

Factors to consider when teaching English to marginalized populations

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F. Firma de aceptación de monografía de jurados y asesor

Note of acceptance:



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Resumen

El aprendizaje de una segunda lengua no se limita únicamente a las poblaciones con un fácil acceso a la educación, también una persona marginada de escasos recursos puede beneficiarse en gran manera de ello. Este proyecto se enfoca en la enseñanza del idioma inglés a mujeres marginadas en Bogotá que ejercen o anteriormente ejercían la prostitución.

De esta manera, este proyecto busca explorar los aspectos que afectan la motivación de estudiar y de aprender una segunda lengua de mujeres marginadas y así mismo, diseñar una propuesta que promueva un enfoque de enseñanza que mejore la experiencia de aprendizaje de las mujeres y que les permita afianzar sus conocimientos, valores, y motivación por aprender.

Para lograr alcanzar los objetivos y responder la pregunta de esta investigación, se utilizaron diferentes instrumentos para recolectar información relevante para la propuesta. Los instrumentos que fueron usados corresponden a observaciones, entrevistas y un grupo focal con mujeres marginadas como participantes, así como la directora de una de las instituciones mas reconocidas que ofrece ayuda y asistencia a estas comunidades.

Abstract

Learning a second language is not only for individuals who have an easy access to education, but also for a marginalized person with a low income who can greatly benefit from learning. This project is focused on promoting teaching a second language such as English to marginalized women in Bogotá, who were or had been dedicated to prostitution.

This way, the project aims to explore the aspects that affect their motivation to study and to learn English and to design a syllabus proposal that promotes a teaching approach that improves marginalized women learning experience and that help them internalize their knowledge, values, and motivation to learn.

In order to achieve the project objectives and answer the research question, there were data collection instruments used to gather relevant information for the proposal. The instruments used were observations, interviews and a focus group, with marginalized women as participants, as well as the director of one of the most important institutions that offer help and assistance to those communities.

Acknowledgments

Prima facie, I'm grateful to God for providing me with the good health and well being that were necessary to complete this research project.

Secondly, I sincerely present my feelings of gratitude to Alexander Benito, my teacher and advisor, who provided me with great guidance and support during the whole process of writing my research. I also thank all the faculty members who also supported me with the project at different points along the way.

Lastly, I thank my parents and my soul mate, who were always there to encourage me and help me with anything I needed. To them, I am greatly grateful.

Introduction

There are foundations that offer primary and secondary education to women who have been marginalized and who have not been able to get access to proper education. During the time spent teaching primary school subjects to marginalized women at “El Buen Pastor” foundation, (which offers this type of options to women who are or were prostitutes), it was determined that this research project would be focused on the social and personal factors that affect their motivation to study.

While teaching in the foundation, it was noticed how difficult it is to get marginalized women to accept the invitation to study and even more to complete a course. So far, the reasons why most of these women decide not to study, or to leave sooner or later without completing the academic process are not well specified. Factors such as violence, insecurity, vulnerability, among others, are still the components of what it is possible to infer from their context, but they have not been analyzed and organized depending on their influence level on their learning process.

This proposal emerged from last year statistics in the foundation where not even half of the students who started a course about topics of primary school actually finished it. In this order of ideas, the research will focus on one specific topic that may represent a great challenge for them: English. Furthermore, there has not been any study done about this issue that is affecting them. There are only a few aspects about their personal and social background found in a few projects and articles regarding this marginalized population. For instance, there was a study done by students in La Javeriana University in 2005 about how prostitutes build their identity.

For that reason, once the factors that affect their motivation to study and to learn English are analyzed and categorized, a syllabus was designed and proposed for an average of 6 to 10

students who might take English as a subject for primary or secondary education. This was done in order to try to solve specific problems they may have when studying English. The proposal will be available for future teachers who may want to implement a lesson plan with students around the world who share the same conditions as the ones that was observed and interviewed in this research project.

The project is divided into five chapters in order to organize each piece of information. Chapter one includes the statement of the problem, which pretends to briefly explain the phenomenon that gives a focus to this research; the justification, that gives a reason why this project is carried out; and finally, the research question and objectives which are the patterns to follow in order to provide an answer to the former.

Chapter two contains the literature review and the theoretical framework. The former contains three important research studies that have been done and that are related to this research in some way. In this section of the document those aspects that support the research are explained and also the differences between them, which are implicit inside the text.

On the other hand, the latter shows information taken from articles that works as valuable theory to support the development of this research; in order to connect the purpose of this research with theory, three constructs were included: prostitutes: a marginalized group, social and personal dimensions of the human being, and motivations to learn English. These constructs are further developed and linked together on the theoretical framework in a brief and concise way in order to establish the theory that will support this project.

Chapter three is about the research design, which includes the type of study used during the project and how it was implemented, including the procedures and techniques to obtain the necessary information that could answer the research question. Also, it explains the research

paradigm, the research approach, the setting, the participants, the sampling type and the data collection instruments. Chapter four describes the data analysis approach, the categories and subcategories obtained from the data collection and analysis.

In the end, chapter five presents a syllabus proposal, and chapter six gathers the conclusions which show the relevant findings obtained from all the research study process, the answers to the question proposed at the beginning of the project and the pedagogical implications. Above all, this project intends to be a tool for future teachers that are interested in teaching people from marginalized populations.

Chapter one

Statement of the problem

The research problem emphasizes on the lack of marginalized populations motivation to study, and more specifically, to learn a second language such as English. The decision of making of this the research problem was obtained from a series of conversations with the directors of “El Buen Pastor” and “La casa de Todas” institutions. They clearly stated that most women that go the first days of the learning program they offer are never seen again.

In this order of ideas, the purpose is to define the factors prostitutes face every day and that are preventing them from completing the courses offered, and more specifically, the ones that are related to English. Once that information is established, a syllabus was proposed for future researchers who are interested in applying a lesson plan with students from marginalized groups.

Justification

There is a popular saying that goes: “educate a man and you have educated an individual, educate a woman and you have educated a nation”. This well-known saying is attributed to the Ghanaian Scholar Dr. James Emmanuel Kwegyir-Aggrey, one of this century’s greatest educators. While his statement is true, female education in Colombia has not developed at the same pace as that of males.

Research has found that female education is highly correlated with better use of family planning, low fertility rates, and low infant mortality according to Yehoah (as cited in Johnson & Christensen, 2010). Education is a particular powerful achievement for women as it opens up the potential for wider participation in the economy. However, the lack of interest of women that

come from prostitution in completing basic or higher education continues affecting them and the society in general.

In order to contrast this reality, this project is focused on one of the subjects a student has to learn at school: English. It is also a great start to develop a research study focused on the education of one of the most vulnerable populations, and most importantly, on the reasons why they are not motivated to study English as a second language. The factors that influence their decision about not studying English are certainly different from the ones that are preventing them from learning any other topic, such as mathematics, or sciences, which require other cognitive abilities and focus on different areas of knowledge.

Among other advantages, having a good English level increases an individual's job opportunities and therefore, his or her earnings. Even though this is not the only reason why someone should study English, it is clearly one of the most important ones since it would allow these women to have better job offers and have a better life quality. Therefore, knowing the reasons why they do not feel motivated to study English would be a great start to implement a set of strategies embedded in a syllabus to overcome these issues.

Research question

Which factors should be taken into account when teaching a foreign language such as English to marginalized women?

Research objectives

General.

To establish the factors that should be taken into account when teaching a foreign language such as English to marginalized populations.

Specific.

- ❖ To identify the women' personal beliefs in relation to education.
- ❖ To describe the social and personal factors that affect the motivation to study, and to learn English of women dedicated to prostitution.
- ❖ To design a task-based syllabus for marginalized populations that provides better English language learning experiences and language learning processes.

Chapter two

Literature review

In order to give a strong base to this research it is necessary to do a review about similar projects that have been done in the past and that can support the present one. That is why in this section there are three projects that were done by people interested in understanding the implications of teaching English to students from different contexts. The results of each one of them will work as a reference for the development of this research project.

Epistemological and axiological principles of the English teacher knowledge.

The project shows the results of an ethnographic research carried with a group of four teachers working in rural high schools from San Ramón, Alajuela, Costa Rica. The main objective was to analyze the constitutive epistemological and axiological elements of the English teacher knowledge of this population. Data was collected through multiple non-participatory class observations, semi and structured interviews.

The results of this investigation were not positive. The researchers found out with their observations that there are a few problems regarding the focus of English Teaching in the area they were located in. Córdoba & Araya (2010) stated these were their results:

There are four principal areas of knowledge identified as the technical content domain, the methodological domain, the legal- institutional domain and the economic domain.

There is evidenced a huge concern on technical linguistic and methodological matters as well as on the need of administrative and legal considerations to teach and learn English. Finally, the English teaching learning process is valued and appreciated because it has an apparent economic benefit.

It is easy to feel identified with their findings here in Colombia. First of all, it is important

to take into account that teaching and learning processes are controlled by the curriculum proposed by the Ministry of National Education in Colombia (MEN). That curriculum is a guide for English teachers all around the country, however, it is sometimes not taken the way it should and therefore leads to mistakes that affect both teachers and students.

Most educational institutions are being directed by people who are only interested in the profit they are making out of it, which makes it impossible to listen to the student's voice and promote different proposals that could create a new idea of education that benefits everyone. Also the teaching-learning process is strongly related to the economic position that participants have.

Nowadays, professionals are aware of the positive influence that learning English has in their finances, and that's why they are more interested in learning English as a second language. Making strong emphasis on this factor, misleads the true benefits that learning English as a second language gathers, such as getting to know new cultural backgrounds and expanding our knowledge about the world.

Now, in order to further establish the relation between this project and the present research, the following conclusions were taken:

- ❖ The functions of the language are approached from the grammatical practices and reading comprehension, therefore, there is a discrepancy regarding the communicative use of English claimed by educational authorities.
- ❖ Teachers provide a great importance to those formally created materials for English teaching, limiting themselves to book's methodologies that develop exercises to complete

dialogues, prayers, pictures, reading comprehension, association, questioning and responses. As a result, we have students who are masters of reading and writing but have a low level of listening and speaking.

- ❖ Many education authorities and teachers believe that it is important and necessary to learn English only because provides an added value for someone looking for a better job. As a consequence, teaching and learning English is perceived and promoted as an object for consumerism, far away from what the language implies in terms of social relations and culture.
- ❖ The fact that teachers consider that having good English skills is synonymous with having an American accent discriminates people national identity. In relation to what will be explained on the second study about how prostitute's build their identity, it is important to know that one of the factors why they prefer not to study English could be related to the fact that by doing so, they may feel they're losing the sense they have of themselves.

By analyzing the previous conclusions, we can find a few reasons that might have taken our students not to study English. In other words, they probably did not have a satisfactory experience when they had the opportunity to learn the second language due to the problems mentioned above. Also, being marginalized women in Colombia is a difficult situation where misconceptions influence the decision about not learning English at all.

These problems are affecting several educational institutions in Colombia, and have certainly influenced everyone, especially people from marginalized groups. Taking into account that these kind of problems in the country affect marginalized people in a stronger way, it was crucial to understand them in order to be able to conduct good observations and conclusions for

the development of this research study.

Prostitutes' (covered by government assistance programs) construction of identity.

In order to further understand the implications of being a marginalized woman in Colombia, a second research done by students from Javeriana University about the development of their identity was included. It is important to know about their social background and how it is related to their identity in order for teachers to get to know the factors that are preventing them from completing primary or secondary education.

This qualitative research done by Javeriana students is based on the approaches of Social Constructionism and Gender Perspectives. It was aimed to describe and understand how adult women (28 to 43 years old) dedicated to prostitution build their identity.

The researchers did a narrative analysis and used the interview as the main tool to be able to get a deep understanding about this problematic. The document shows the content of a series of interviews addressed to prostitutes. This investigation gives a strong base to the present one since it allows us to understand the excluded groups' reality, their relation with the environment and the fact that what they are right now is the result of previous experiences that affected in a negative way their perception of the world.

These are the conclusions the researchers Toro, Paz & Huertas (2005) obtained from analyzing the information the women provided:

- ❖ Identity is not static as some people may think. It actually changes through time depending on relevant transitions people make during their lives. For example, the transition from child to teenager or student to employee. These radical changes in life

influence and modify our identity.

- ❖ There were a variety of identities within the interviewees depending on their experiences and the way they assumed them.
- ❖ The most important transitions they had in common and that influenced their identities in a strong way were becoming moms, and prostitutes. These were fundamental aspects in the construction of their identity that made them see themselves and the world in a different way.

The conclusions obtained by Javeriana students after they had interviewed the prostitutes, are very important for this research because they provide information about how they build their identity and also how important it is for them to have a motivating class environment. They can be taken as clear examples of what to expect when the interviews for this research are being prepared and conducted since it is very important to not only to take into account the way prostitution is regarded in the capital but also the way different factors can influence prostitute's identity.

Prostitution as a social problem in Colombia's capital city.

The research was done by the “Contraloría de Bogotá” as a sector study about prostitution as a social problem in Bogotá D.C. It is taken into account as it is very important to get to know the way prostitution is regarded in the capital city because that way the factors that influence prostitute's behavior could be more clear. The study specifically states the issues in which prostitutes are involved, and those have to be taken into account, as they are part of the contexts of the students the syllabus is designed for.

Prostitution in Colombia is the consequence of poverty and the way most men treat

women. It has something to do with chauvinism (González et al. 2004). In the past, men were believed to be superior, and therefore, women had to deal with all the housework and their husband's bad manners. Also, women did not have access to education as men did. These are strong aspects that contributed to what prostitution is today.

Prostitution is considered an issue in the city because a woman should not even have to see this activity as a job that can give them more money to assist their needs and their families'. The fact that they cannot get a job that pays more than the minimum rate because they do not have a secondary school degree, leads them to degrade themselves for the leisure of men. If other jobs were well paid, the number of people doing this activity would be incredibly reduced.

Prostitution carries high health risks for prostitutes, and this is another important factor that needs to be taken into account as this could be affecting their assistance to school. According to the study of the "Cámara de Comercio", in 1990-1991 the most common issues were breathing problems followed by venereal diseases.

According to González et al. (2004), their results are very worrying. The fact that HIV is the major death cause of people between 15 to 44 years old means youngsters are not being responsible for themselves and do not show they care for their own bodies. We can see morality is being left behind as the years go by, and that fact is the cause of many issues in our society. The set of issues work like a chain, one carries the other; for example: poverty, lack of morality and prostitution.

Another important factor to consider is the age of the prostitutes who are and who are not attending to school. "Prostitutes average age is between 18 and 25 years old" González et al. (2004). In other words, women of that age are the ones men are willing to pay for the most. Prostitution works just like a business that sells sex, therefore, the product has to be according to

what the consumers like. In contrast, most women who decided to take the course to get their school degree are over 25. This is an important factor to consider during the design of the interviews in order to know exactly why young prostitutes are not likely to study.

For national and local governments, including Bogotá, it has never been easy to address this problem due to the complexities and sensitivities that revolve around the topic, starting from the economic nature to its implications on public morality, social welfare, crime and health. However, “since this is one of the most serious forms of discrimination against women and children, there is a need to evaluate public policies adopted in the Capital against prostitution in order to establish its positive impact in this historical problem” (González, et al., 2004).

It is important to know the problem and its causes, but also what it is being done about it in order to develop the present research study. In this order of ideas, the “Contraloría de Bogotá” conducted an evaluation of the policies that have been implemented in the city, and took management of the efforts that different entities have made against the problem.

There is a law that has decrees, which regulate prostitution. “The rules related to prostitution are: decree 400 of 2001, and, 188 of 2002” González et al. (2004). They establish the areas of high impact in the city and the conditions for its operation in accordance with the guidelines set defined by the “Territory Organization Plan”. The decree 188 of 2002 specifies the location and operation conditions of establishments for sex workers and other related activities. It also introduces sanitation, social welfare, safety and environmental wellbeing.

According to González et al. (2004) this decree makes clear that establishments that are operating in sectors in which they are not allowed, and wish to continue their activities, should move to any of the specified areas. It also establishes the responsibility of health institutions to properly diagnose a sex worker in case they have HIV or any other sexual transmission disease,

and proceed with treatment according to article No. 4816 in the Political Constitution. Article No.366 of the same Constitution, states that “general welfare and improvement of quality of life of the population are social objectives of the State”.

To sum up, the information previously shown was taken from previous studies related to the present one, and was considered crucial for the development of this research. Those studies are similar to this one because they provide details about education focused on marginalized groups, prostitute’s background and its influence on the way they build their identity. Having seen this, it is possible to conduct this project into the reasons why prostitutes prefer not to study a certain subject such as English.

Theoretical framework

The purpose of this section is to understand the reality prostitutes face every day as a marginalized group, the personal and social dimensions of the human being, the implications in the motivation to learn English, and the syllabus design. In order to do that, relevant information

was selected from different articles related to the points in question.

Prostitutes: a marginalized group.

To start, it is convenient to clarify the different aspects that are part of a prostitute's life and that are also relevant for this research project. It is important to understand the causes of prostitution, and also the reality surrounding this issue in order to establish a strong base for this project.

According to Salazar (2014), there are different points of view regarding prostitution: some people say prostitution should be considered as a job just like any other (with all the government and legal regulations) because this activity does not hurt anybody; and there is other people who actually choose this as their job not because they were forced to or because they saw it as the only way to survive. However, it is also true that prostitution comes from the terms dishonor, to expose to the public eye, to abandon a woman to disgrace, corrupt and degrade her. Therefore, it is an action for the leisure of men that affects the dignity of those who practice it.

One of the main causes of prostitution is the fact that there are not enough job opportunities, and also, those that exist are not well paid. "Prostitution is the result of the lack of job opportunities for women, and is adopted as a last resort to meet their needs" (Salazar, 2014). Many girls whose parents do not have the money to send them to school, end up seeing prostitution as the only alternative for them to get enough money to meet their needs and those of their families. According to Salazar (2014), most of these women are victims, which means, (a), they did not have another option but to sell their bodies to earn the money for their everyday necessities, or (b), they were introduced to this world by someone else (pimps or even their own families who leave them exposed to alarmingly high levels of violence and abuse).

Most people know the problematic exists, but ignore its implications, the suffering most

women have to go through and the little support they actually get from the State and the society. One of the reasons why this happens is that many people in Colombia are conservative and very religious. Therefore most people do not agree with activities that go against morality and personal values. Prostitution is currently considered performed by perverted people, therefore, is an activity that is condemned by the church and rejected by the society (González, 2014).

Having seen this, it is also very important to know more about the Law that pretends to show a different way to approach prostitution. It is not about legalizing prostitution, making life easier for pimps or exacerbating gender inequalities, but to guarantee basic social rights and prevent violence against women engaged in this activity (González, 2014). However, the Law does not seem to take into account the voice of prostitutes who have truly suffered and who do not agree with it. Most of them claim that if they had had the option to study or a better job opportunity, they would not have ended like this.

All this implies a series of problems that affect prostitute's learning process when they have actually taken the first step into an educational institution. According to the director of "El Buen Pastor" (a foundation that offers primary and secondary education to this population), most people who take the course are women over 30, who are likely to lose their motivation very easily. Last year only one participant out of ten finished the course. It is hard to get them to apply, but it is even harder to get them to complete the course.

To conclude, prostitution is a judged and ignored issue that has poverty and chauvinism as its main causes, and it is not getting enough of the state's support so it can be resolved. Also, the problems mentioned above may be related to their lack of motivation in learning a second language. It is essential to bear this in mind, prior to conducting the development of this research.

Social and personal dimensions of the human being.

Now that we already know relevant information about prostitutes' background, we need to understand the personal and social traits that affect identity and personality in order to further understand how this population developed theirs and how these aspects can influence their learning process. According to Deaux (1993):

Social identities are those roles [e.g., parent] or membership categories [e.g., Latino or Latina] that a person claims as representative. Personal identity refers to those traits and behaviors [e.g., kind or responsible] that the person finds self-descriptive, characteristics that are typically linked to one or more of the identity categories. (p. 6)

Accordingly, a conceptual model of multiple dimensions of identity produces a sense of self or one's personal identity. Intersecting circles surrounding the identity represent significant identity dimensions (e.g., race, sexual orientation, and religion) and contextual influences (e.g., family background and life experiences) (Deaux, 1993). Social and personal identities are fundamentally interrelated. Personal identity is defined, at least in part, by group memberships, and social categories are infused with personal meaning.

Now, these two variables are connected to personality, which, has a strong influence on every action students do regarding their study plan and whether they are motivated or not. According to Allen & Kim, if the situation is motivating enough contextual variables influence behavior more, but in less motivating situations as in neutral tasks, such as routines or daily activities, personal characteristics are likely to be more influential (as cited in Heinström, 2003).

In this sense of ideas, the contextual variables that are in the classroom have to be motivating enough to lower the influence of personal traits taking over the class. On the other

hand, if the classroom environment is not motivating for the students, their behavior and personal traits might take over and affect their own progress, as it has happened in previous learning experiences in the foundation.

In the same way, personality can have a strong influence on people's behavior. This may affect whether they accept new ideas, take challenges, or not. Heinström (2003) deduced:

The more traits that incline towards certain behavior an individual possesses, the more likely he or she will take on this behavior. In some cases conflicting inclinations by different traits may neutralize the impact of personality traits, whereas in other situations, a strong personality characteristic may dominate and override other tendencies. This is the case for instance when a foremost conservative but conscientious person overcomes his/her cautious inclination towards confirming information by taking the effort to explore new challenging documents.

According to the previous information, personality can provoke certain attitudes when the individual presents a good quantity of traits that incline towards a specific behavior. Also, it is possible that the individual has conflictive inclinations because his or her traits do not show preference for one side or the other. This may happen, for example, when a toddler does not know whether to eat ice cream or cotton candy, and ends up throwing a tantrum because he/she cannot have both.

It is also very important to take into account that every human being is unique, and therefore, different from others. Personality will remain the same, although the way it is expressed and how much it influences behavior vary according to context (Allen & Kim, 2001). In other words, the context in which the individual is located is related to the way he or she behaves, but it will never change his or her personality.

In this order of ideas, behaviors are the result of personality traits and the stimulus of the individual's environment. Now, a negative environment will certainly influence a person from a marginalized group. It is possible to infer that if the teacher is not interested in knowing the implications of being a prostitute and providing a nice and comfortable class environment, the students will certainly respond in a negative way.

In addition, the importance of seeing students as they see themselves or as they reveal themselves to others so we do not make assumptions about the relative salience of particular identity dimensions for students in traditionally marginalized groups (Jones & McEwen, 2000). This means the influence of personality on behavior can be modified, however, some tendencies and habits tend to remain regardless of education.

Teachers should try to motivate students in different ways as well as respect and appreciate the way they think, feel and behave. This is very useful for teachers since it is one of our duties to identify our student's cognitive abilities, feelings and also psychological mechanisms that have an influence on their learning strategies. Understanding the student's environment and their personalities plays a very important role during their learning process, especially when they come from a marginalized group.

To summarize, everyone cannot be adapted to the same study plan. That is why teachers who work with students, that are part of an issue in the society, must further understand their social and personal traits and have clear the way they influence the student's learning process. Only then, the teacher can come up with a great motivation strategy to overcome the students' desertion.

Factors that influence the motivation to learn English.

Having reviewed information about personality and identity traits and how motivation can play an important role in the classroom, the most common motivation problems and ways to identify them inside the classroom will be studied.

According to Bernaus (1995) a considerable amount of research has been directed at investigating the influence of student affective variables with respect to both on second foreign language acquisition and their interaction with cognitive variables. Among others, attitudinal and motivational variables in second foreign language acquisition have been identified as relevant factors and as predictors of students' language achievement. Factors such as pedagogical techniques, teaching materials, and the teacher's personality might interact with the individual different variables to promote proficiency.

“There exist significant correlations between motivation and foreign language learning which teachers have the power to influence” (Bernaus, 1995). In relation to that, some of the most important motivation issues that any student may have when learning English as a second language, and also the importance of the teacher's role to overcome these problems are going to be briefly reviewed.

First of all, books and other study materials for learning English are not properly used and therefore, are causing some problems. Babae (2012) stated:

The difficulty level of materials is an important factor that needs attention, because very difficult or very easy tasks might create the sense in students that they are either incompetent or that they are not adding to their knowledge. In either case, because they cannot satisfy their need to learn more, they might feel unmotivated.

According to that, the role of materials for class needs special attention because its wrong use will lead to problems with motivation and an appropriate learning process. Students are supposed

to see materials as support elements for them to continue developing their skills, not as an obstacle that could cause a negative attitude towards learning itself. But motivation problems in students are not only due to the role given to the study materials, but to the whole educational context that students are being immersed into:

What are seen as students' motivation problems are often problems with the academic context. If more than a few children seem unmotivated to complete school tasks, it is useful to examine aspects of the educational program and the social context of the classroom that might undermine motivation. Student motivation is strongly affected by the nature of instruction and the tasks given—for example, whether tasks are clear and at the appropriate level of difficulty, and whether they involve active participation and are personally meaningful. Students' motivation is also affected by the social context—for example, whether students feel valued as human beings, are supported in their learning efforts by the teacher and their peers, and whether they are allowed to make mistakes without being humiliated (Stipek, 2002, p. 15).

Student's attitude can also influence their motivation when learning a second language. Gardner & Lambert maintained that attitude and motivation are not necessarily related to each other (as cited in Babae, 2012). However, they later admitted that being ethnocentric could make a learner have a non-integrative view. In fact, they seemingly find a relationship between motivation and attitude, believing that attitude towards L2 community determines one's motivation. In other words, if the student has a negative attitude towards the L2 community, his or her motivation would be greatly affected.

One final aspect related to motivation problems that was found important to consider was the experience the students have had in educational contexts. Motivation problems appear when children are not allowed to have some sort of active participation in their own learning experience (which happens very often); then, when they grow older and get the chance to choose

and to take bigger decisions, they tend to go for the wrong ones:

Because there are not many tasks they can avoid, children's motivational problems often appear in the form of low effort expenditure, poor attention, or disruptive behavior. High school students have more choice in the type and difficulty level of the courses they take, and even in how long they continue their education. Thus, while the fifth grader who lacks self-confidence in mathematics may "forget" to do her homework, the older student may not take any courses in mathematics or more seriously, drop out of school (Stipek, 2002, p. 17).

Correspondingly, it is important that teachers get fully involved into the students' motivation problems and have an action plan ready to overcome them. There are different ways to identify the motivation issues that students may have; some very useful ones are stated by Stipek (2002), who believes that "whatever the cause of students' motivation problems, they usually manifest themselves in their behavior".

According to Stipek (2002), the first and most important step is to observe the students carefully; in order to do that, it is crucial to take into account the students' emotional expressions, behaviors, and changes of these aspects in different learning contexts. Also, teachers should seek for motivation problems in all students, including those who are good performers. Most teachers believe in the assumption that students who are doing well at school do not have problems with motivation, but this is not correct. For example:

The "B+" student who could be getting "A's", and the student who gets "A's" without really trying are less likely to be noticed or to be perceived as problems than those students who are barely passing. Their talents are, as a consequence, not developed, and some become bored and disinterested. It is, therefore, important to scrutinize all students

for motivational problems (Stipek, 2002, p. 14).

In addition, it is good to use instruments such as individual or small groups' discussions and questionnaires:

Conversations with students can provide other important information that can be used to get them on to a more productive pathway. If discussions don't work well or don't feel comfortable, teachers who are interested in assessing motivation problems can also give questionnaires for students to complete anonymously (Stipek, 2002, p. 15).

To conclude, all these motivation problems and strategies to locate and also analyze them will be an important key to come up with a syllabus design that includes the correct or most accurate teaching and learning strategies that could help marginalized populations to have a better experience and get more involved and motivated in their own learning process.

Syllabus design (TBLT).

As it was stated before, this project aims to design a syllabus proposal that could work as reference source for teachers who teach English to marginalized populations that have a very basic level. It is therefore important to understand the definition, objectives, types and other variables that play an important role in the design of a syllabus.

According to Brumfit (1984), a syllabus is a device for public planning, but for teaching not learning; it also generates a set of units of work, and implies particular methodologies. A syllabus may be considered a retrospective record rather than a prospective plan. It can lead to many courses of study, and should produce general competence, unconscious automatic abilities and conscious metalinguistic capacities.

The Cambridge symposiasts have different points of view regarding syllabuses. Brumfit (1984) stated that some of their symposiasts prefer a narrow definition for curriculum/syllabus

(e.g. Widdowson), and exclude teaching methodology from the curriculum concept, while others (e.g. Candlin) prefer a wider definition, which, besides content and objectives, includes learning experiences and evaluation.

A syllabus is a source of information for both teachers and students; as Brumfit (1984) stated, “students and teachers consult the syllabus in preparation for an examination, and very often the teaching of a course will be strictly guided by the syllabus in question”. Also, there are some terms that are closely related to syllabus, for instance, “in North America, the terms course of study, curriculum, or program often cover more or less the same ground” (Brumfit, 1984).

So far, different opinions about the syllabus definition have been reviewed, but there is one that will remain as the pillar for this research: the one represented in the Lancaster school, by Candlin and Breen. According to Brumfit (1984),

This school of thought has strongly reacted against the notion of a fixed syllabus, which can be planned, pre-ordained, and imposed on teachers and students. For this group it is not a choice between structural and functional syllabuses. The principle of any fixed inventory of language items, such as the Council of Europe syllabuses, is unacceptable for them. They regard the syllabus as open and negotiable. They envisage that the curriculum would be negotiated by the teacher with a given group of learners. Breen acknowledges that one has to set out from a plan (a predesigned syllabus). But such a syllabus is inevitably interpreted and reconstructed by the teacher; equally the learner creates his own curriculum. Consequently the predesigned syllabus by itself is a “paradox”. It only makes sense if it is used for the creation of three other syllabuses: the teacher’s, the individual student’s, and the syllabus of the class. Good syllabus design, therefore, according to Breen, takes other syllabus realities into account from the outset.

Breen's ideal syllabus focuses on the learning process and assist learners to draw their own route maps.

This statement was chosen as the base for the syllabus that was designed as the main part of this research project, mainly because it provides the idea that encircles the investigation. Given that the research carried out the data collection taking into account the students opinions on certain matters as the main source of information for the syllabus design, it is necessary to maintain a broad approach towards syllabuses and the parties that can participate in its creation. A syllabus designed with the participation of both teachers and students who come from a marginalized population can end up being a powerful tool that could guarantee a much better learning experience for them.

Also, it is essential to distinguish the difference between curriculum and syllabus; even though most of the times both terms are used to refer to the same thing, it is important to understand how this two differ from each other and how they can go hand by hand in order to produce the most accurate design. Regarding the syllabus design, Nunan (2004) states a syllabus is essentially concerned with the selection and grading of content, and the curriculum with the planning, implementation, evaluation, management, and administration of education programmes; therefore, a syllabus is seen as a subsidiary component of curriculum design.

Taking into account that the syllabus design, which was the result of this research project, was developed through the collection of data, it was determined the following statement by Nunan (2004) was relevant and will be kept in mind during the whole syllabus design:

The need to make value judgments and choices in deciding what to include in (or omit from) specifications of content and which elements are to be the basic building blocks of the syllabus, presents syllabus designers with constant problems. The issue of content selection becomes particularly pressing if the syllabus is intended to underpin short courses. (It could be argued that

the shorter the course, the greater the need for precision in content specification).

To sum up, the syllabus started its designing process prior the data collection being a priori syllabus (Richards & Rodgers, 2001), and was modified through the process based on the data collected from each one of the instruments; that way, both parties (students and teacher) participated in its elaboration. In addition, the syllabus design answered two main questions: (a) what does the learner want/need to do with the target language? (b) What are the linguistic elements, which the learner needs to master? These questions were selected to guide the design as Nunan (2004) stated:

During the 1970s, communicative views of language teaching began to be incorporated into syllabus design. The central question for proponents of this new view was, ‘What does the learner want/need to do with the target language?’ rather than, ‘What are the linguistic elements which the learners needs to master?’ Syllabuses began to appear in whatever content was specified, not only in terms of the grammatical elements which the learners were expected to master, but also in terms of the functional skills they would need to master in order to communicate successfully.

It is also important to add that the syllabus focuses on one approach that promotes communicative learning through tasks. Learning through tasks can have a specific purpose for communication in each class and also take into account the students needs as a marginalized population. According to Richards & Rodgers (2001), a number of taxonomies of syllabus types in language teaching have been proposed, for example, Yalden (1987), Long and Crookes (1992), and Brown (1995). Brown (1995:7) lists seven basic syllabus types – Structural, Situational, Topical, Functional, Notional, Skills-based, and Task-based, and these can usually be linked to specific approaches of methods.

The syllabus will be therefore of the task-based type since it will follow the Task-Based Language Teaching approach. Following that perspective, the syllabus that was proposed

included the following elements stated by Richards & Rodgers (2001):

The syllabus specifies content and learning outcomes and is a document that can be used as a basis for classroom teaching and the design for teaching materials. Although proponents of TBLT do not preclude an interest in learners' development of any of the conventional syllabuses categories (language structures, functions, topics and themes, macro-skills, competencies, text types and vocabulary targets), they are more concerned with the process dimensions of learning than with the specific content and skills that might be acquired through the use of these processes. A TBLT syllabus, therefore, specifies the tasks that should be carried out by learners within a program. Nunan (1989) suggests that a syllabus might specify two types of tasks: (a) real-world tasks, which are designed to practice or rehearse those tasks that are found to be important in a needs analysis and turn out to be important and useful in the real world, and, (b) pedagogical tasks, which have a psycholinguistic basis in SLA theory and research but do not necessarily reflect real-world tasks.

In this order of ideas, the syllabus that was proposed at the end of this research project focused on the learning outcome rather than the specific content to be covered. It also presents the structure of the ideal class for marginalized populations and examples of tasks that simplify how they should be. Task-based syllabuses should include all the tasks within a program, that's why the syllabus will include samples of tasks as it is to be used by future teachers that plan to work with similar populations; their syllabuses can then include all the tasks, as they would have an actual English program.

Finally, the syllabus will present the tasks within a two months program classifying them in the types suggested by Nunan (2004), which were described above, and also taking into account the task types proposed by Willis & Willis (2007) which are derived from a broad classification of cognitive processes: (a), listing, (b), projects and creative tasks, (c), sharing

personal experience, *(d)*, problem solving, *(e)*, comparing, *(f)*, matching, *(g)*, ordering and sorting. The following are the types of tasks explained by Willis and Willis (2007):

- a) Tasks involving listing: it could result in a list of words or short phrases or even quite complex sentences. With the topic transport at the elementary level, learners might simply list the kinds of transport available locally (a list of nouns). Listing can be split in two kinds: brainstorming and fact-finding. Games based on listing are quizzes (students write true/false phrases or questions for their peers), memory challenge and guessing games. These types of tasks are good for shy students and real beginners.
- b) Tasks involving ordering and sorting: it includes a variety of cognitive processes, including sequencing, ranking, and classifying, which all require a little more thought and cognitive effort than simply listing. Some involve ordering items according to purely factual criteria, like dates or prices; others involve a certain amount of decision making, based on personal choice or opinion. It involves sequencing, rank ordering and classifying; classified lists can be used as a basis for designing “Odd word out” games or “What do these have in common?” quizzes.
- c) Matching: a whole range of tasks can be generated here, suitable for all levels. Even true beginners can listen to and watch the teacher talking about a range of objects (for example, food items like fruit) or pictures and relate words and phrases to meaning.
- d) Comparing and contrasting: finding similarities or differences: comparison often forms the basis for games and other challenges, for example “Spot the differences”, or talking about personal experiences to find things in common.
- e) Problem solving tasks: problem-solving tasks invite learners to offer advice and recommendations on problems ranging from the very general, like global warming, to the very specific, like what do you do if your neighbor’s cat is causing trouble in your garden. Some problems for tasks are global/international issues, classroom or institution-based problems, teenage issues, environmental issues, social/family contexts, and work contexts. Problem solving

tasks can be broken down into a sequence of shorter tasks exploring the problem and evaluating possible solutions, leading up to a solution to the target problem.

- f) Projects and creative tasks: projects, just like problem-solving tasks can be broken down into a sequence of shorter tasks. Simply put, a task-based project comprises a sequence of tasks based around one specific topic, each task with its own outcome or purpose which culminate in a specified end-product that can be shown to others, displayed, or made public in some way, for others to appreciate.
- g) Sharing personal experience: storytelling, anecdotes, reminiscences: if our learners are going to take part in social interactions with speakers of English, it is important they feel comfortable talking about their own experiences, or embarking on a story, so they need plenty of practice in class. Good storytelling contributes to everyone's enjoyment and generally enhances our social experience

This way, the tasks in the syllabus will be proposed taking into account both the types of tasks proposed by Nunan (2004), and Willis & Willis (2007) in order to provide a complete and organized syllabus proposal. The tasks will be therefore be classified and thought to achieve the learning objectives of each class.

Chapter three

Research design

This chapter will carefully describe the research paradigm and approach, the participants, the sampling technique, the instruments used and the data analysis approach employed.

Research Paradigm

This is a qualitative research study, which, according to Johnson & Christensen (2010) collects nonnumerical data in order to follow the main objective, which in this case would be to explore the environment in which marginalized women live, and define how their experiences, their personal and social daily lives can influence negatively in their motivation to study and to learn English. This research relies on the inductive mode of the scientific method, and the major objective of this type of research is exploration or discovery.

Accordingly, the phenomenon that was object of study in this project was observed as it naturally occurs, without manipulating it. The students' behavior was viewed as dynamic and changing in their own environment.

Research Approach

Having this established, this research was conducted as an instrumental case study. As Burke Johnson & Larry Christensen (2010) stated in their book, a case study is simply a form of qualitative research that provides a detailed account and analysis of one or more cases. And, since it is instrumental, the conclusions obtained from this investigation will be applied beyond the particular case.

In other words, the research approach for this project focused on a specific population that played an important role by allowing the development of this research. Also, the answer for the question and conclusions obtained were not only be able to be applied to the population in this research but to other similar cases in other foundations or institutions that are providing education to marginalized groups.

This investigation also maintains a holistic point of view during its development in order to understand the parts that affect the reality that was be faced, which in this case were the social and personal factors that affect prostitutes interest to study English and their learning experience.

Setting

In order to obtain the data that will give answer to the research question of this study, it is important to know about the place where the population that will be subject for this research is located. The name of the institutions that is interested in providing different kinds of benefits and support to women dedicated to prostitution is “Casa de Todas”, and “El Buen Pastor”, and they are located in Los Mártires locality in Bogotá D.C. This way, women who attended to classes in both institutions were participants of this research project; also, women that were in the area were interviewed to collect data for this project. The locality’s history plays an important part of what the place is like nowadays; according to Piñeros (2013):

The name of Los Mártires locality in Bogotá originally came from Policarpa Salavarrieta, Antonia Santos, Mercedes Abrego, Camilo Torres, Antonio José de Caldas who are Colombian’s martyrs and happened to die in the park located in this part of the city. León de Greiff, who was a Colombian poet known for his stylistic innovations and deliberately eclectic use of obscure lexicon, lived in “Santa Fé” neighborhood, which is in the same locality. As the years passed, other people like them moved to the north of the city and the locality began to be the home for prostitutes and drug dealers. After some time, the locality became a tolerance zone (place in Bogotá where prostitution is allowed), and nowadays, has the higher concentration of prostitutes in the city.

The institutions were built in that area because being there meant being close to the population, which, would increase the possibilities to have women go to study and also to make them know they could always have their support.

Participants

This research study was carried out while “El Buen Pastor” was providing primary school classes. Therefore, the participants were women who were taking the classes in the foundation in order to receive their primary school degree, the director in “Casa de Todas”, who was willing to collaborate with an interview, and women that were in the area. In “El Buen Pastor”, there were around 15 students over 20 years old who had not been able to get their school degree in order to apply for a job that allowed them to have a higher standard of living.

Women were divided by levels and near half of them were illiterate, so they hadn't started seeing topics proper from primary school such as science and mathematics. The rest of them were in levels that covered the topics seen in primary school. All women taking classes in “El Buen Pastor”, get support primarily from “Casa de Todas”, which is an institution that provides certain types of special aids for women who are in extremely difficult situations, such as forced displacement, poverty and prostitution.

Sampling

Sampling means to select the individuals that are part of a larger group and that will be participating on the research study when it comes to the data collection process (Johnson & Christensen, 2010). These individuals facilitated the data collection by providing information that gave an answer to the research question after it is all analyzed.

The sampling technique that was used for this research study is the “non-random convenience sampling technique”, because the individuals selected as participants are women who are currently taking the classes in the foundation “El Buen Pastor”. Five women who were already taking the last course to graduate from primary school were observed, as they had the skills to take an English course in the future; also, the director of “Casa de todas” and women in the area were selected as participants for the research.

In the end, it was a small sample taken from the whole population. Even though, in most cases, it is not possible to generalize from a convenience sample to a population, in this research the convenience sample represented the population because they are marginalized women who were or had been involved in prostitution, and the director of the institution that assists this population in particular. In the end, they were not only available to participate, but also, were the most suitable participants for this project and for future reference for related research.

Data Collection Instruments

The purpose for data collection is to be able to comprehend and explain the phenomenon through stimulus/response, being the response received subjectively sincere instead of objectively right (Johnson & Christensen, 2010). It is performed through three different methods: observations, interviews and focus group. Information is to be collected, not only on the personal and social factors that affect the population's motivation to study and to learn English, but also about such things as their societal expectations and constraints for implementing the syllabus Nunan (2004).

Interviews.

Semi-structured interviews were carried out in order to obtain information from the students having the option of adding, changing or omitting questions during the process. According to Hannum (2006), in semi-structured interviews there is an almost certainly prepared interview schedule, but most of the questions are probably open; semi-structured interviews therefore combine certain degree of control with certain degree of freedom to develop the interview.

For example, if the interviewee answers two questions when he or she was only asked one, the interviewer can omit the other one; also, the developing of the interview could make the

interviewer think about other questions that could be added to complement the whole objective of the interview. The interviews were designed taking into account the purpose of this research and the conditions of the people those were addressed to.

There were two main semi-structured interviews that were applied. The first one was addressed to the director of « Casa de Todas ». The second one was to each one of the students in “El Buen Pastor”, and other women in the area. Both interviews integrated important information from both sides. It was decided to prepare an interview for the director of the institution because she provided very valuable information about the participants’ social and personal contexts. Obtaining this type of information from the director firsthand also acted as a plan B, incase the participants felt they were not to provide information about their personal and social contexts.

Field notes.

This instrument encircles observations as the technique to collect the information. According to Hannum (2006), field notes can be in the form of ‘record of work’, recording basic information in regards to the purpose of writing them; this kind of record keeping may promote efficiency, but does not necessarily form the raw material of reflection-on-action.

Nonparticipant observations were done while the students were in class in order to allow its natural flow and collect data from real classes and the women’s learning experience. According to Burns (2003), nonparticipant observations involves watching and recording without personal involvement in the research context. The information collected from the observations was documented in a series of divisions to organize it while paying attention to the categories established. These observations were done three times, in a period of three weeks to women taking the last course required to graduate from primary school.

Focus group.

Finally, the focus group, which was carried out on the last day scheduled for data collection with the permission of the director and the teacher in “El Buen Pastor”, aimed to provide in-depth information easy to understand and to diagnose the potential for problems with English learning in relatively short periods of time. It was done with participants from all levels taking classes in “El Buen Pastor”.

Focus groups are very useful instruments in qualitative research because they allow students who are not shy to express their opinions out loud. This helps them feel more comfortable and therefore relax their minds to be able to exchange information that would be impossible to get through an interview or observation for example. According to Eliot and Associates (2005):

Surveys assume that people know how they feel. But sometimes they really don't. Sometimes it takes listening to the opinions of others in a small and safe group setting before they form thoughts and opinions. Focus groups are well suited for those situations. Focus groups can reveal a wealth of detailed information and deep insight. When well executed, a focus group creates an accepting environment that puts participants at ease allowing them to thoughtfully answer questions in their own words and add meaning to their answers. Surveys are good for collecting information about people's attributes.

Data analysis

Now that the description of how the data for this study was collected has been provided, it is necessary to specify how it was analyzed. According to Johnson & Christensen (2010), “a qualitative data analysis is much more eclectic, and there is no single right way of analyzing the data because of the nature of the qualitative data collected”.

Also, the data that is collected from a qualitative study comes from field notes (observations), interviews, documents, and audiovisual materials, such as photographs, videotapes, films etc. According to Johnson & Christensen (2010), data analysis requires coding and searching for relationships and patterns until a holistic picture.

According to that, the data collected after using the instruments previously stated was carefully analyzed with a holistic point of view in order to identify the common patterns between its fragments. These patterns provided an idea of what the answer for the research question could be and was organized into categories for further subdivision.

In addition, the data analysis was done using both the inductive and a priori approaches. According to Johnson, B. & Christensen, L. (2010), most qualitative researches have an inductive nature, in which researchers generate codes or category names directly from the data obtained. This means that there are no categories prior the analysis stage, however, there is another approach which take into consideration the contrary; Johnson, B. & Christensen, L. (2010) state that researches that use the a priori approach bring an already developed coding scheme to the research project.

In the case of this research project, some codes were already brought based on the line of previous research while some others were deduced from the data collected directly from the implementation of the data collection instruments. It is important to mention, that the categories established following the a priori approach, were not forced into onto the data, and new codes were generated when data segments found did not fit the categories on the list, as stated by Johnson, B. & Christensen, L. (2010).

Ethics

Before conducting any type of data collection method, it is crucial to do some research about ethical guidelines for research with humans in order to understand the implications that leaving their information unprotected may have, and be able to prevent problems that could affect both the population and the researcher. According to AERA (as cited in Johnson & Christensen, 2010):

The American Educational Research Association (AERA) has developed a set of standards in 2014 designed specifically to guide the work of educational researchers (AERA, 1992). In developing this set of standards, AERA recognized that educational researchers come from many disciplines, each of which may have a set of ethical guidelines to guide its members. However, AERA recognizes that educational research is often directed at children and other vulnerable populations. Therefore, a key objective of the AERA standards is to remind researchers constantly to strive to protect these populations. (p. 106)

Accordingly, this research project emphasizes on the fact that the population that facilitates the data collection part of the process, was part of a marginalized group in the community. Therefore, their personal information was strictly confidential. This means that the information considered as sensitive and that could compromise the participants' identity was not revealed by any circumstance to anyone, other than the researcher. Also, "although confidentiality is an important part of maintaining the privacy of research participants, the researcher must be careful about what they promise"(Johnson & Christensen, 2010). This means that if the researcher gets to know about a case of child abuse or any other activity against the law that has not been reported, it is necessary to inform the local authorities about it.

In addition, an informed consent from the participants that recognizes the relevant information that was mentioned above was obtained. The purposes for this informed consent, as

stated by Johnson & Christensen (2010), are to provide the information to the participants, ensure that they comprehend it, and obtain their voluntary consent to participate.

Chapter four

Data analysis and findings

The data was collected in order to accomplish the main objective, which focuses on a syllabus design in order to improve marginalized populations' English learning experience and enhance the learning of the language. As the data was successfully collected, the results and aspects that have some implications in the syllabus design are presented and further explained in this chapter. This chapter is also a window for the data analysis approach and research perspective adopted as well as the procedures that were followed during the analysis.

Research technique

The data was collected using both a priori and inductive approaches, as it was explained in the data analysis section in the research design chapter. There were a few categories that were established before the data analysis process, while some others were taken out from the data itself. On top of that, the categories that were before the implementation of the data analysis were also connected to the new ones in a way in which it was possible to see the relation between all of them, the data collected, and the objectives of this research project. After doing the categorization schema, all the categories were connected to lead to the achievement of the research objectives and to give answer to the research question.

Research perspective

The data collected went through an analysis process, which focused more on the inductive theory. As data was gathered using data collection instruments such as interviews, the researcher kept a holistic point of view in order to establish the concepts that would build the syllabus. Therefore, a social perspective was also part of the data collection and analysis, which allowed the researcher to take into account all the aspects, observed and obtained from the interviews and to include them in the syllabus design.

According to that, the research project followed, more specifically, an emic perspective, as it was necessary to stick to the participants' point of view, experiences and perspectives in order to be able to design a truly reliable syllabus. According to Lett (1990), from an anthropological perspective, "Emic constructs are accounts, descriptions, and analysis expressed in terms of the conceptual schemes and categories regarded as meaningful and appropriate by the native members of the culture whose beliefs and behaviors are being studied" (p.130).

While the data was being collected and analyzed, all the individuals' comments that could determine the course that the syllabus design should follow were taken into account and interpreted properly. The researcher maintained an emic perspective through the whole process, as it was necessary to keep an open point of view to all the women's contributions.

Data analysis procedures

There were certain data analysis procedures that were implicated in the process. At the beginning, the interviews, focus group and observations were read as many times as needed in order to comprehend and internalize the information collected from the participants' contributions. Once the researcher had internalized the information, the data analysis followed a second phase, which consisted on coding the information by highlighting it with different colors depending on the objective it kept relations with. For instance, there were used colors to highlight the information related to the three specific objectives of the research accordingly.

After that, the information was divided and classified into categories and subcategories which all point at the research objectives and the answer to the research question.

Categories of analysis

It is important to re-state that the research aims to establish the factors that should be taken into account when teaching a foreign language such as English to marginalized populations. As for specific objectives, this project aims to have a clear understanding of the women' personal beliefs in relation to education, to describe the social and personal factors that affect the motivation to study and to learn English of women dedicated to prostitution, and to design a task-based syllabus for marginalized populations that provides better English language learning experiences and language learning processes.

Accordingly, the categories that were established prior the data analysis stage were the following:

- Education is not a priority.
- Violence is a factor that is constantly present in their lives: later on defined as, “women dedicated to prostitution have naturalized violence”.
- Marginalized women have a low level of education.

The categories established following the a priori approach were more related to the women's contexts rather than the syllabus design, as that was what the researcher could infer from previous studies and the theoretical framework in this research. Also, they were later on defined as subcategories, and additional categories and subcategories were added in relation to the data collected.

In the end, the categorization of data aimed to connect the information collected into categories and sub-categories that could answer the research question and achieve the research project's objectives.

Each figure corresponds to the categories and subcategories connected to one of the three specific objectives; the ones in the circles are the three main categories, and the ones that spread

from them are their corresponding subcategories. First of all, it was necessary to understand the women's personal beliefs in relation to education, as they are the pillars of the other categories: (a), education is not a priority, and (b), the fact that they have had negative previous learning experiences, were identified as part of the women's thoughts and beliefs about education.

Also, the social and personal factors that affect the motivation to study, and to learn English, of women dedicated to prostitution were identified and analyzed from the data collected as follows: (a), employability is among their main concerns, (b), they have naturalized violence, (c), they have a fear of being exposed to the public eye, and (d), they have poor persistence and determination.

In the end, a specific category that pointed to the syllabus design most important tips, which were obtained from the information collected, was included while doing the analysis of data following the inductive approach. In that way, the category that focuses on the syllabus design specific objective is "The focus of English classes is on the education and promotion of personal values and employment orientations", and the subcategories are: (a), English classes should implement dynamic activities and focus on speaking and listening, (b), classes should promote self-confidence and collaboration, and (c), employability orientations have to be included in the English program as a motivating factor.

Along the analysis of the categories and subcategories, there are different abbreviations used to refer to the data collection instrument used and the participant who contributed in each piece of information; this way, the abbreviations used are:

Tabla 1
Abbreviations

Abbreviations	Meaning
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In.01	Interview one
In.02	Interview two
FG.	Focus Group
Ob.	Observation
Pa.01	Participant one
Pa.02	Participant two
Pa.03	Participant three
Pa.04	Participant four
AO	Additional Comments
Pa.M	Participant M
Pa.D	Participant D
Pa.O	Participant O
Pa.A	Participant A
Pa.F	Participant F

Category 1: Women's personal beliefs in relation to education.

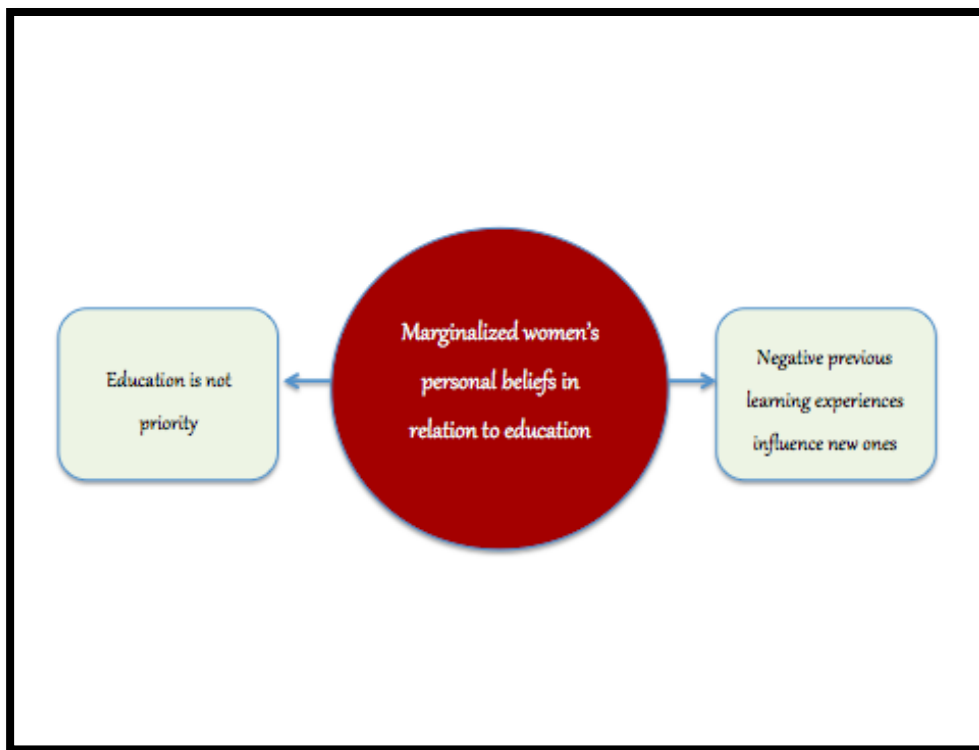


Figure 1. Category of analysis one.

This category was found relevant for the research project after collecting and analyzing the data since this was a factor of great importance among all the information. It emerges after seeing that all women who were participants for the research stated certain beliefs they have towards education. These beliefs are clearly the result of their experiences as students and their current way of living. Also, many internal and external factors may influence the beliefs that are presented below, but those are described in category two. Their main beliefs in relation to education are presented in the following sub-categories:

Education is not priority.

This subcategory was established following the a priori approach. This means that this subcategory was induced prior the data analysis process. However, it was successfully confirmed by the contributions of the participants, and therefore, placed in the first category

along with the other subcategory obtained from the data collected using the inductive approach.

Women who attend the study programs in the foundations are mostly over 35 years old, younger women are rarely seen in the different courses that the study programs offer. This provided the researcher with an idea regarding the priorities for women who dedicate their lives to prostitution, and getting educated is not among them. In accordance to Salazar (2014), prostitution is the result of the lack of good job opportunities for women, but also of the poor or non education they have received; many of the girls interviewed had parents who did not send them to school for various reasons, and it lead them to see prostitution as the only alternative for them to get enough money to meet their needs.

According to the participants' contributions to this research, they mostly see their way of earning money as the main or only way to get it, which focalizes their attention to whatever gives them good money to feed themselves and/or their families. Once they get into that world, it is very difficult to come out, and education becomes something that is just going to make them spend more money and time, without really giving that much back.

Participants clearly stated they would like to study, but the fact that they started working in this way early in life, prevented them from completing their studies and also took away most of their motivation to take the challenge. The following are statements which come from the interviews: "education for them is not priority", and, "we can not study"; these two statements, along with other data collected and analyzed support and complement Salazar's (2014) idea.

- "La educación para ellas no es prioridad"
(In.01Pa.01) (October, 2015)
- "No estamos para estudiar"
(In.02) (January, 2016)

Also, these statements encircle the whole idea that in the end became the name of the category. All women who participated clearly stated that a person's socioeconomic status is a factor that affects his/her education development. People, who are in need, feel obligated to start working at an early age, in order to help their parents bring food to the table. Even though in Colombia primary and secondary education are free for people with low socioeconomic statuses, the need for a job that satisfies all the family needs affects youngsters' continuous learning process. This clearly ignores the proper way a young person normally gets started in life, and forces him/her to swap priorities, making the whole getting-money thing, the first one. This fact is going to be further explained in the next category, as their tendency they have of prioritizing jobs affects their motivation to study.

Evidence of the women's opinion about their priority is presented as follows:

- "Las mujeres están mas interesadas en proyectos de empleabilidad"
(In.01Pa.01) (October, 2015)
- "Si aprendo inglés, puedo conseguir un trabajo mejor"
(In.02) (January, 2016)

According to this information collected, women who had been or were dedicated to prostitution do not regard education as first priority; instead, they seem to be more interested in getting good money and participating in employability projects. This is also in accordance to the director of "El Buen Pastor" statement: it is hard to get women to apply to a course, but it is even harder to get them to complete it.

Negative previous learning experiences influence new ones.

While interviewing and doing the focus group with the women who agreed to contribute to the research project, it was noticed that their previous learning experiences affected their

concept and perception of education. The data collected regarding this point, clearly states their previous learning experiences were difficult, and not very positive. In some cases, they were obligated to leave school in order to start working, or were never taken to study just because they were women and did not deserve that privilege.

- "Me gustaba ir al colegio pero mis papás no me apoyaron para estudiar, decían que eso era para los hombres"
- "Los profesores eran muy duros"
- "No tenía tiempo para hacer tareas; me empecé a quedar atrás."
(In.02) (January, 2016)

This is clear evidence that complements the statement by Salazar (2014): "prostitution is the result of the lack of job opportunities for women, and it is adopted as a last resort to meet their needs". Based on the information collected, these women had various problems that prevented them from completing their education, one of them, the lack of support from their parents. Their non-completion of their school degree obligated them to find a job, and ended up involved in prostitution. Their bad experience while studying and the lack of job opportunities for women caused their involvement in this activity that degraded them.

Now, education-related events that occurred to one individual, just as any other past events, can foster current behaviors and beliefs. According to Radwan (2015):

People's current personality traits, behavior and feelings are shaped by the past events they have been through; early childhood memories are the source from which children start to form their beliefs about the world. If for example, a little child believed that his parents are giving more attention to his little sister then he might develop the belief that his parents don't love him the way they love his little sister. That kid might always believe that someone else will be preferred over him wherever he goes.

In this order of ideas, prostitutes' current beliefs regarding education were also caused by previous experiences of any kind in relation to it, for example, their parents' and/or friends way to approach education could also be very influential. The following are the different past events that were found in the data collected and analyzed from the interviews and focus group, as influential in the women's current approach to education:

- Parents' traditional beliefs about who deserves to go to school and who doesn't: one of the participants told her story of why she didn't go to school; she lived in a farm with her parents and brothers and was sent to work early in life only because her family believed only men could be educated.

"Me gustaba ir al colegio pero mis papás no me apoyaron para estudiar, decían que eso era para los hombres"
(In.02) (January, 2016)

- Harsh teachers: one of the participants stated the way the teachers addressed them was severe and cold, therefore, she became rather scared of them and their teaching methods.

"Los profesores eran muy duros"
(In.02) (January, 2016)

- No time to study and do homework: this topic was touched by another participant, making clear the time she had to study was very limited since she had to work at a young age; therefore, she fell behind and was never motivated to catch up by their parents or teachers. These series of events lead her to drop out of school.

"No tenía tiempo para hacer tareas; me empecé a quedar atrás."
(In.02) (January, 2016)

By analyzing these early-education related experiences that were mentioned by the participants as the main causes for their dropouts, it is possible to infer that these population come from times and places where traditionalism and chauvinism was the rule. Women who agreed to contribute to this research were a bit more open minded than the rest, and allowed the researcher to identify the main reasons why most of them decide not to study, or, simply continue dropping out of study programs that could give them new opportunities in life. It is important to know these factors as they play a crucial role in these women current way of approaching education.

Category 2: Social and personal factors of marginalized women affect their motivation to study, and to learn English.

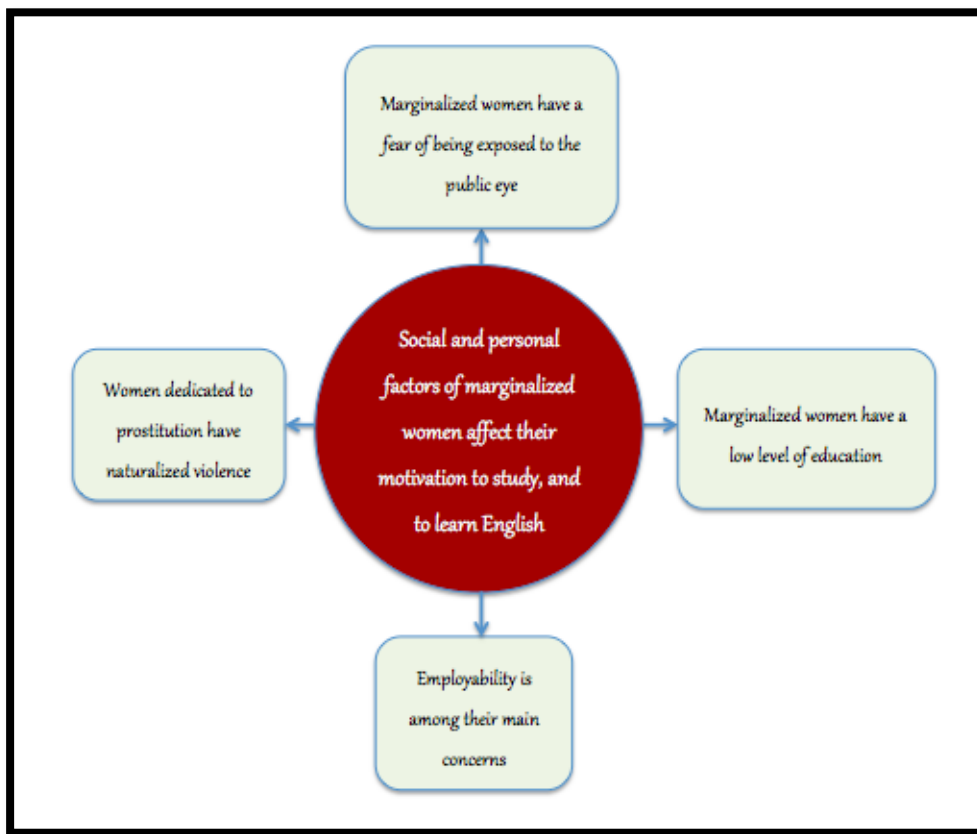


Figure 2. Category of analysis two.

This category comes from information obtained and analyzed from interviews, observations and focus group. As it was stated earlier, two of the subcategories mentioned here came from the a priori approach: “marginalized women have a low level of education”, and, “women dedicated to prostitution have naturalized violence”. This way, the name of the category emerged from the necessity to obtain and analyze this kind of factors as they are crucial at the moment of designing the syllabus proposal to teach English to this type of populations.

The following are the most relevant subcategories that were analyzed and found as being the ones that mainly correspond to the social and personal factors that affect motivation to study, and study English of women dedicated to prostitution.

Marginalized women have a fear of being exposed to the public eye.

During the data collection process, it was noticed how difficult it was to approach this specific population for research purposes only because they don't feel comfortable when being interviewed, analyzed or observed. The director in “Casa de todas”, specifically mentioned the problems they have had as an institution, to get women from the area to go to their locations and take advantage of all the programs they offer.

"Fue muy difícil convencerlas de que vinieran, de que este iba a ser un espacio privado"
(In.01Pa.01) (October, 2015)

The director who has been working with women in one of the branches of "Casa de Todas" finds it very difficult to get close to them and gain their trust. For her and the rest of the people collaborating with the project that is carried out every day in this place, it has been a hard task to get women who are prostitutes to feel some interest in going to the foundation and receive

help from them. According to her (as it was shown above), it has been very difficult to convince them they are never going to violate their privacy; therefore, measuring a positive impact and giving these women hope is not easy either.

It was then important to talk to the women about this problem that was mentioned by the director of one of the branches of “Casa de Todas”, in order to know a little more about the reason why they are having problems going to this type of places. Their comments, which are shown below, let the researcher know that their lack of interest in attending the classes offered by the foundation is directly and specifically due to their fear of finding themselves exposed to the public eye.

Even though, they didn’t want to talk about it in detail, it is possible to infer the reasons why it happens by reading articles or other research studies that focus more on that matter. A few reasons why marginalized women may have this fear were mentioned by Salazar (2014), and González (2014); “prostitution is condemned by the church and rejected by the society” and, “women were introduced to prostitution by someone else (pimps or even their own families)”.

The women’s statements regarding the fact that they have a fear of being exposed to the public eye are presented here:

- “No queremos que nuestra identidad sea mostrada”
 - “Mi privacidad es muy importante, y la de mi familia”
 - “No me gusta decir mi verdadero nombre”
- (In.02) (January, 2016)*

It was then deduced by the researcher that this could be included in the category two, as a very important factor that can affect the motivation to study of women dedicated to prostitution. As long as they keep this deep fear, which can be also considered as apprehension towards starting a study program, it will be very hard for them to develop new abilities and carrying out a new learning goal.

Apart from the information collected through the instruments, great difficulties were faced when trying to approach this marginalized population, women who are prostitutes. This is clearly another prove that supports the category. Even though the invitations were done in association with “Casa de Todas” (a foundation that has offered them assistance in many aspects for a long time gaining their trust), women found themselves very apprehensive about the whole interviewing idea and created an atmosphere of mistrust. The process of inviting these women to participate in a few interviews was almost impossible. Different strategies were used in order to promote the realization of the research project and be able to have a short meeting with them where their ideas and opinions regarding the topic could be gathered successfully.

In the end, only five women, agreed to contribute to the research project as interviewees. Based on the data obtained from the first interview with the director of one of the branches of “Casa de Todas” as interviewee, and the experience shared above, it was determined that one of the main aspects that affects the realization of any project related to a study program with marginalized populations as students, is the population’s apprehension about the idea of being observed by a teacher or even having to answer questions prior to starting the study program.

These findings make it very clear that a teacher who is planning to carry out classes to marginalized populations, needs to take into account that they can set up a few conditions that need to be taken very seriously; one of them, and probably the most important one, is that their privacy should not be violated under any circumstances.

Going against this condition can certainly affect the classes by causing the students dropout. It is also important to have good approaching strategies and to be able to call their attention in the right way, in order to gather as many students as possible; taking into account that the women’s fear is a personal factor which can be caused by a social factor is crucial while

approaching marginalized populations, as stated by Deaux (1993), social dimensions are roles or membership categories a person claims as representative, and personal dimensions refer to traits and behaviors.

Marginalized women have a low level of education.

The fact that marginalized women have a low level of education affects the women's motivation to study in general, but also to study English, because it leads to a lack of experience, which causes certain predispositions and inclinations towards English learning as well. Having a low level of education is a personal and also a social factor, as it has a role in both human dimensions, in accordance to Deaux (1993). Both parties, the director of one of the branches of "Casa de todas", and the women, agreed on the same:

- "Son mujeres con muy bajo nivel escolar, no tienen bachillerato"
(In.01Pa.01) (October, 2015)
- ¿Cuál es su nivel de escolaridad?
"Primaria".
(In.02) (January, 2016)

The fact that these women have a very low level of education easily affects their motivation to continue their studies. Failure in regards of getting a proper education, regardless of the reasons why this happened, creates a set of mind in which it becomes more difficult for them to continue studying with persistence.

On top of that, having a low level of education can not only affect the individuals' motivation, but also their progress. During the observations done to the classes it was also noticed how difficult is for them to understand different topics, and how long it takes them to move on to a different area.

Even though they didn't have major problems with Spanish, they did with mathematics, which was something totally new for them. The fact that most of them haven't studied English

before, might affect their motivation and progress while studying the language. This analysis reflects what Stipek (2002) states: “what are seen as students’ motivation problems are often problems with the academic context”.

¿Cómo describiría sus experiencias previas relacionadas con el aprendizaje del idioma inglés? ¿Por qué?
 Participante 1: no tengo experiencia.
 (FG.Pa01) (March, 2016)

Also, as it was stated by the director of one of the branches of “Casa de Todas”, women dedicated to prostitution tend to be unstable and also lack persistence. Most of the women, who decide to take part of a study program, drop out after some time. Also, the ones who get a new job that gives them the possibility to earn money in an honorable way, come back to prostitution after a while because of the economic profit they can get from it. The lack of willingness, persistence, and commitment are part of the main characteristics that represents this population.

"Es una población muy flotante, entonces un día están, pero de pronto otro día no vuelven a aparecer. Muchas mujeres han dejado de ejercer pero lo que pasa es que ellas son muy flotantes, ellas pueden conseguir un empleo y pueden dejar de ejercer pero luego de un tiempo vuelven y ejercen".
 (In.01Pa.01) (October, 2015)

W

¿Hay algo que le pueda impedir asistir a clase? ¿Qué?
 Muchas cosas.
 (In.02) (January, 2016)

The previous statements hide the women’s poor persistence and determination, which can cause a deep lack of motivation to study, and vice versa. Both statements made by participants in both interviews, reflect and support this subcategory in the way that having a low level of education can also be related to their poor persistence. This was concluded after analyzing the

information and relating it to the statement done by Gardner & Lambert (as cited in Babae, 2012): student's attitude can also influence their motivation when learning a second language.

In this case, this behavior (the lack of persistence and determination) is mainly personal (taking into account the contributions of Deaux, 1993 to this research), but can be also modified by using certain social strategies to promote the students' autonomy and persistence to take charge of their own learning process. If the situation is motivating enough contextual variables influence behavior more (Allen & Kim, 2001).

Employability is among their main concerns.

A social factor that affects the motivation to study and to learn English of marginalized women is employability. It is found as social factor since a person can claim it as representative from an external context (Deaux, 1993). According to the information obtained in the interviews and the analysis done, it was deduced that this area affects their motivation to study and to learn English. One of their main priorities is to have a job that provides them with a good income. It was also observed that women that are marginalized by the rest of the society do not have studies, and this is an important factor why they are treated differently.

Not having a good level of education for their age placed them in a position where they need to do alternate activities to get what they need for their daily lives. This need automatically creates a need for a job that provides what they require for living. This social factor became more evident in the following samples of data collection:

"Proyectos de empleabilidad porque es en lo que más están interesadas las mujeres"
(In.01Pa.01) (October, 2015)

Women seem very interested in getting a better job once they finish their studies. Most of them are taking classes at the foundation, with the promise of a new and better job.
(Ob.AO) (1st semester, 2015)

During the observations done in the classes at the foundation, it was noticed that sometimes the students asked questions to the teacher regarding work opportunities for them once they had their degree for primary education. Also, during the interviews, most women agreed on the fact that they would like to study English because that could help them get a job that pays more, as it is shown here:

¿Qué la llevó a tomar la decisión de tomar las clases de inglés?
Puedo conseguir otro trabajo mejor.
(In.02) (January, 2016)

"Ellas tienen muy focalizado el tema del dinero, entonces digamos que el tema de la educación implica que no hayan ingresos. Que ellas quisieran estudiar pero prefieren no hacerlo pues ello les implicaría más gastos y una reducción de ingresos".
(In.01Pa.01) (October, 2015)

The director of the institution and the women that were interviewed provided data that focuses on the same fact. Marginalized women, specifically women who were or had been dedicated to prostitution, focalize and prioritize money matters. What the director said during the interview (In.01Pa.01) was very important to build this construct: "women prioritize money matters and studying implies a lack of a monthly income.

Also, they wish to study, but they prefer not to because that would bring more expenses and an income reduction. This works as an argument of a statement one of the participants made: "they are interested in employability projects", and the response of the women to the question "why do you want to take English classes?": "Because I can get a better job" (which is shown

above). The following are their responses to a question asked by the researcher specifically related to this:

¿Qué la lleva estudiar inglés? Por que es importante, es necesario. viajar, trabajo.
(FG.Pa04) (March, 2016)

This last evidence of data collected, shows that the women's answer to such a simple question reflects external factors. According to Bernaus (1995), attitudinal and motivational variables in second language acquisition have been identified as relevant factors and as predictors of students' language achievement. Data analyzed is also evidence of his statement, since it becomes clear that the fact that women dedicated to prostitution focalize the whole getting-a-better-job matter makes it their own motivation to learn the language.

After having analyzed the information gathered from the observations, interviews and focus group, it was determined this was a relevant social factor that influences their motivation to initiate a study program, as the same information was obtained with all the instruments.

Women dedicated to prostitution have naturalized violence.

The information from which emerged this subcategory was collected from the director of one of the branches of "Casa de todas's" contributions, as women were not willing to provide information regarding this matter. The data collected was brief and concise, which is just what was needed for the research.

It is easy to imagine how hard and difficult marginalized people lives can be, but it takes time and hard work to really know and understand what these people really go through and how their life experiences can that affect their learning process at school. The most relevant reason why this happens is because they don't open themselves to others easily. So far, as deduced from

the previous studies reviews in this research, there is very few information regarding the implications of marginalized populations contexts in their learning experience.

Despite this undeniable truth, the data collected through this research project shows relevant information regarding this area. The participants of this research were not willing to provide detailed information about their problems or fears, and this was not the purpose of the interviews either. The information obtained was more related to those aspects of their lives that they believe affect their decision of starting an English program, or, continuing in the program after having started.

The following statement is the evidence that mainly represents the subcategory, as it clearly shows how a woman who has her rights constantly violated, might tend to see those violations as normal, and might even think about start charging for those. This goes in accordance with one of the two points of view mentioned by Salazar (2014) in regards to prostitution: it should be considered as a job just like any other. The following evidence complements and supports the author, since it demonstrates women dedicated to prostitution naturalize violence to such a level, that they and even other people believe it can be a job to handle constant abuse.

"Ellas tienen la violencia muy naturalizada. Por ejemplo, una joven de que era abusada sexualmente desde los 12 años, pues va a pensar en empezar a cobrar por ese abuso"
(In.01Pa.01) (October, 2015)

Whoever teaches marginalized populations needs to take into account that many painful and heartbreaking things happen to them everyday, since they are victims of constant abuse and violation of their human rights. Bearing this in mind, it is also a duty to explore those aspects that affect their learning process, the way they approach to the language, and their experiences in the

classroom directly in order to resort to teaching strategies that contrast these negative points. Not to mention to remain prudent and respectful at all times.

People from marginalized populations are vulnerable and usually subjects of mistreatment, rapes, abuse and other different kinds of violations to their rights. This is can be avoided if there is a proper action plan against it, however, many women do not inform against these abuses to the police or other entities in charge of these type of cases. One reason why this happens is related to what Salazar (2014) stated, the church condemns and society rejects women dedicated to prostitution. This causes their status as marginalized populations who rarely see support from the rest of the community, and therefore, leads to a lack of help seeking.

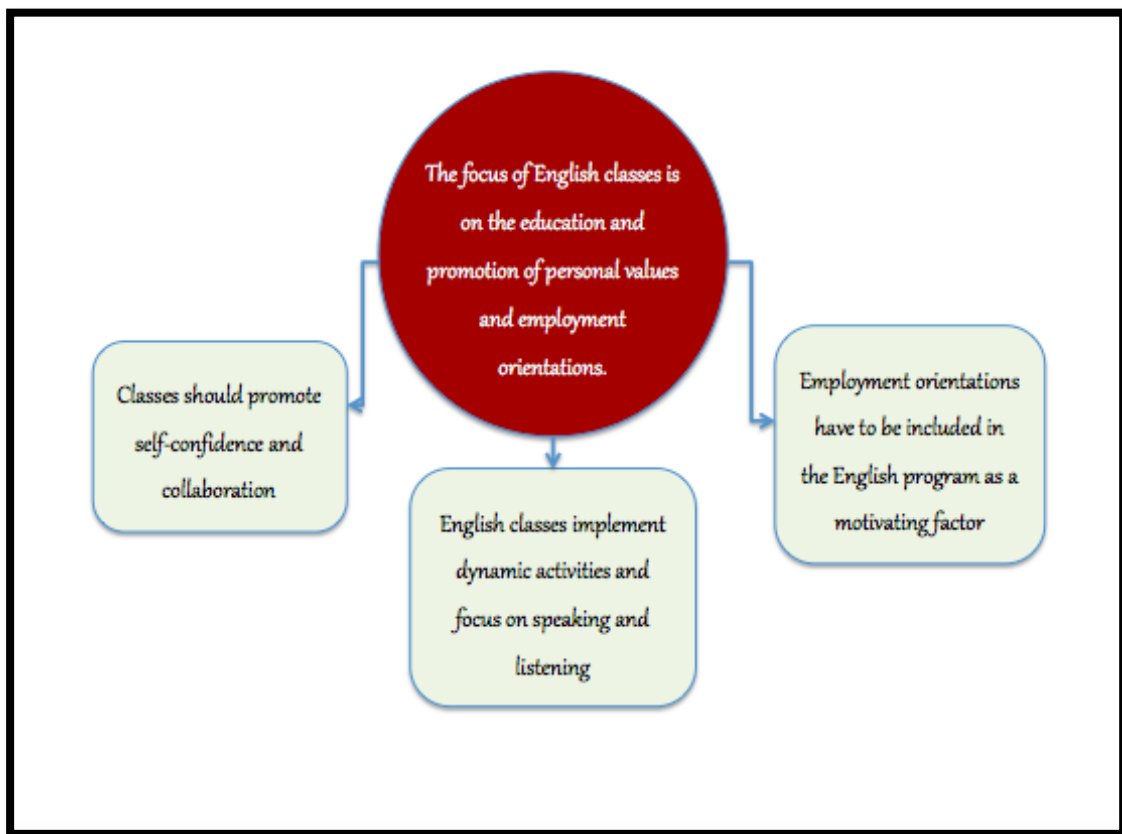
These aspects that are part of the context where this population lives, can be strong factors that go hand by hand with the students drop out in most cases, or with their low performance and lack of interest in studying, as they are external variables that influence their personal and social behavior (Allen & Kim, 2001). The interview from which more information concerning this matter was obtained, was the one with the director of one of the foundation's branches; according to her, there is a variety of contexts that surround prostitutes, contexts where families are broken, where there is delinquency and drugs smuggling:

"Pues son contextos muy diversos pero en general son contextos violentos, son contextos en donde no hay núcleos familiares, de delincuencia, de muchos alrededores de consumo de drogas también".
(In.01Pa.01) (October, 2015)

Based on the previous evidence, it is possible to infer that they are exposed to issues such as physical, economical and psychological violence as well as consumption of narcotics. In this environment, it is common to find out about prostitutes who are being victims of different forms

of violence. For women who have always been going through this, violence is no longer a rare or inconceivable term in their lives.

Category 3: The focus of English classes is on the education and promotion of personal values and employment orientations.



The factors mentioned above, are simply the aspects that were identified during the data collection that have an influence on how people from marginalized populations (specifically women who are prostitutes) approach to learning and the process itself. Now, information regarding how they feel about learning English was also a focus of attention for this research project. Therefore, specific questions that aimed to gather details about what learning English means for them and key point for the syllabus design, were formulated and successfully brought into action.

The category comes from the analysis of previous categories and inferences from the theory gathered. The aspects that are directly related to the syllabus design and that are also based on the previous categories are presented in the subcategories: *(a)*, English classes implement dynamic activities and focus on speaking and listening, *(b)*, classes should promote self-confidence and collaboration, and *(c)*, employment orientations have to be included in the English program as a motivating factor.

English classes implement dynamic activities and focus on speaking and listening.

It is up to the teacher to choose an English teaching approach that is innovative and that engages the students. Even though choosing the appropriate approach is very important, it is the teacher who brings it into action being the one who is actually in charge of conveying what is written into reality. As the participants stated, they don't want to study English in the same way they did when they were at school, mostly through the grammar-translation method. All they wish is to have a good and different experience in the classroom.

The director, as well as the women who participated in the data collection process, stated they need dynamic activities that foster their motivation:

- “Los tiempos, digamos que no sea muy extenso el horario, que sean clases lúdicas, donde no escriban tanto sino más bien escuchen y hablen”
(In.01Pa.01)
- “Me gustaría cantar y tener actividades dinámicas”
- “Yo creo que sería chevere ver videos y cantar también”
- “A mi me gustan los cuentos, ¿que tal leer cuentos en inglés?”
(In.02) (January, 2016)

In this order of ideas, the approach chosen to teach English to marginalized populations has to be, (a) engaging, (b) communicative, and, (c) with a focus on personal values; on top of that, it needs to leave room for freethinking and expression of ideas in the target language. Great English teaching approaches that could be adapted to this type of learners are the ones that take the communicative path, such as, the Task-Based Language Teaching. The characteristics of an English class just mentioned were inferred from the following data analyzed:

"Tratar de darles a ellas nuevas miradas esperanzadoras y nuevos panoramas, aunque es difícil". Muchas creen que es muy tarde para cambiar y estudiar".
(In.01Pa.01) (October, 2015)

"No estamos para estudiar". "La vida siempre me ha tratado mal. Me da miedo venir porque la gente me va a mirar".
(In.02) (January, 2016)

The previous evidences of data also show the women have certain beliefs (which are explained and interpreted in the first category) that they have built during their lives that affect their progress in the study program they decide to enter. Based on that, the syllabus for English classes to marginalized women also has to include somehow guidance in terms of personal values and also concepts that can help them be successful. Teaching about life matters along with language can help them cultivate new and better beliefs in regards to education and the L2 community; also, teaching values can influence attitude and therefore, motivation. Gardner &

Lambert (as cited in Babae, 2012) stated that students' attitude can also influence their motivation.

An English course planned to marginalized populations also needs to have a syllabus design that includes a clear philosophy that takes into account the values and behaviors that are to be promoted in class. Designing a course philosophy complements the selection of an English teaching approach and gives a guide to be followed by both teachers and students during the class. This philosophy section has to be designed bearing in mind the goals, needs of the course and the learners themselves, in accordance to Brumfit (1994). A good course philosophy can counteract aspects that affect the development of the course and the students' learning experience (like the ones mentioned on above).

On top of that, during the implementation of the interviews to women, one of them stated that all four skills are difficult for her, but that speaking and listening are the most challenging ones. The others agreed on the fact that listening and speaking are more difficult. They clearly stated that in the following evidence of the interview; three out of four women who answered the questions stated that they find those two skills more difficult than the others:

¿Qué aspectos se le facilitan y cuáles se le dificultan más? ¿Habla, escucha, escritura o lectura?
 -El mas difcil es hablar.
 -Yo hablo mas o menos, al menos trato. Pero escuchar, no entiendo nada.
 -Para mi es difcil todo. Todo es difcil, pero es mas difcil hablar y escuchar.
 -No se.
 (In.02) (January, 2016)

Also, the director of "Casa de Todas" stated that the skills that should receive more attention in an English class for marginalized women are listening and speaking. This is crucial for the development of the syllabus design, as most of the interviewees agreed on the same.

¿Qué aspectos cree que debería tener en cuenta una lección de inglés dirigida a mujeres en ejercicio de prostitución? ¿Por qué razones?
 "...que sean clases lúdicas, donde no escriban tanto sino más bien escuchen y hablen".
 (In.01Pa.01) (October, 2015)

The fact that the data analysis provides this subcategory as part of the elements the syllabus should have to teach the language to marginalized populations means it's very important to maintain this as one of the main priorities of an English class for them. Both the director and the women agreed on the same area, so the approach to use for the syllabus design has to be communicative. That way, both listening and speaking skills would be the ones more fostered in class, by being supported by the other two skills: reading and writing.

According to Nunan (2004), communicative views of language teaching began to be incorporated into syllabus design. The data analyzed connects to such tendency mentioned by Nunan (2004), the syllabus has to foster speaking and listening more than reading and writing; assigning homework that promotes their use can make students practice the latter two skills at home. Inside the classroom, the former two skills have to be the focus; the teacher can use different activities and strategies to have learner-centered classes and promote communication above all.

This subcategory goes hand by hand with the next one, both are the focus of English classes for marginalized populations according to the data collected, analyzed and categorized accordingly, in order to achieve the research project objectives. The following category focuses on the promotion of self-confidence and collaboration, therefore, communicative activities can be planned to include this important element of a class for this type of populations.

Classes should promote self-confidence and collaboration.

This is a strong subcategory in the analysis and categorization of the information collected, as it is present in all the instruments used to obtain data (observations, interviews and

focus group). The fact that marginalized women have a lack of self-confidence is very clear and becomes evident in the data collected and specified in the instruments. For instance, in the interviews done to both the director of “Casa de Todas”, and the women, show this aspect very specifically:

- “Ellas tienen la violencia muy naturalizada”
- ¿Tiene algo más para agregar que cree ser pertinente para este proyecto de investigación? ...realizar actividades que fomenten su confianza y que no les representen demasiada dificultad.
(In.01Pa.01) (October, 2015)
- ¿Qué factores influyeron para que no continuara su proceso educativo?
-No estamos para estudiar.
(In.02) (January, 2016)

The director of “Casa de Todas” clearly stated women who are marginalized have naturalized violence. From this context, it is possible to deduce that being a victim of violence decreases the women’s self-confidence and leave them with a mark hard to remove. Violence becomes something common and normal in their everyday lives, and affects the way they see themselves.

Accordingly, two values were observed as almost absent after having analyzed the data obtained from all the instruments. For instance, the director also stated later on in the interview, that they need activities in the English classes that build and promote their self-confidence; she mentioned this to add something important that should be taken into account in this research project. In relation to this matter, Stipek (2002) stated that students’ motivation is affected by the social context-for example, whether students feel valued as human beings or supported in their earning efforts by their peers and teachers. Also, during the observations, two participants were found to lack self-confidence and this clearly affected their progress:

Two participants out of five who were observed three times, showed to have low self-confidence.
(Ob.AO)
“That is too difficult for me, I cannot learn that, I'd rather not study that for now”.
Failure brings her down: in observation # 2, she broke into tears because she couldn't understand a maths topic.
(Ob.PaD&F)

The observations were done in three different days from subsequent weeks in order to note their behavior in different points of the level they were in. During those days of observations, it was noticed some of the participants had strong self-confidence issues. For instance, one of the participants (PaD) burst into tears when she couldn't understand a topic after the teacher had explained that to her around three times.

This type of behaviors reflects the students' lack of confidence and inability to see failure as a positive part of learning. Another example was the case of the other participant (PaF), who frequently used phrases such as, "that is too difficult for me", "I cannot learn that", and, "I'd rather not study that for now". This behavior is clearly reflected on her progress, which was rather slow compared to the one of the confident learners.

Low self-confidence: she constantly uses negative statements such as: "that is too difficult for me"; "I cannot learn that"; "I'd rather not study that for now". (<i>Ob.PaF</i>)
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To conclude, it becomes crucial to include activities and principles in class that promote self-confidence and collaboration. One way could be to present and practice one personal value each and every class, in order to foster a good class environment in which all cooperate; cooperation can be a key element in every class, it can help students with low self-confidence to socialize and feel support from others. These personal values can be introduced through short stories, videos, or songs, and they could train women from marginalized populations to have a different and better approach to life itself. All this is based on the fact that it is possible to

influence attitude in order to improve motivation, as stated by Gardner & Lambert (as cited in Babae, 2012).

Employability orientations have to be included in the English program as a motivating factor.

This subcategory goes attached to the social and personal beliefs of marginalized women, which is that employability a priority that even goes above getting educated; since it is one of the factors that affect their motivation to study and to learn English, as described and explained above, it's crucial to include this area as a subcategory for the syllabus design.

According to Heinström (2003), the more traits that incline towards certain behavior an individual possesses, the more likely he or she will take on this behavior. In this sense of ideas, offering employment orientations to marginalized women can be a strong motivating factor that should be included in the syllabus design.

Marginalized women are very interested in getting better jobs more than anything; this is the case of women who were taking classes in the foundation. Their main purpose for studying was to get a better job, even though it was still very difficult for them to attend all the classes because of the reduction in their monthly income, which meant for them.

Most of the women who were studying in “El Buen Pastor” received the money for the buses they had to take every day to go to class. This was a strategy the foundation decided to implement after having so many women dropping out of their studies mainly because of money issues. Giving them the money for the buses they needed to take in order to go to class every week was very helpful and motivated them more, since they were being more supported.

This situation shows that the economic situation of marginalized women is very precarious, and they require strong support in order to continue their studies. According to the director of “La Casa de Todas”, it is also important to have a clear and open possibility of employment for them once they complete their studies and get their primary or secondary school degree. Based on the data collected and analyzed, marginalized women need guidance and support in this area, as they showed their deep interest in getting another job once they completed their education.

- “...proyectos de empleabilidad porque es en lo que más están interesadas las mujeres”.
- Ellas tienen muy focalizado el tema del dinero, entonces digamos que el tema de la educación implica que no hayan ingresos. Que ellas quisieran estudiar pero prefieren no hacerlo pues ello les implicaría más gastos y una reducción de ingresos. Por esta razón la educación para ellas no es prioridad.
- "Ellas podrían acceder a una mejor oferta laboral, una oferta laboral que cumpla las expectativas de ellas, porque esa es la otra, ellas tienen muy poca experiencia y pues en el ejercicio de prostitución pues tienen un sustento, si, ellas casi siempre piensan que pasar a ganarse un mínimo no es viable".
(In.01Pa.01)

- ¿Qué la llevó a tomar la decisión de tomar las clases de inglés?
Puedo conseguir otro trabajo mejor.
(In.02) (January, 2016)

Women seem very interested in getting a better job once they finish their studies. Most of them are taking classes at the foundation, with the promise of a new and better job.
(Ob.AO)

Therefore, teachers who teach or are planning to teach marginalized populations that have been hit by a nation's violence need to research and have solid employment orientations for the students. It is possible to go to different places that could be interested in hiring marginalized women who are in their way of getting their primary or high school degree.

Another option is to guide women to do the research on their own and send their curriculums to different places. For instance, it would be a good idea to also give them a short

workshop that instruct them on how to design a good curriculum vitae and also send it via email; this could be done in association with the foundation or institution where the classes take place in order to receive support from them in regards of this area.

To conclude, the last category gathers not only language teaching matters, but also, other aspects such as personal values incorporation into an English program planned for marginalized women who are victims of violence. All this data was taken into account while designing the syllabus; therefore, it contains all the relevant items that could make a positive change in regards to the students' learning process.

Chapter five

Task-based syllabus proposal

English course for marginalized women

Duration: two months (one class of 120 minutes per week)

Level: elementary (A1)

Introduction.

This Task-Based syllabus proposal was carefully designed based on a series of interviews done to students who are mistreated and marginalized in many ways by the rest of the society. This syllabus proposal, which was elaborated as the final product of a research project is, therefore, very important for future teachers to put into practice an effective approach and strategies that actually play an relevant role in the learning process of this type of students. The proposal not only focuses on the teaching process of a second language such as English, but on other factors that are to be included while teaching to marginalized communities.

This syllabus proposal for teachers who currently teach people from marginalized populations, or for those who are planning to have the experience, provides information about the philosophy, beliefs, objectives and other variables that form the complete syllabus that supported each class and lesson plan for an English course. This syllabus can work as a reference or strong building block for future English courses planned for students who are often targets of

abuse as it is based on the categories 1 and 2 obtained from the analysis of the data collected from to the contributions of marginalized women.

The syllabus is divided into sections that specify the course philosophy, goals, description, schedule and structure of the classes. In this order of ideas, the syllabus proposal is presented in the following section of this chapter.

Course philosophy.

There are many ways to learn a language in many different situations and contexts, this way, the syllabus combines a set of elements that make EFL much more accessible to populations who are marginalized. The syllabus aims to provide a meaningful environment for students who may come with high inhibitions towards learning a language. Its main goal is to create a friendly and relaxing environment where meaningful communication happens for a valuable reason. In addition, inclusive behaviors are promoted in order to encourage the students' participation, increase self-confidence, create extrinsic as well as intrinsic motivation, lower inhibitions and finally, avoid students' desertion (*In01.Pa01*).

The following are the set of principles teachers are expected to support in their classes and that are based on the categories obtained from the data analysis. These principles are what build the philosophy of the course taking into account the students needs and the pillars of the task-based approach:

Knowing students means discovering the pathway to progress.

Exploring and understanding the students' learning styles, needs and interests and also knowing how to address them is crucial. By showing interest in knowing them will give them a sense of appreciation and approval, and will also encourage them to give teachers more ideas on

how they would like to be treated, and what they expect from the course, their classmates and their teacher. This belief should be kept in mind especially when planning the first classes, when everyone is getting to know each other and the course is being introduced to learners. What happens during the first class will determine the course of the rest of the lessons in a great degree; the effects of any error or unwanted and/or unfortunate situation that affects the way learners perceive the course on the first class, will hardly be reversed.

Personal and social values help students to develop a love for learning.

Values such as love, care and respect can be introduced by the teacher to class by modeling them in all classroom situations; just as teachers model how to perform and class activity for students to have a better understanding, they can take advantage of their role of leaders to promote different values. It is important to encourage students from marginalized populations to learn and take into practice important values such as the ones mentioned before; most of the times their negative previous experiences and high inhibitions lead them to behave negatively and to reject learning. That's why it is imperative to keep this in mind when lesson planning and during each class.

Self-confidence and collaboration are the most important values teachers should teach in classrooms with students who are constantly criticized and abused.

It is already very difficult for people from marginalized populations to go against their fears and attend to class. Teachers must know how hard it is for them to take that step and how scared they are of being mistreated or depreciated in the class. Some students can demonstrate to have a very strong personality and be ready to take over new challenges, however, most of them have reasons to be on the defensive and tend to fall into depression very easily when they find themselves being depreciated. It is crucial that teachers show respect towards this type of

learners, otherwise, they might be even more closed and guarded and learning English would become a tragedy for them.

All individuals are equals and are capable of reaching high goals.

Students who have had to go through very hard moments in their lives and that have been deeply hurt and mistreated, tend to fear failure but also regard it as something common in their lives. Thoughts such as ‘I can’t do it’ and ‘this is too difficult for me’ are common among this type of learners and teachers need to have action plans to contrast this negative ideas. It is also common to find students who are very vulnerable and weak in regards of their personality; for instance, just the fact that an activity represents some degree of difficulty for them, can be so frustrating and cause them so much embarrassment that they might even consider desertion. Caring teachers will naturally promote this belief and encourage students to believe in themselves, see their classmates as equals and work hard to achieve their goals.

Graded materials and activities are a tool for promoting positive thoughts and feelings.

One of the main objectives when selecting material and planning activities has to be to do so in aims of promoting positive aspects about learning a new language; also, the content of the material can be carefully designed or selected to promote positive behaviors through positive thoughts and feelings. For instance, one can use ‘the sheep and the wolf’ to practice certain functions of language by deducing the moral of the story. When teaching people from marginalized populations, it is very important for teachers to select materials that call the students interest but also promote positive aspects in regards of feelings, thoughts, facts, ideas and outcomes.

The rules for the class guarantee a great start and a great lesson development.

It is important to mention that rules do not need to follow the same pattern teachers normally refer to, such as ‘be silent’ or ‘do not eat inside the classroom’. Designing the rules can involve more creativity and innovation in order to avoid falling into a traditional class. Rules can easily be a motivating factor for students if teachers keep an innovative way of thinking and keep in mind the class objectives when creating them. For example, instead of writing on the board ‘be silent’, one could write ‘be a good friend in class’; that way, one would understand that ‘be a good friend in class’ involves to listen attentively when others speak, to help others, to respect their ideas, etc. This way the teacher would be promoting a good class environment through a rule that seems more motivating and reachable for students. Also, it is better not to state rules that start with ‘do not’; instead of making students feel inhibited, one could make them feel at ease.

Learning difficulties can be addressed by taking over the previous set of beliefs.

People from marginalized populations have a fixed image of what learning English represents for them based on their previous experiences. Most of those experiences were not what was expected and left them with the wrong idea of what the language is and how the learning process should be. That is why, taking over those set of beliefs from the very beginning of the course, using new and innovative strategies to engage students and facilitate their learning, can help them overcome their learning difficulties.

Communication through speaking and listening is a key element in language learning.

A communicative class environment that promotes friendly interactions engages the students and creates the need to use the language. It also helps the students lower their affective filter in order to practice more and play with the language that is being learned. This course promotes the belief that a second language can also be acquired just like it happens with the

mother tongue, by listening and talking to others. Receptive skills support productive skills, and students can practice different skills at home, except speaking. That's why this course aims to engage students into communicative activities that make the learning process more natural.

Lessons with a clear goal are much more meaningful and motivating.

It is a fact that people from marginalized population who get enrolled in a study program tend to drop out only after a few days of taking classes. A clear goal that gives students a purpose for using the language in each class is a key element that will engage them and make them feel more motivated. Lessons that start with an achievable goal for students will also make them want to work more and do what it takes to reach it. It is also important to create goals that are related to the learners' interests and needs, in order to have meaningful classes for them.

Course description.

The Task-Based Language Teaching approach was chosen, as the main building block that will guarantee a communicative atmosphere in the classroom and that will also be very motivating since it's main characteristic is to provide a good purpose for each real-world or pedagogical task. Students will not perform activities just for the sake of completing them, but to get to an actual goal that will produce an outcome.

For instance, instead of focusing on completing written exercises, the course will implement real-world and pedagogical tasks alternatively, which will work as stages that will give learners the tools to reach the communicative outcome for each class. It is important to mention that outcomes are the final stage of the main tasks, which are carefully planned by the teacher in order to provide learners a goal to reach and a reason to be persistent (Nunan, 2004).

Accordingly, the course follows an inductive approach in order to elicit the answers or rules from students rather than having the teacher give them away right away. However, the

teacher can and should promote the deductive reasoning whenever he/she finds it appropriate; teachers should always take into account that their students are adults, therefore, they prefer to have the rules explained to them.

On top of that, the Task-Based English teaching approach offers a good scenario for the promotion and internalization of personal values and learning strategies because of its connection with the real life of learners. Fostering personal values and learning strategies in class is only a strategy that was thought from the analysis of the data collected, but teachers can take it as a reference for their teaching experience with marginalized populations. Including strategies that orientate learners in different areas of their lives is very important while teaching this specific type of individuals, as it is a way to motivate them and show them a different and better way in life.

Structure of a class for marginalized women.

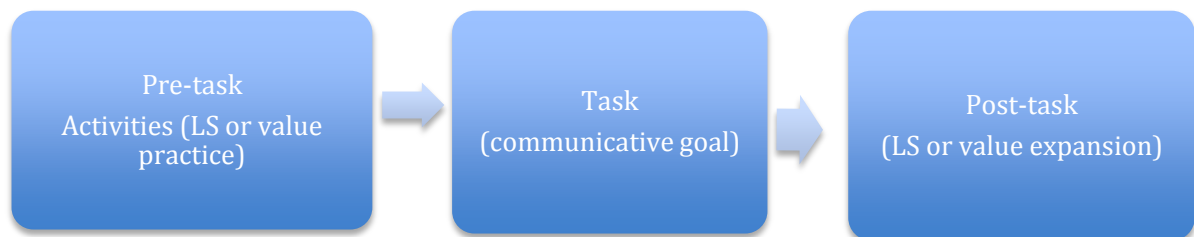


Figure 4. Adaptation of the framework of a Task-Based lesson proposed by Nunan, 2004; LS=Learning Strategy.

Pre-task

During the opening the teacher greets the students and ask them a few questions such as how they are doing or how was their weekend. Then, the teacher will check their homework if there was any. The students will have time during the opening to ask questions and present

doubts they have regarding their homework, and the teacher will take advantage of that time to do a quick review of topics learned in previous classes.

It is important to let the students themselves do the recap of previous knowledge; they need to have the opportunity to recall what has been learned before. The teacher will ask them questions and use techniques, e.g., inductive, to help the students remember certain information in case they're having trouble.

This part of the lesson will allow the students to have all previous knowledge fresh and ready to be connected to new input. Learners from marginalized populations tend to forget what they learned in previous classes, that's why it is crucial to do the recap during the opening for them to start making proper connections between old and new information in their minds.

The warm up stage will be focused on presenting the new topic to the students. This will be done through: *(a)* sounds, *(b)* images, *(c)* videos, *(d)* games, *(e)* realia, or, *(f)* props, in order to elicit the topic to be learned that day from students. It is important to take into account that the topic is not the language structure, but the context in which the students will be placed into, in order to learn that structure. For instance, students could listen to a recording where they could hear the sounds of traffic in a big city; then, the teacher could ask them to say the first thing that comes to their minds when they hear that sound. That way, their answers would easily lead to the context (traffic in a big city) that would guide the class activities development.

Once that's done, and the students know the context in which the lesson will be developed, the teacher will set up the goal for the class and write it on the top of the white board for everyone to be able to see at all times. People from marginalized populations, as any other student, need to have a purpose for studying the language; therefore, classes that have a clear purpose in real life contexts are proposed in this syllabus. Even pedagogical tasks can be taken to

real life scenarios. Lessons that have a meaningful goal for the students will provide them with a reason for learning each day. Also, the goal for each lesson is created trying to involve the learners' own needs and interests in order to engage them even more and make them feel at ease during the class. The goal needs to be based on the new vocabulary to be introduced, it has to be specific and also include aspects from the learners real lives whenever possible.

In addition, classes for marginalized women cannot only focus on language, but also on their issues and needs. It would be a good idea to use the opening of the class to present a topic that could guide and orientate them in life; for instance, one value could be presented each day in English: the teacher would explain it briefly and in a way that they can understand what it means, and foster its internalization inside and outside the classroom. Learning strategies can also be presented during the opening stage; students from marginalized populations do not have good bases on what learning strategies are, and they can not only motivate students, but also, help them measure and manage their own progress. On top of that, research results on employment opportunities for them can be presented during the opening of the class.

Once the goal is set up, the class will follow a stage where new vocabulary or expressions that are necessary for the completion of the goal, will be introduced and practiced. The following strategies planned for level A1, will elicit the inductive reasoning in students in order for them to infer the meaning of words or expressions that can be used to present the language (new input) to students:

- a) Whenever the teacher has the physical objects that could represent the new vocabulary, he/she can name them while the students listen. For instance, this technique can be the most appropriate one when introducing classroom objects to students. The teacher will take the object, and say its name once or twice.

- b) The teacher can use gestures when the term to be introduced can be acted out easily. For example, *behind*: the teacher can act out the word and say it within a sentence: *Sandra is BEHIND Monica*. It is important not to introduce words that can be acted out by saying them in isolation; this will certainly make it more difficult to understand the meaning of the word.
- c) The teacher can introduce a new word that has a synonym, which the students already know. For example, the teacher could say: Canada is a big, or, a *LARGE* country. The new term has to be introduced within a sentence that represents a clear context to learners.
- d) Just like the strategy mentioned before, teachers can do the same but using antonyms. For example: A snail is not fast, a snail is *SLOW*.

A single class can introduce not only new vocabulary or expressions, but also grammar structures. If this is the case, the teacher should present and practice the vocabulary first, and only then, do the same with the grammar structures. During the practice of the grammar structures, the vocabulary previously introduced can be used as well. Grammar structures such as the Present Simple can be introduced to learners using gestures (that represent the time when the action occurs), time lines and always providing a clear context.

As soon as the new vocabulary is presented by the teacher, a drilling activity can follow. The teacher (alone) can repeat the isolated words (in case the strategy used was naming), and/or the sentences used to introduce new vocabulary (if the strategy used was not naming); and then, ask the students to repeat after him/her. This will allow the students to listen to the pronunciation

of the words before they produce it themselves. Students should not take notes during this introductory activity.

After that, teachers will carry out a series of activities for the students to practice and use the language learned a little more; these practice activities can be less controlled. The spelling of the words introduced before can be practiced through one of these activities, however, very briefly, because students should practice writing at home. These activities should be based on a reading or listening exercise and should all be prepared for the compliance of the goal of the class. These activities have to prepare students for the task; by that time, learners should have the necessary tools to have a good performance and be able to reach the goal.

To conclude, it is crucial that the teacher fosters the value of the day or the strategy planned to start promoting a positive change in this communities that are in need. Fostering personal values and/or learning strategies can definitely motivate students to learn and to change their behavior to have more positive results. Learning strategies can be fostered during different activities in class, and personal values during social or personal situations that happen inside the classroom.

Task.

The task is the moment of the class where students can take all the vocabulary and structures they learned and use it on a speaking activity. It involves a pre-task the task itself, and a post-task.

Before the task the teacher can set up expectations and recycle what was learned. This way, the teacher (guided by the students) can write on the board the questions, or prompts that could lead to a conversation, or whatever the task is going to be. The students can use everything that is on the board during their performance.

The task involves the students own and free performance, they will be able to use the language they know without any interruption from the teacher. The teacher can limit him/herself to take notes on the students' performance regarding their fluency, pronunciation, vocabulary and grammar structures; this is crucial for the teacher to have some idea about the language points to be reviewed. In order to help the students feel more confident during the task, the teacher should avoid looking at the students while they speak; this takes away a lot of pressure from their shoulders.

Post-task.

The post-task includes the feedback the teacher will provide to the students. Teachers need to be very careful when giving feedback, as it can deeply affect the students from marginalized populations motivation. Positive feedback should be provided mentioning the student's name, positive aspect of his/her performance; it is also important to praise them when they do well. Once everyone's received positive feedback, the teacher can opt to mention the most relevant mistakes students made (not all of them), and them on the board to have all the students help with the correction. This way, students will be able to notice their own mistakes and correct them without focusing on knowing who made each one of them. Once the corrections are done, the students should repeat the correct form twice.

During the closing the teacher can ask the students if they have any questions and clear all their doubts. After that, the teacher should ask: did we achieve today's goal? Or, how do you feel about *giving directions now*? This is to show the students the goal was successfully achieved and that they're able to do something new now. This part is very important to reassure students the goal was achieved and to make them realize that they're developing new areas of language that are useful in real contexts of their lives. It's also crucial to promote the value and

learning strategy. After that, the teacher can use time at the end of the class to assign homework to students.

Sample tasks.

The following are eight tasks planned for a two months program with one class per week specially planned as models to follow by teachers who work with marginalized populations, or future researchers. Choosing one type of task or the other is up to the teacher, however, it is important to take into account the topic and the goal of the class in order to choose the best type that help students achieve it.

Both sample tasks have topics for true beginners, which are connected through tasks in all classes, for students to see a relevant connection within the communicative purpose for each one of them (Nunan, 2004). The values and learning strategies of the class are also presented along with the samples of tasks, in order to see the connection between them and the communicative goal.

Chart 2
Task 1

Real-world task	
Sharing personal experience	
Topic	Meeting and introducing people
Value of the day	Respect
Learning strategy	Cooperation
Communicative objective	Meet and introduce people
Outcome	Introduce your friend in a party
<p>The classroom is decorated with balloons and streamers and there's low volume music in the background. Students get initially in pairs. The teacher provides the instructions and models the activity with three students twice, each time with a different role (A, B, C or D). Instructions: (a), you're at a party with your friend, (b), you meet new people, (c), you greet them and introduce your friend, and (d), you say goodbye. The teacher makes the conversation model visible for students to follow it during the performance:</p> <p>A: Hello! What's your name? B: My name is _____. And yours? A: I'm _____. This is my friend _____. C: Nice to meet you! B: Nice to meet you too. This is my friend _____.</p>	

A & C: Nice to meet you!

D: Nice to meet you too!

A: See you later! Bye!

B, C, D: Bye!

Students in pairs stand up and walk around the classroom to meet people and introduce their friends. The teacher monitors their performance and fosters the use of both, the value and the learning strategy of the class. In the end, calls on students and asks them: *did you meet someone new? What's his/her name?*

Chart 3

Task 2

Real-world task	
Matching	
Topic	Identify family members
Value of the day	Receptiveness
Learning strategy	Repetition
Communicative objective	Introduce your family to your friend
Outcome	Know about your friend's family
The teacher reminds students of the value of the day and explains what it means and how to implement it during the task; students keep a receptive state of mind while their partners share information about their families to them.	
Students bring a picture of their family to class. They introduce them to a partner by following the conversation model:	
A: This is my _____. His/her name is _____	
B: Nice family!	
A: Thank you. What about yours?	
B: This is my _____. His/her name is _____.	
A: Nice family!	
After that, students write down sentences about their partners family members doing a matching exercise:	
<u>Martha</u> is her <u>mother</u>	
<u>David</u> is her <u>brother</u>	

Chart 4

Task 3

Pedagogical task	
Problem solving	
Topic	Describe people
Value of the day	Acceptance
Learning strategy	Inference
Communicative objective	Describe your classmates
Outcome	To guess who the person is

The teacher shows big pictures of 8 real people and sticks them to the wall; it could be pictures of people the students like or admire. Then, in pairs, they look at the pictures and each one of them describes one person in them while the other guesses. The teacher models the conversation model before they start performing, and reminds them acceptance involves a sense of understanding and love towards who we and others are. Therefore, they should take that value into practice during the task and in everyday life through reflection. Also, the teacher tells them they are going to use the learning strategy once they take the clues to guess who their partners are describing.

A: He/she is tall and has short curly hair. He/she has green eyes.

B: Is it _____?

A: Yes, it is/No, it isn't (keep guessing)

B: He/she is **short** with long straight hair. He/she has brown eyes.

A: Is it _____?

B: Yes it is/No, it isn't

Chart 5

Task 4

Pedagogical task	
Comparing	
Topic	Identify jobs
Value of the day	Ambition
Learning strategy	Imagery (students relate the concepts to images)
Communicative objective	Name the jobs you like
Outcome	To choose the most interesting job
Students look at the jobs learned in class and choose the one they like the most. They work in groups of three to share the jobs they like following the conversation model:	
A: Which job do you like?	
B: I like "to be a singer". And you?	
A: I like "to be a doctor". What about you?	
C: I like to "be a teacher".	
Then, the teacher asks students to raise their hand if the job he/she mentions is the best for them. The job with more votes is chosen as the most interesting job of the class. This is a comparing task, as students will be comparing jobs in the back of their heads in order to choose the best one. Then, the teacher explains the value of the day and its importance during the process of achieving new goals such as getting a new job. It's important to take some time to reflect on this value, as students could find it very important for their lives. The teacher can introduce it with a video or images, to use imagery to engage students while they internalize the value through a group reflection.	

Chart 6

Task 5

Pedagogical task	
Listing	
Topic	Talk about jobs
Value of the day	Ambition
Learning strategy	Deduction
Communicative objective	Describe jobs with your classmates
Outcome	To describe the most interesting job
<p>Students list in their notebooks three adjectives they can use to describe a job they like and a job they dislike. Once they do that, they exchange lists with another classmate in order to add another adjective to their classmate's list. They continue exchanging lists until each student has a total of five adjectives per job. In the end, the teacher calls on students to describe the most interesting job chosen last class using the adjectives on their lists. They do the same with the least interesting job, once they choose it through votes.</p>	

Chart 7

Task 6

Real-world task	
Ordering and sorting	
Topic	Talk about countries and cities
Value of the day	Curiosity
Learning strategy	Keyword
Communicative objective	Describe countries and cities with your classmates
Outcome	To guess the country and city
<p>The classroom is decorated with pictures of different countries and cities. Students work in pairs and write three sentences about a country and three sentences about a city (their favourites). For example: this is a BIG country/city. It is HOT in July and COLD in December. It is located in North America. Then, they follow the conversation model and guess the country of their partner.</p> <p>A: Do you want to be A or B? B: I want to be A/B. A: This is a BIG country. It is HOT in July and COLD in December. It is located in North America. B: Is it the United States? A: Yes, it is/No, it isn't. B: My turn. This is a SMALL city. It is HOT. It is located in Colombia. A: Is it Cali? B: Yes, it is/No, it isn't.</p>	

Chart 8

Task 7

Pedagogical task	
Projects and creative tasks	
Topic	Jobs in different countries
Value of the day	Discipline
Learning strategy	Elaboration
Communicative objective	Describe countries and cities with your classmates
Outcome	To guess the country and city
<p>The classroom is decorated with pictures of different countries, cities and jobs. Students relate the information seen in the two previous classes through the learning strategy elaboration. During the task, students create posters with the pictures the teacher took to class about jobs, countries and cities; students work in groups and select one job and one city from one country and create a poster with the materials provided by the teacher. In the end, they present the poster to the rest of the class by following the model:</p> <p>Daniel is an <u>artist</u> in <u>India</u>. His job is <u>interesting</u>, <u>fun</u>, and <u>amazing</u>.</p> <p>The value of the day can be introduced and developed as a key element in every job around the world.</p>	

Chart 9

Task 8

Real-world task	
Sharing personal experience	
Topic	Giving directions in Bogotá
Value of the day	Cooperation
Learning strategy	Contextualization
Communicative objective	Give directions to your partner
<p>Students get to work in pairs and the teacher gives each group a blindfold. One student is A, and the other one is B. Students read and internalize the conversation model on the board before the task. As cover their eyes with the blindfolds, and the teacher gives each pair a map of Bogotá and says the places As can choose to go; As make the choice, start the conversation and follow B's instructions by moving their pencil in the way they say:</p> <p>A: Excuse me; I'm looking for the ____.</p> <p>B: Sure. First, _____. Then _____. After that _____. And finally _____.</p> <p>A: Thank you.</p> <p>B: You're welcome.</p> <p>The instructions for the activity can be written on the board to make it clearer for the students as follows: (a), read an internalize the conversation model, (b), As cover their eyes, (c) follow the conversation model to ask and give directions, (d), As follow Bs instructions by moving their pen in the way Bs say, and (e), change roles and wait for the teacher to give you a new map. The teacher monitors their work, and in the ends, he/she calls on students and asks them if they were able to get to the place or not and why.</p> <p>The value and learning strategy of the day are fostered in various ways in this class, as it requires both of them to have a better result. The teacher can foster them in the task, in order to</p>	

help students internalize them and be able to expand them so they can use them in outside-classroom contexts.

Task-Based English teaching approach lesson plan to teach marginalized populations.

The following is a sample of a lesson plan that follows the Task-Based Approach to teach English to students from marginalized populations. The lesson plan was done with images, texts and readings from the book *Our World 2*; however, students are not required to have it as teachers take all the necessary materials to class.

The book *Our World 2* was chosen in order to have more colorful materials, and the innocence and joy of kids in pictures for the topic “weather types and clothing”; however, the book *World English (Intro)*, is also a good option to teach English in with a communicative approach. It includes TED-Talks, and like *Our World 2*, is based on real world events, so it helps students learn English while they learn new and interesting facts about the world. Teachers can choose books and materials of their preference and adapt them for the purpose of the English classes with marginalized populations, as it was done for the lesson plan presented below.

Chart 10

Lesson plan. Adaptation of the lesson plans designed by Bertrand J. (2010) in the British Council webpage.

Lesson plan

Communicative

objective: Ask and answer about clothes that go with each type of weather.

Value of the day: Adaptability.

Learning strategy: Imagery.

Type of task: Pedagogical.

Opening: The teacher warmly greets students and asks how their day is going.

	-Type of interaction- Time	Description
Warm-up	T-S S-T S-S 10 min	Material: markers/board. Ss are going to play “Chinese Whisper” to recall prior vocabulary. T is going to say the words <i>boy, girl, sad and happy</i> . Ss at the end of the line have to write the word on the board; then they go to the beginning of the line. There are going to be two teams; the team who gets more words right wins. The same will be done with the words paintbrush, pen, pencil, marker and glue.
Pre-task (Activity 1- reading)	T-S S-T S-S 20 min	Material: text, snow animals; images of snow animals (see annexes) Students look at the images and the teacher asks: <i>what are those? (Snow animals)</i> . The teacher asks students to read and identify the names of the snow animals in the pictures. The teacher gives them the text and they all read together. The teacher calls on students to take turns to read. The teacher asks them to point at the names of the snow animals. Then, the teacher ask them follow up questions: <i>-Which animal lives in the Artic? –Which animal is big and which one is small? –Which animal is strong and which one is fast?</i> The teacher calls on students to answer. Then, the teacher gives students phrases (which are written on the board) and asks them if they are true or false according to the reading. Students have to say the correct sentence in case it is false. This is done while playing hot potato, the student who gets the ball says if it’s true or false. 1. The Artic is very hot (<i>F</i>). 2. Some artic animals have think fur to keep them warm (<i>T</i>). 3. The artic fox has brown fur in the winter (<i>F</i>).
Pre-task (Activity 2- Speaking)	T-S S-T S-S 20 min	Material: picture cards (see annexes) <i>Presentation of vocabulary.</i> The teacher shows picture cards 84 to 93 and 206 from Our World 2, one at a time. It’s hot/cold outside, so the teacher asks students to advice him/her what to wear. For each image the teacher says the name of the clothing and have students repeat it. Then, the teacher shows the images again and call on students to say the name of the clothing themselves.

Presentation of grammar and learning strategy.

The teacher says I'm wearing a sweater; making gestures that make it clear what the meaning of wearing is. The teacher introduces the learning strategy and explains, "imagery is useful to relate new information to visual concepts in memory" (Brown, 2007). Then, students are prompted to use the same model to talk about the people in the pictures: teacher: *what is he/she wearing?* Students: *she is wearing a dress, etc.* The teacher then asks students about what they themselves are wearing: *Ms. Suarez, what is Mr. Bravo wearing?*

Break (5 min)

Activity 2 Speaking.	T-S S-T S-S 15 min	<p>Material: picture cards 208-211-213-214-216 - Our World /memory game (see annexes).</p> <p>The teacher presents the vocabulary of the types of weather by showing students images and naming them. Then, the teacher shows the images and students name them on their own. The teacher fosters the use of the learning strategy.</p> <p>Students (in groups of five) play a memory game in which they have some cards with the words and others with the pictures of the types of weather and the clothes. The pictures are printed and cut individually along with the sentences.</p>
Activity 3 Internalization of the value of the day. Reading.	T-S S-T 20 min	<p>Pre reading: The teacher advises students the value of the day applies for weather conditions but also for life events. Students can adapt themselves to situations life presents with wisdom and a positive attitude. The teacher can use the images of the clothes and weather to explain the concept in an easy way for learners.</p> <p>While- reading: the teacher reads a story with the students about adaptability. The teacher calls on students to read the text and look in the dictionary for unknown vocabulary.</p> <p>Post reading: the teacher calls on students to identify read the moral of the story. Then, students change "he" for their own names, and read the moral again. The teacher explains we are like the spring, and it takes courage and wisdom to adapt ourselves to new situations.</p>

Presentation of grammar	T-S S-T	Teacher models a conversation: <i>what's the weather like? It's sunny!</i> Then, the teacher asks students individually: what's the weather like? And have students say: it's _____. This way Ss infer the grammar. This is done until students say the sentences more naturally.
Task	S-S 20 min	Materials: students use their clothes to mime. Students take turns to mime weather conditions and the clothes they are wearing according to it. The others in the guess by using the language taught during the class: <i>It's cloudy! She/he is wearing a sweater!</i> Ss are going to follow the model on the board. Before each student starts miming, he/she is going to ask the others, <i>what's the weather like?</i> Conversation model (which is on the board): A: what's the weather like? What am I wearing? B: It's _____. He/she is wearing _____.
Post task Feedback	10 min	The teacher gives students positive and then negative feedback based on their performance. Negative feedback is given without mentioning specific students' names. Criteria are set prior the class. The teacher lets students attempt to correct the mistakes. Teacher asks students how they feel about the communicative goal (good, so-so, need more practice), and their whole experience (this can be done in Spanish). Teacher takes note on the students' most relevant comments regarding their learning experience.
Closing		Action plan and homework is set. The teacher promotes the use of the learning strategy and the value outside the classroom: give images (types of weather) to students and have them write the name of each one of them using the learning strategy; have learners use the value outside the classroom and next class report how it went.

Annexes.

1. Text (Snow Animals - Our world 2, page 34).

The artic is a very cold and snowy place. Artic animals don't have winter clothes. Some artic animals have thick fur. Their fur keeps them warm. It hides them in the snow.

The polar bear, artic fox, and artic hare are artic animals. Polar bears are big, strong animals. The artic fox and the artic hare are small, fast animals. The artic fox and the artic hare have white fur in the winter and brown fur in the summer.

3. Pictures of snow animals (Our World 2).

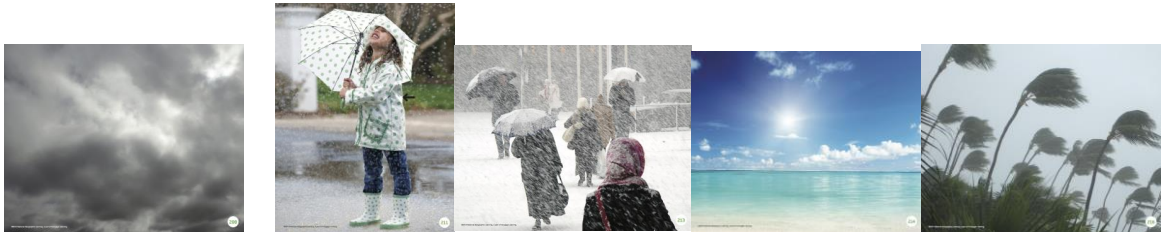


4. Picture cards (84 to 93 and 206 from Our World 2).





5. Picture cards (208-211-213-214-216 - Our World).



6. Memory game.

	<p>It's snowy.</p>	<p>It's rainy.</p>
<p>It's sunny.</p>		<p>She's wearing a dress.</p>
<p>He's wearing a shirt.</p>	<p>It's windy.</p>	
	<p>She's wearing a swimming suit.</p>	

<p>She's wearing gloves.</p>		<p>He's wearing a jacket.</p>
		
	<p>He's wearing a t-shirt.</p>	<p>She's wearing a skirt.</p>
	<p>She's wearing pants.</p>	

<p>She's wearing socks.</p>		
	<p>He's wearing sneakers.</p>	
<p>It's cloudy.</p>		

6. A story about adaptability Sacristán (2016).

Once upon a time there was a spring that lived happy inside a pen. He didn't want to go out because he was scared of the outside.

One day, the owner accidentally threw the spring in the air and it landed in the toilet. The spring was scared and didn't stop crying! Then, it ended up in a beautiful river. The river lost its force, and the spring could see that things were calm and beautiful. He stopped crying and

listened all around him. He heard birds singing and the wind blowing and realized the world was not bad at all.

He heard crying. He followed the sound, and found a flower that was flattened by a rabbit, and could no longer stand up straight. The spring helped the flower stay straight and they lived happily together.

Conclusions

The information that is presented here is what gathers what was found and collected through the different data collection instruments and the categories built in the data analysis chapter. All the work done finds a place to rest in this section of the research project, and gives the reader and future researchers the opportunity to have a more complete idea of what this project results and final conclusions regarding the research problem are.

Relevant findings

A series of observations and interviews allowed the researcher to understand how difficult it is to approach populations that are marginalized, and that need help. It is not correct to generalize and believe prostitutes are as difficult to approach as indigenous people, for example; but even though its implications are different, both parties have a whole and wide background that becomes a huge challenge when researchers are planning to include them into something new and unknown for them.

Having the most solid belief about the researcher's capacity to help certain communities to get better or improve certain aspects of their lives is not enough to actually achieve it. It is only an assumption that will probably end up in failure if not joined with a deep and sincere interest of knowing the population's set of beliefs and interest regarding the topic. This type of research requires the participation of the community itself; their opinions, experiences, beliefs, backgrounds, problems, economic situation, and even the country's position towards these population, are matters of high importance for the project's proper development. Ignoring, or,

assuming these facts without getting in touch with the community maintaining a deep approach, can end up in wrong and false results.

It is crucial for the researcher to get immersed in the community's culture and background, in order to gain a deep understanding of their needs, and, finally determine what should be done to attack the problem or change a reality without causing bigger issues, such as, creating an aversion for the language, for example, in the case of this research project. What was previously described was a finding deduced from the whole experience of collecting the data in order to achieve the objectives and answer the research question.

In addition to these findings, the research concluded that half of the women who were studying in the foundation were positive about the idea of studying English, which was contrary to what was expected: rejection and apathy. The ones who stated they would not like to study English were the ones who were illiterate. In this order of ideas, there is a good chance English classes could be a success for marginalized women who are already in the last stage of their primary school degree or starting secondary school. This finding was obtained after interviewing the women, and is part of the compliance of the objective "to establish the factors that should be taken into account when teaching a foreign language such as English to marginalized populations".

Accordingly, the fact that there are various personal and social factors that affect marginalized populations' motivation to study and to learn English, goes against their initial openness and positivism when hearing the idea of studying English for the first time. For instance, their lack of persistence and determination was found as a personal behavior that can be modified by using certain social strategies to promote the students' autonomy and persistence to take charge of their own learning process. This was observed also analyzed from the interviews,

and was found as an ongoing factor, which therefore becomes relevant for the research results and important findings.

Following the principles stated in the Task-Based syllabus can surely guarantee a great advance in what in comes to teaching to people who are marginalized by the rest of the society. Even tough, the women who participated in this research project were or had been prostitutes, they are victims of violence and many of the categories and information obtained from the data analysis can be useful for teachers who are teaching marginalized populations of any kind.

In regards of the syllabus design, it was found relevant to analyze the types of tasks proposed by Nunan (2004), and Willis & Willis (2007) and organize them in a way the teacher knows which type of task best fits the objectives of each class including the value of the day. All the tasks used have to be related and connected for the students to feel the sequence and not get lost (Nunan, 2004); also, a way to guide marginalized population through life and also correct certain beliefs or behaviors that may affect their progress has to be greatly considered.

According to Allen & Kim (2001), personality will remain the same, although the way it is expressed and how much it influences behavior vary according to context. In this order of ideas, if the context is influential enough, a change might be created and negative beliefs about education could be exchanged for new and better ones. For instance, having English classes that also connect personal values to the topic and objective of the day was found as a relevant strategy, which could work with marginalized populations that have beliefs that affect their behavior and progress in education.

Research question answer

The research question is, which factors should be taken into account when teaching a foreign language such as English to marginalized women? The answer to the question was established after following a proper data analysis and categorization having the research objectives in mind along the way. The data collected to answer the research question went through a deep analysis and categorization stage, in which the information was listed, organized, and sorted in different categories that pointed to the research objectives and therefore, answered the question.

The factors that should be taken into account when teaching a foreign language such as English to marginalized women are:

- Marginalized women's personal beliefs in relation to education.
- Social and personal factors of marginalized women affect their motivation to study, and learn English.
- English classes should not only focus on the learning objectives, but also on the education and promotion of personal values and employment orientations.

These factors mentioned above are divided into several subcategories that describe them in detail in relation to the information collected and analyzed. The three factors play an important role when designing the syllabus that focuses on teaching English to marginalized women. The first two factors were deduced in part from the information presented in the theoretical framework; according to Heinström (2003), personality can have a strong influence on people's behavior, and after collecting and analyzing the data, beliefs and social and personal factors that affect the marginalized women motivation to learn English were deduced.

In the end, from the data collected from interviews, observations, and focus group, it was determined English classes for marginalized populations should also focus on the education and promotion of personal values and employment orientations. The participants clearly showed in the information collected that these two areas are between their relevant needs in any educational program they take; therefore, they were included in the conclusions as part of the answer to the research question. The syllabus proposal included this area in its design by showing a value to be promoted each class, which is connected to the topic and objective of the session, as well as ideas for teachers to guide students regarding employability matters.

Implications

Pedagogical implications.

This research project pedagogical implications are clear in the sense that the research aims to intervene in a population's context and learning experience to propose a syllabus based on an English teaching method that is appropriate for them. The results of the research project can be shared with "El Buen Pastor" and "Casa de Todas" so that future English teachers who decide to teach the language to marginalized women in the institutions have not only a clear guide to teach them, but also the whole getting-to-know the population's process.

Future researcher-teachers can depart from different points of this research to start their own experience teaching marginalized populations. The pedagogical implications this research creates become evident when teachers from different places apply all or some of the principles presented here to teach a second language to marginalized populations. Also, implementing a task-based approach to teach these populations, can benefit them as they would see a real-life purpose for learning and put it into practice in each task, but also become tedious if the tasks are not carefully planned for their level and needs.

In the end, the results of this research project have English teaching pedagogical implications in contexts where marginalized populations play a role as students. The whole project was done to create a new posture when approaching this type of populations and teach them English effectively without leaving behind important aspects that don't have to do with the language but with personal and professional growing.

Limitations.

The project went through a series of complications that limited the data collection stage at some point. At the beginning, the project was thought to be carried out in Pre-Icfes marginalized women were taking in “Casa de Todas”; however, the directors in the institution took more that six months to approve the research project proposal. By the time they approved the project, they took a step back and decided not to allow the researcher to enter the English classes there to observe them.

In the end, an interview was done with the director of “Casa de Todas” as one of the participants, and a contact was made with the foundation “El Buen Pastor” to carry out the focus group and the observations in the primary classes they were offering. Also, another interview was done with women who were in the area, clearly women from the same context.

Even though this represented a limitation for the research at some point, as it delayed its completion, arrangements were made and the project continued its course in the foundation “El Buen Pastor”. Important data was collected with the women taking classes there, and in the end, the purpose of the research was successfully achieved. The data that could have been collected in “Casa de Todas” was collected in “El Buen Pastor” as they both work with the same type of population.

Further research.

Future research can focus on the implementation and evaluation of the findings of this project. Future researchers that are interested in teaching marginalized populations can implement, evaluate and complement the factors that are to take into account when teaching a second language to marginalized populations. Any research that implements the teaching approach and principles proposed in this research with any of the types of marginalized populations can be an extension of the present project.

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Appendix

Annex 1: categorization

Categories	Sub-categories	Text	Interpretation	Comments
Marginalized women's personal beliefs in relation to education	Education is not a priority	"Tratar de darles a ellas nuevas miradas esperanzadoras y nuevos panoramas, aunque es difícil". "Muchas creen que es muy tarde para cambiar y estudiar". In.01Pa.01 "No estamos para estudiar". "La vida siempre me ha tratado mal". "Me da miedo venir porque la gente me va a mirar". In.02	Any individual who has been exposed to high levels of violence, is like the fish that lived in a bowl for too long and was suddenly released into the sea to end up only swimming in circles. Showing hope to someone who has been suffering most of the time is a process that takes time and a lot of effort from both parties.	
		"La educación para ellas no es prioridad". In.01Pa.01	Getting a degree might be one of their wishes, but is not a priority since they might be more interested in getting enough money to support their families.	
	Negative previous learning experiences influence new ones	"Me gustaba ir al colegio pero mis papas no me apoyaron para estudiar"; "los profesores eran muy duros"; "no tenía tiempo para hacer tareas"; "me empecé a quedar atrás"; "estoy aquí por no haber podido estudiar". In.02	Women dedicated to prostitution did not have a proper and meaningful education environment in which they could develop their skills.	

Social and personal factors that affect the motivation to study, and to learn English of marginalized women	Employability is among their main concerns	"Elas tienen muy focalizado el tema del dinero, entonces digamos que el tema de la educación implica que no hayan ingresos. Que ellas quisieran estudiar pero prefieren no hacerlo pues ello les implicaría más gastos y una reducción de ingresos". In.01Pa.01	Not having a good level of education for their age placed them in a position where they need to do alternate activities to get what they need for their daily lives. This need automatically creates a need for a job that provides what they require for living.	
		"Proyectos de empleabilidad porque es en lo que más están interesadas las mujeres". In.01.Pa01	Prostitutes might be more interested on the economical benefit studying English carries, rather than the cultural and personal achievements they could get.	
		¿Qué la lleva estudiar inglés? Por que es importante, es necesario. viajar, trabajo. FG.Pa04 "Conseguir un trabajo de profesora". FG.Pa03	During the interviews, most women agreed on the fact that they would like to study English because that could help them get a job that pays more.	
Marginalized women have the fear of being exposed to the public eye		"Fue muy difícil convencerlas de que vinieran, de que este iba a ser un espacio privado". In.01Pa.01 "No queremos que nuestra identidad sea mostrada". Mi privacidad es muy importante, y la de mi familia. "No me gusta decir mi verdadero nombre". In.02	Women involved in prostitution don't want to be exposed to the public eye; it is necessary to take this into account and keep their personal information as confidential.	
		"Ese proceso de que la casa se posicionara fue un proceso duro". In.01Pa.01	Approaching marginalized populations such as prostitutes is not an easy task, even for professionals.	

	Women dedicated to prostitution have naturalized violence	<p>"En realidad es un trabajo duro que trae una realidad de mucha violencia, que digamos son esquemas donde las mujeres no han tenido otras opciones, donde las mujeres realmente han tenido que ingresar a este mundo por situaciones de violencia y situaciones familiares donde sus mismos familiares son las que abusan o han abusado sexualmente de ellas, donde sus propios familiares son las que las han prostituido". In.01.Pa.01</p>	<p>The idea that most people have about prostitutes is wrong. Prostitution is not a job, and it is not an activity that women involved in it would like to do. It is in fact the consequence of several negative aspects proper of a context that is unfortunately part of marginalized populations such as this one.</p>	
		<p>"Elas tienen la violencia muy naturalizada. Por ejemplo, una joven de que era abusada sexualmente desde los 12 años, pues va a pensar en empezar a cobrar por ese abuso". "Mujeres vulnerables, violentadas, que han repetido ciclos de violencia en sus hogares". In.01.Pa.01</p>	<p>Women involved in prostitution have been highly exposed to different types of violence that ignores their rights. For prostitutes who have always been going through this, violence is no longer a rare or inconceivable term in their lives.</p>	
		<p>"Pues son contextos muy diversos pero en general son contextos violentos, son contextos en donde no hay núcleos familiares, de delincuencia, de muchos alrededores de consumo de drogas también". In.01.Pa.01</p>	<p>The environment prostitutes live in, or spend most of their time is attached to different ways of exposed to the public eye; it is necessary to take lifestyle. Being surrounded by poverty, delinquency, drug dealers has a strong impact on the prostitutes way of living.</p>	
		<p>"Problemáticas más frecuentes, pues violencia física, violencia psicológica, consumo de estupefacientes, violencia económica que es todo lo que tiene que ver con temas de las cuotas alimentarias de sus hijos, casi ninguna puede darlas". In.01.Pa.01</p>	<p>Prostitutes have a higher risk of falling into delinquency or becoming drug addicts because of the influence the context they're located in have on them. Violence is a cycle, it repeats all over again. People who receive violence have a high chance of reproducing it to affect other people. It is demonstrated that when we suffer, we tend to want to reflect that suffering into someone else.</p>	
	Marginalized women have a low level of education	<p>"Son mujeres con muy bajo nivel escolar, no tienen bachillerato". In.01.Pa.01 ¿Cuál es su nivel de escolaridad? Primaria. In.02 ¿Cómo describiría sus experiencias previas relacionadas con el aprendizaje del idioma inglés? ¿Por qué? Participante 1: no tengo experiencia. (FG.Pa01)</p>	<p>Having a low level of education is a personal and also a social factor, as it has a role in both human dimensions.</p>	
			<p>Having a low level of education can not only affect the individuals' motivation, but also their progress.</p>	
	Women dedicated to prostitution have poor persistence and determination	<p>"Que es una población muy flotante, entonces un día están, pero de pronto otro día no vuelven a aparecer. Muchas mujeres han dejado de ejercer pero lo que pasa es que ellas son muy flotantes, ellas pueden conseguir un empleo y pueden dejar de ejercer pero luego de un tiempo vuelven y ejercen". In.01.Pa.01</p>	<p>It is important to design good teaching strategies for this population. Their motivation to study is not constant, therefore, it is imperative to provide them with a motivating environment for them.</p>	

	Employment orientations have to be included in the English program as a motivating factor	<p>"Proyectos de empleabilidad porque es en lo que más están interesadas las mujeres". In.01.Pa.01</p>	<p>Prostitutes might be more interested on the economical benefit studying English carries, rather than the cultural and personal achievements they could get.</p>	<p>It is important to design a syllabus that includes somehow a possibility of employment at the end of the English course.</p>
English classes should not only focus on the learning objectives, but also on the education and promotion of personal values and employment orientations		<p>"Elas tienen muy focalizado el tema del dinero, entonces digamos que el tema de la educación implica que no hayan ingresos. Que ellas quisieran estudiar pero prefieren no hacerlo pues ello les implicaría más gastos y una reducción de ingresos". In.01.Pa.01</p>	<p>Based on the data collected and analyzed, marginalized women need guidance and support in this area, as they showed their deep interest in getting another job once they completed their education.</p>	
		<p>"Elas podrían acceder a una mejor oferta laboral, una oferta laboral que cumpla las expectativas de ellas, porque esa es la otra, ellas tienen muy poca experiencia y pues en el ejercicio de prostitución pues tienen un sustento, sí, ellas casi siempre piensan que pasar a ganarse un mínimo no es viable". In.01.Pa.01</p>	<p>Therefore, teachers who teach or are planning to teach marginalized populations that have been hit by a nation's violence need to research and have a solid employment option for the students. It is possible to go to different places that could be interested in hiring marginalized women who are in their way of getting their primary or high school degree.</p>	
	Classes should promote self-confidence and collaboration	<p>"El tema de las violencias es algo muy, muy frecuente acá". In.01.Pa.01 ¿Qué factores influyeron para que no continuara su proceso educativo? -No estamos para estudiar. In.02</p>	<p>Violence, as something common in the women's lives, should not be present in the English classes.</p>	<p>This is in order to fight the tendency of violence.</p>
		<p>Two participants out of five who were observed three times, showed to have low self-confidence. Ob.PaD&F</p>	<p>The fact that marginalized women have a lack of self-confidence is very clear and becomes evident in the data collected and specified in the instruments.</p>	
		<p>Low self-confidence: she constantly uses negative statements such as: "that is too difficult for me"; "I cannot learn that"; "I'd rather not study that for now". Ob.PaF</p>	<p>It was noticed some of the participants had strong self-confidence issues. For instance, one of the participants (PaD) burst into tears when she couldn't understand a mathematics topic even though the teacher had explained that to her around three times. Another example was the case of the other participant (PaF), who frequently used phrases such as, "that is too difficult for me", "I cannot learn that", and, "I'd rather not study that for now". This behavior is clearly reflected on her progress, which was rather slow compared to the one of the confident learners.</p>	

	<p>English classes should implement dynamic activities through a motivating English approach</p>	<p>"Los tiempos, digamos que no sea muy extenso el horario, que sean clases lúdicas...". In.01Pa.01 "Actividades y materiales de todo tipo". FG.Pa02,03&04</p>	<p>of the confident learners. Classes for marginalized populations should be dynamic and catch the attention of the women. Topics or activities relevant for their lives can be a great option.</p>	<p>Women didn't have a complete idea of what to expect in an English class regarding its different components; therefore, the information collected was rather simple and brief.</p>
		<ul style="list-style-type: none"> • "Me gustaría cantar y tener actividades dinámicas" • "Yo creo que sería chevere ver videos y cantar también" • "A mi me gustan los cuentos, ¿que tal leer cuentos en inglés?" In.02 	<p>The approach chosen to teach English to marginalize populations has to be, (a) engaging, (b) communicative, and, (c) interactive.</p>	
	<p>Classes should tackle all skills and focus on difficult areas for them: speaking and listening</p>	<p>"...actividades donde no escriban tanto sino más bien escuchen y hablen". In.01Pa.01 El mas difícil es hablar. -Yo hablo mas o menos, al menos trato. Pero escuchar, no entiendo nada. -Para mi es difícil todo. Todo es difícil, pero es mas difícil hablar y escuchar. In.02</p>	<p>Students need enough time to practice, specially skills that they find more difficult. These can be practiced with activities that are relevant for the students (real-life contexts).</p>	<p>Aspects to take into account: -Confidence and respect -Active activities -Short classes (breaks would be important) -Avoid too many writing or reading activities -Right-brained activities</p>
		<p>¿Qué cree usted que impacta negativamente su percepción acerca del aprendizaje del idioma inglés? "La pronunciaci3n. Se escribe diferente y se lee diferente". FG.Pa03</p>	<p>Speaking and listening are the skills that are more difficult for them. They should be the focus of the classes.</p>	

Annex 2: observations

Criteria	OBSERVATIONS					Additional observations OB.AD
	Participant M Ob.PaM	Participant D Ob.PaD	Participant O Ob.PaO	Participant A Ob.PaA	Participant F Ob.PaF	
<p>Good: the learner participates actively, asks questions, is engaged in the activities and is interested in her own learning process.</p> <p>Needs improvement: the learner does the activities but lacks confidence, participates only when prompted by the teacher, and sometimes seems lost when the teacher asks her questions.</p> <p>Bad: the learner is quiet all the time and never asks clarifying questions. She does not show interest in learning.</p>	Good	Needs improvement: the learner does the activities but lacks confidence.	Good	Good	Good	Women seem very interested in getting a better job once they finish their studies. Most of them are taking classes at the foundation, with the promise of a new and better job (dedicated from the conversations they have with their teacher).
<p>Good: she interacts effectively, is respectful, cooperates and helps others and the teacher. She participates and enjoys group work.</p> <p>Needs improvement: she is respectful and tries to help others with their work. However, she sometimes interrupts others when they're talking, and promotes chatting about topics that are not relevant for the class/she's shy and even though she tries, it's difficult for her to interact with others/she seems to dominate and does not take into account others opinions during classwork/she does not participate actively during classwork, she only participates when others ask for her opinions.</p> <p>Bad: she is not respectful; therefore, causes trouble in class/she is very quiet and seems uninterested in building good relationships with her classmates. During group work, she does not help or contribute to the activity.</p>	Needs improvement/she's shy and even though she tries, it's difficult for her to interact with others.	Good	Needs improvement/she seems to dominate and does not take into account others opinions during classwork	Good	Needs improvement/she's shy and even though she tries, it's difficult for her to interact with others.	
<p>Learners' strengths to identify:</p> <ul style="list-style-type: none"> Autonomy. Good use of learning strategies (metacognitive, cognitive and social). Active participation. Positive attitude towards learning. Understanding of failure as part of learning. Dedication and commitment (arrives on time, homework compliance). Self-confidence. <p>Learners' weaknesses to identify:</p> <ul style="list-style-type: none"> Depends on the teacher. Low use of learning strategies (metacognitive, cognitive and social). Passive learner. Negative attitude towards learning. Failure brings her down. Low dedication and commitment (arrives late, no homework compliance). Low self-confidence. 	<p>Strengths observed:</p> <ul style="list-style-type: none"> Autonomy. Positive attitude towards learning. Self-confidence. <p>She is the smartest student in class, she understands topics easy and develops activities faster than the others.</p> <p>Weaknesses observed:</p> <ul style="list-style-type: none"> Low dedication and commitment (arrives late very often). Low use of learning strategies: the learner gets constantly distracted when the teacher is explaining something. She used cooperation and question for clarification. Failure brings her down: she seems upset when she gets something wrong. 	<p>Strengths observed:</p> <ul style="list-style-type: none"> Positive attitude towards learning Use of learning strategies: directed and selective attention were the most relevant strategies the student used. Dedication and commitment (arrives on time, homework compliance). <p>Weaknesses observed:</p> <ul style="list-style-type: none"> Depends on the teacher: always waits for the teacher to tell her what to do and how to do it. She is not an independent learner. Passive learner: she does not participate actively. Failure brings her down: in observation # 2, she broke into tears because she couldn't understand a maths topic. Low self-confidence. 	<p>Strengths observed:</p> <ul style="list-style-type: none"> Autonomy: she stated she reads and researches at home. Positive attitude towards learning: she often states how important it is to learn. Understanding of failure as part of learning. Active participation: gives ideas to the class. Self-confidence. <p>She is the second smartest student in class, she understands topics easy and develops activities faster than others.</p> <p>Weaknesses observed:</p> <ul style="list-style-type: none"> Low dedication and commitment (often arrives late). Low use of learning strategies: She interrupts the class with her constant talking about things that don't have to do with the class. 	<p>Strengths observed:</p> <ul style="list-style-type: none"> Autonomy. Good use of learning strategies in class: directive and selective attention, question for clarification and cooperation were identified. Active participation. Positive attitude towards learning. Understanding of failure as part of learning. Dedication and commitment (arrives on time, homework compliance). Self-confidence. <p>She develops the activities with confidence, participates actively and seems very committed with her goal (graduate from primary school).</p>	<p>Strengths observed:</p> <ul style="list-style-type: none"> Dedication and commitment (arrives on time even though she lives very far away). <p>Weaknesses observed:</p> <ul style="list-style-type: none"> Depends on the teacher: always waits for the teacher to tell her what to do and how to do it. She is not an independent learner. Passive learner. Low self-confidence: she constantly uses negative statements such as: that is too difficult for me, I cannot learn that, I'd rather not study that for now. Negative attitude towards learning: she seems close-minded when it comes to learn subjects she hasn't studied before such as English and mathematics. She rejected them right away when the teacher introduced them. Low use of learning strategies: she socialize and helps others but gets distracted very easily. 	Two participants out of five who were observed three times, showed to have low self-confidence.

Annex 3: interviews

Entrevistas

In.01Pa.01

Entrevista dirigida a la directora de la Casa de la mujer

1. ¿Cuándo inició la Casa de la Mujer?
La casa inició el 21 de Octubre del 2014

2. ¿Quién la fundó? Esta es una casa que es administrada por la secretaria distrital de la mujer a través de un cabildo que hizo el alcalde Gustavo Petra. A través de este cabildo las mujeres en ejercicio de prostitución exigen una casa de atención solamente para ellas porque, no sé si tú sepas que la secretaria distrital de la mujer tiene 18 casas de igualdad de oportunidades, pero ellas querían una atención netamente para ellas.

3. ¿Cuál era el contexto social en el que se encontraban las mujeres en ejercicio de prostitución en la época de los inicios de la institución? ¿Cómo ha ido evolucionando la prostitución en el sector?

Lo que pasa es que obviamente ese proceso de que la casa se posicionara fue un proceso duro, las mujeres siempre existieron en el tema de la prostitución. Fue muy difícil convencerlas de que vinieran, de que este iba a ser un espacio privado. Pero entonces ahora la casa está mejor posicionada, vienen muchas más mujeres, se atienden muchas más mujeres. se abrió la casa de todas del sur. Vienen mucho las mujeres, realmente, y pues digamos que se ha tratado de hacer convenios y proyectos de empleabilidad porque es en lo que más están interesadas las mujeres. Y ya, y pues el impacto en el cambio de vida es muy difícil, eso se hace a través de un proceso cualitativo, que el impacto se hace es desde la casa, pues se ha generado empleo, muchas mujeres han dejado de ejercer pero lo que pasa es que ellas son muy flotantes, ellas pueden conseguir un empleo y pueden dejar de ejercer pero luego de un tiempo vuelven y ejercen, o sea, tener un impacto es difícil, saber en realidad que impacto se ha tenido es difícil. Sobre todo porque, digamos que la casa si efectivamente les da un apoyo a ellas social y jurídico pero, como tal no les arreglamos la vida en el sentido de que pues no les conseguimos empleo, sino simplemente les damos como rutas y apoyo psicológico a la familia o a la persona.

4. ¿Qué beneficios recibían antes las mujeres en ejercicio de prostitución por parte de la Casa de la Mujer que no reciben ahora y viceversa? ¿Por qué razón se han dado estos cambios?
Acá es una atención psicosocial y jurídica, entonces lo que nosotros hacemos acá es todo el proceso de adquisición de ruta, garantía de derechos de las mujeres, Entonces digamos está el apoyo jurídico que es el que maneja todo el tema de las vivencias, entonces aquí se hace el acompañamiento para que hagan sus demandas, reporten la violencia y si el caso requiere representación se les hace representación, pero solo si el caso requiere algún tipo de representación jurídica. Pues se les ayuda mucho en ese tema porque digamos que el tema de las violencias es algo muy, muy frecuente acá, entonces está todo el acompañamiento jurídico y asesoría. Lo mismo está el tema de la psicóloga, está el tema de psicología, pero no está orientado terapéuticamente sino simplemente a hacer un acompañamiento emocional de la mujer. Y está el área de trabajo social que el encargada de la activación de derechos en salud, educación y empleabilidad, pero lo que te digo, no es que nosotros le resolvamos que tengan trabajo, no, sino

digamos acá se crea un taller de habilidades laborales, donde se les muestra a las mujeres como son las rutas de buscar empleo, como se diligencia una hoja de vida, como se presenta uno en una entrevista, como dándoles esas herramientas que muchas veces ellas no tienen.

5. ¿En qué contextos viven las mujeres en ejercicio de prostitución?
Pues son contextos muy diversos pero en general son contextos violentos, son contextos en donde no hay núcleos familiares, de delincuencia, de muchos alrededores de consumo de drogas también.
6. ¿Cómo se ven afectadas las mujeres en ejercicio de prostitución por su contexto?
Todo, primero ellas tienen la violencia muy naturalizada. En todo mejor dicho.
7. ¿Cómo se ve afectada su educación?
Total. Son mujeres con muy bajo nivel escolar. No se hablar de cifras, pero en su generalidad son mujeres que no tienen escolaridad, que no tienen bachillerato.
8. ¿Cuáles son las problemáticas principales a las que se ven enfrentadas las mujeres en ejercicio de prostitución?
Problemáticas más frecuentes, pues violencia física, violencia psicológica, consumo de estupefacientes, violencia económica que es todo lo que tiene que ver con temas de las cuotas alimentarias de sus hijos, casi ninguna puede darlas.
9. ¿Cuál es la perspectiva que tienen la mayoría de mujeres en ejercicio de prostitución acerca del mundo que las rodea y de la posibilidad de desarrollo personal e intelectual?
No puede responder, es una pregunta muy compleja.
10. ¿Tienen las mujeres en ejercicio de prostitución acceso a una EPS u otro sistema de salud?
Sí la mayoría tiene, pues yo no sé. Pues según lo que yo he visto, la mayoría tiene subsidiada, entre no y subsidiada.
11. ¿Cuál es la visión que tienen las mujeres acerca de la educación en general?
Elas tienen muy focalizado el tema del dinero, entonces digamos que el tema de la educación implica que no hayan ingresos. Que ellas quisieran estudiar pero prefieren no hacerlo pues ello les implicaría más gastos y una reducción de ingresos. Por esta razón la educación para ellas no es prioridad.
12. ¿Cuáles cree que son las causas de la prostitución?
Yo, yo digo que el tema de la desigualdad, el tema de la cultura patriarcal y en general el medio, porque las mujeres tienden a verse como objetos sexuales y pienso que ello genera mucha demanda por parte del cliente, entonces se da para que exista la prostitución.
13. ¿Cómo define prostitución y cómo define a la persona que la ejerce en Colombia?
Pues no sé, como yo la defino, como esta en la sentencia de la corte. Lo que pasa es que hay que distinguir entre dos cosas, la prostitución es legal en este país, a partir de que la mujer tenga 18

años, y que este bajo su consentimiento, sí. Si una persona igual es menor de edad y dice que realiza esta actividad bajo su propio consentimiento, igual, independientemente de esto, no se le puede definir como prostitución sino como explotación sexual, porque una menor de edad no puede ejercer la prostitución y ello está catalogado como un delito. Pero en general, pues la prostitución es un, digámoslo así, yo no puedo decir que es un trabajo pero digamos que ha sido una manera de supervivencia de las mujeres. Y como las caracterizo a ellas, pues nada como mujeres vulnerables, violentadas, que han repetido ciclos de violencia en sus hogares, para mí. En ninguno de los establecimientos les dan derechos laborales a las mujeres, sin embargo ellas dirigen sus peticiones al ministerio de trabajo poder reclamar estos derechos.

14. ¿Cómo describiría su experiencia con las mujeres en ejercicio de prostitución?

Mi experiencia, pues ha sido una experiencia pues muy difícil en el sentido de que pues cuando uno no conoce este tipo de contextos, uno podría pensar que, hay muchas visiones de que las mujeres están en este mundo porque les gusta, porque les da mucha plata, por el trabajo fácil, no, y en realidad es un trabajo duro que trae una realidad de mucha violencia, que digamos son esquemas donde las mujeres no han tenido otras opciones, donde las mujeres realmente han tenido que ingresar a este mundo por situaciones de violencia y situaciones familiares donde sus mismos familiares son las que abusan o han abusado sexualmente de ellas, donde sus propios familiares son las que las han prostituido. Y pues no tener otras opciones de vida es lo que nos hace a nosotros tratar de darles a ellas nuevas miradas esperanzadoras y nuevos panoramas, aunque es difícil, porque ellas están encerradas en una violencia también muy naturalizada. Por ejemplo, una joven de que era abusada sexualmente desde los 12 años, pues va a pensar a empezar a cobrar por ese abuso.

15. ¿Cómo cree que se podría dar un cambio significativo que le ayude a las mujeres en ejercicio de prostitución a superarse de manera personal y profesional?

Desde mi posición personal, por eso te digo, te estoy hablando personalmente lo que yo pienso, no de institución, yo estoy a favor de la prostitución. Yo pienso que donde la prostitución es algo que es prohibido, donde no pueden salir, donde las salidas sean sancionadas, donde las salidas no sean las mismas sean sancionadas, yo creo, digamos, debería ir en esa dirección. Desde mi posición.

16. ¿Cree que las mujeres en ejercicio de prostitución se establecerían nuevas metas a través del aprendizaje una segunda lengua como el inglés? ¿Cree que el darles la oportunidad de aprender esta segunda lengua las motivaría a continuar sus estudios para obtener un trabajo digno que les garantice una mejor calidad de vida? ¿Por qué?

Claro. Aunque es mejor no decirlo no, porque se nos vuelven internacionales, (risas); en otra lengua, mejor dicho, pa ayer es tarde. No pues precisamente eso, ellas podrían acceder a una mejor oferta laboral, una oferta laboral que cumpla las expectativas de ellas, porque esa es la otra, ellas tienen muy poca experiencia y pues en el ejercicio de prostitución pues tienen un sustento, sí, ellas casi siempre piensan que pasar a ganarse un mínimo no es viable.

17. ¿Qué aspectos cree que debería tener en cuenta una lección de inglés dirigida a mujeres en ejercicio de prostitución? ¿Por qué razones?

Digamos que los tiempos, digamos que no sea muy extenso el horario, que sean clases lúdicas, donde no escriban tanto sino más bien escuchen y hablen.

18. ¿Cuántas mujeres en ejercicio de prostitución cree usted que realmente desean superarse en los ámbitos personal y profesional para cambiar su estilo de vida? ¿Por qué cree que aunque muchas mujeres desean cambiar su forma de vida, estas no lo hacen?

Por los mismo esquemas de violencia en los que están envueltas.

19. ¿Tiene algo más para agregar que cree ser pertinente para este proyecto de investigación?
 Lo del tema de la confidencialidad. Que es una población muy flotante, entonces un día están, pero de pronto otro día no vuelven a aparecer. El tema de realizar actividades acordes con su nivel, actividades que fomenten su confianza y que no les representen demasiada dificultad.


Entrevista para las mujeres

Five women participated

January the 20th

In.02.

1. ¿Cuál es su nivel de escolaridad?
 Primaria. No tengo la primaria.
2. ¿Qué factores influyeron para que no continuara su proceso educativo?
 -Mis papá no me mandaron a estudiar. Ellos solo mandaron a estudiar a los hijos varones.
 -Necesitaban que me pusiera a trabajar rápido.
 -Mi familia me puso un oficio en vez del estudio.
 -No había dinero.
 -Me dejé influenciar.
 -No estamos pa estudiar.
3. ¿Cómo ha sido su experiencia educativa en general? ¿Buena, mala? ¿Por qué?
 -Me gustaba ir al colegio.
 -Los profesores a veces castigaban muy feo. Me asustaban.
 -Tenía malos amigos que eran mala influencia.
 -Tenía que caminar mucho para llegar al colegio.
 -No tenía tiempo para hacer las tareas.
 -Me empecé a quedar atrás.
 -Mis papás no me ayudaban a estudiar. Estoy aquí por no haber podido estudiar.
4. ¿Qué la llevó a tomar la decisión de tomar las clases de inglés?
 -Puedo conseguir otro trabajo mejor.
 -Quiero que mis hijos/as aprendan inglés, y también yo con ellos.
5. ¿Hay algo que le pueda impedir asistir a clase? ¿Qué?
 - Muchas cosas.
 -Vivo muy lejos de aquí.
 -Tengo muchas obligaciones con mi hogar.
 -Mi enfermedad.
 -Mi trabajo.
6. ¿Qué expectativas tiene para las clases de inglés?
 -Aprender mucho.
 -Aprender al menos un poquito de inglés.
 -Hablar en inglés con mis hijos/as.
 -Conocer cosas nuevas.
7. ¿Qué piensa acerca del idioma inglés y de su aprendizaje?
 -Que es muy difícil.
 -Es muy difícil.
 -Que si es difícil, pero es bueno aprender inglés.

- 
8. ¿Cómo han sido sus experiencias aprendiendo inglés? ¿Buenas, malas? ¿Por qué?
 - Mas o menos. A veces no entendia.
 - Buena. Me gustaba cuando nos ponian a cantar en inglés. El inglés es muy bonito.
 - Yo creo que regular. El inglés no me entraba. Solo sabia unas pocas palabras y ya. Me daban miedo los exámenes, casi siempre perdía.
 9. ¿Se le facilita o dificulta el aprendizaje de la lengua?
 - Es difícil
 - Para mí es difícil
 - Para mí también
 10. ¿Qué aspectos se le facilitan y cuáles se le dificultan más? ¿Habla, escucha, escritura o lectura?
 - El mas difícil es hablar.
 - Yo hablo mas o menos, al menos trato. Pero escuchar, no entiendo nada.
 - Para mí es difícil todo. Todo es difícil, pero es mas difícil hablar y escuchar.
 - No se.
 11. ¿Cómo le gustaría que las clases se llevaran a cabo? ¿Hay alguna actividad específica que le gustaría o que no le gustaría realizar en clase?
 - Me gustaría cantar y tener actividades dinámicas.
 - Yo creo que sería chevere ver videos y cantar también
 - A mí me gustan los cuentos, que tal leer cuentos en inglés?
 12. ¿Prefiere actividades que incluyan imágenes y videos, o actividades que incluyan lecturas y talleres?
 - Ambos, pero más las imágenes y los videos.
 - Deberíamos tener de todo para practicar mas.

Annex 4: focus group**Focus group**

FG.Pa.01,02,03,04

Definition

Focus groups are very useful instruments in qualitative research because they allow students who are not shy to express their opinions out loud. This helps them feel more comfortable and therefore relax their minds to be able to exchange information that would be impossible to get through an interview or observation for example. According to Eliot and Associates (2005):

Surveys assume that people know how they feel. But sometimes they really don't. Sometimes it takes listening to the opinions of others in a small and safe group setting before they form thoughts and opinions. Focus groups are well suited for those situations. Focus groups can reveal a wealth of detailed information and deep insight. When well executed, a focus group creates an accepting environment that puts participants at ease allowing them to thoughtfully answer questions in their own words and add meaning to their answers. Surveys are good for collecting information about people's attributes.

Purpose

To provide in-depth information easy to understand and to diagnose the potential for problems with English learning in relatively short periods of time.

Planning

The focus group for this research was done in the last class at the Foundation “El Buen Pastor”. For the focus group to be successful there were no more than 12 participants who were sitting in a circle facing each other. All the participants were women around the same age; therefore they certainly felt more comfortable discussing the topic. According to Elliot and Associates (2005) “homogeneity is the key to maximizing disclosure among focus group participants” (p.4). Also, the students who attended the classes were the ones requested to participate.

Questions

According to McKhechnie C., (2015) “A 90-minute focus group with 10-12 participants shouldn’t have more than five or six principal questions” (para. 3). The focus group for this research lasts 60 minutes, and will have four main questions which will be fully discussed. The discussion for each one of the questions will last 15 minutes and it will start with the general and finish with the specific. Alternative questions may also be asked during the discussion.

Before the focus group started, the students were provided with an explanation of the purpose for the activity and the way it was going to be carried out to help them feel relaxed and comfortable during the conversation.

1. How would you describe your previous English learning experiences? Why?

¿Cómo describiría sus experiencias previas relacionadas con el aprendizaje del idioma inglés? ¿Por qué?

Note: focus (deepen) on all aspects mentioned by the participants. Question words

like “When, Where, Who” may be effective prompters as the girls may narrate their experiences.

Participant 1: **no tengo experiencia.**

Participant 2: **nunca.**

Participant 3: **regular, porque escribe uno de una manera y pronuncia de otra manera.**

Participant 4: estudié inglés en primaria. Fué una bonita experiencia.

2. What do you think affects your perception of English learning?

¿Qué cree usted que impacta negativamente su percepción acerca del aprendizaje del idioma inglés?

Participant 3: **no nada mas. solo la pronunciacion.**

Participant 2: **uno conoce el español, es raro verlo en otro idioma.**

Participant 3: **se escribe diferente y se lee diferente.**

Note: mention a few options such as previous experiences, weaknesses, certain people’s behavior or opinions, as factors that could have affected their perception.

3. Why did you decide to give it another try? ¿What are your personal goals?

Preguntas adicionales: ¿Que la llevó a intentarlo nuevamente?

Participant 4: **por que es importante, es necesario. viajar, trabajo.**

Participant 3: **turistico, hablar con los extranjeros aca. en donde vivo. En la candelaria. También para ensseñarle a mis hijos.o conseguir un trabajo de profesora.**

4. What do you think could help you overcome the factors that affect your motivation to learn English?

¿Qué cree que le ayudaría a superar los obstáculos que afectan su motivación para aprender inglés?

Participant 4: **el horario, por la tarde, noche. O el domingo en la tarde. Nos gustarian actividades de todo tipo.**

Participants 2 and 3: **si, actividades y materiales de todo tipo.**

Note: give them options/solutions for them to choose such as specific activities in class, tutoring sessions or different materials.

The participants were provided with the consent form below when the focus group was going to take place.

**Formulario de Consentimiento
Participación en grupo focal**

FECHA Marzo 9, 2016
HORA 11:00 AM- 12:00 PM
LUGAR Fundación El Buen Pastor

Usted ha sido invitada a participar en un grupo focal que busca obtener información para un proyecto de investigación. La información obtenida en el grupo focal será usada para

diseñar una propuesta que sirva de ayuda a demás estudiantes de inglés para mejorar sus habilidades en el aprendizaje de la lengua.

Usted tiene la opción de participar o no en el grupo focal o de retirarse en cualquier momento. Sus respuestas permanecerán en el anonimato y su nombre no será mencionado en el proyecto de investigación.

Durante el grupo focal, simplemente se llevará a cabo una discusión en grupo con las demás participantes acerca de sus experiencias relacionadas con el aprendizaje en general y el de la lengua inglesa. No hay comentarios correctos o incorrectos, el objetivo es simplemente escuchar sus puntos de vista. Sus opiniones deben ser honestas aunque no estén de acuerdo con las del resto del grupo. Así mismo, por respeto a los demás, solo una persona podrá hablar a la vez.

Entiendo esta información y deseo participar en el grupo focal de acuerdo con las condiciones expresadas anteriormente.

Firma: _____

Fecha: _____

Firma: _____

Fecha: _____

Firma: _____

Fecha: _____

Firma: _____

Fecha: _____

Annex 5: consent

Formato de consentimiento informado para proyecto de investigación



Título: Factores a tomar en cuenta al diseñar una clase de inglés dirigida a poblaciones marginadas

Investigadora: María Angélica Jiménez Jiménez

[Documento de consentimiento informado para mujeres tomando clases de básica primaria en El Buen Pastor]

Usted ha sido invitada a participar en un estudio de investigación. Antes de que usted decida participar en el estudio por favor lea este consentimiento cuidadosamente. Haga todas las preguntas que usted tenga, para asegurarse de que entienda los procedimientos del estudio, incluyendo sus implicaciones y beneficios.

Este proyecto tiene el objetivo de identificar y comprender su opinión acerca del aprendizaje en general, y del idioma inglés, las dificultades que puedan presentar durante el aprendizaje del idioma, así como sus opiniones acerca de que clase de actividades deberían ser incluidas y poder diseñar un plan de estudios que se adapte a su estilo de aprendizaje y que les facilite el aprendizaje del idioma.

Su participación en el estudio es completamente voluntaria. Usted puede participar o abandonar el estudio en cualquier momento sin ser penalizada ni perder los beneficios.

Para la recolección de información relacionada con este estudio se llevarán a cabo entrevistas, un grupo focal y observaciones realizadas única y exclusivamente por la persona a cargo de la investigación. Estos métodos de recolección de datos otorgarán la información necesaria para lograr establecer las dificultades o fortalezas principales que las mujeres pueden presentar al aprender un segundo idioma como el inglés, y así mismo lanzar una propuesta que logre establecer técnicas de enseñanza del idioma enfocadas en estos aspectos específicos.

Es uno de los principios principales de esta investigación, no revelar a terceros información personal de las participantes; éstos datos no serán requeridos por la investigadora en ningún momento.

He leído la información proporcionada o me ha sido leída. He tenido la oportunidad de preguntar sobre ella y se me han contestado satisfactoriamente las preguntas que he realizado.

Consiento voluntariamente hacer parte esta investigación como participante y entiendo que tengo el derecho de retirarme de la investigación en cualquier momento.

Firma de la participante _____