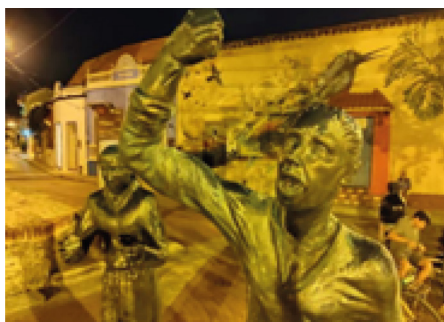
Appendix D.

Table 5

Gains in workshop 2. Interview task N=22

Area of Performance	Journal	External Observer	Journal entries	External observer entries
Fluency	12 of the Ss showed a good fluency performance related to Historic Landmarks and Cartagena's economy.	11 of the Ss showed fluency related to the main task of workshop 2.	Some Ss were able to speak clearly without difficulty or trace of unusual hesitation in the interview.	Some Ss expressed themselves very well in English. Others still need work on fluency. The dynamic of asking questions, interviewing, and interacting between them was good and developed fluency.
Vocabulary	16 of the Ss used the vocabulary of the topic.	15 of the Ss used the appropriate vocabulary for the topic.	Most of the Ss utilized the vocabulary required in the interview.	Ss' vocabulary use related to historical places is good and according to the topic's level.
Accuracy	14 of the Ss used linguistic forms related to synonyms/cognates.	19 of the Ss evidenced the linguistic forms related to synonyms and cognates.	A large part of the Ss presented information using language forms like synonyms and cognates in the main task.	Few Ss made mistakes. Some struggled with grammar and vocabulary.

Appendix E. Consent format for the students to participate.

CONSENTIMIENTO INFORMADO PARA ESTUDIANTES

| | MINISTERIO DE DEFENSA NACIONAL
POLICIA NACIONAL
DIRECCION DE BIENESTAR SOCIAL | |
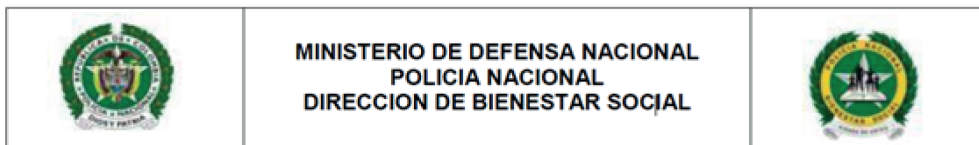
Yo, _____identificado (a) con cédula de ciudadanía No. _____ de _____ en calidad de progenitor (a) tutor (a) legal ___, y _____ identificado (a) con la cédula de ciudadanía número _____ de _____, en calidad de progenitor (a) tutor (a) legal ___, de _____, deseamos manifestar a través de este documento, que fuimos informados suficientemente y comprendemos la justificación, los objetivos, los procedimientos y beneficios implicados en la participación de nuestro hijo (a), en el proyecto de investigación: "El conocimiento global y local para promover el aprendizaje del Inglés",

Procedimiento

Contestar unos cuestionarios de manera anónima y confidencial, cuya contestación dura aproximadamente _____. Nuestro hijo se compromete a contestar sinceramente para que la investigación arroje resultados válidos. La administración se realizará en _____ de nuestro hijo.

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 al equipo de 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 código que será usado para referirse a cada uno. Así se guardará el secreto profesional de acuerdo con lo establecido en la Ley 1090 de 2006, que rige el ejercicio de la profesión de psicología en Colombia. Así mismo, declaramos que fuimos informados suficientemente y comprendemos que tenemos derecho a recibir respuesta sobre cualquier inquietud que mi hijo(a) o nosotros tengamos sobre dicha investigación, antes, durante y después de su ejecución; que mi hijo(a) y nosotros tenemos el derecho de solicitar los resultados de los cuestionarios y pruebas que conteste durante la misma. Considerando que los derechos que mi hijo(a) tiene en calidad de participante de dicho estudio, a los cuales hemos hecho alusión previamente, constituyen compromisos del equipo de investigación responsable del mismo, nos permitimos informar que consentimos, de forma libre y espontánea, la participación de nuestro hijo(a) en el mismo.

Este consentimiento no inhibe el derecho que tiene mi hijo(a) de ser informado(a) suficientemente y comprender los puntos mencionados previamente y a ofrecer su asentimiento informado para participar en el estudio de manera libre y espontánea, por lo que entiendo que mi firma en este formato no obliga su participación.

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** _____