Design and Development of Didactic Material in English for Fifth Grade Students in Rural Schools: A Contextualized Approach

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Trabajo de Grado para optar al título de Licenciada en Lenguas Extranjeras con énfasis en Inglés

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Dedication

With deep gratitude, I dedicate this work primarily to my mother, the best teacher I have ever known and my greatest role model, both as a person and as a professional. Her dedication as a rural teacher inspired me to carry out this project and motivates me every day to give the best of myself. Also, this would not have been possible without my friend Clara Rodríguez, whose commitment and dedication have been essential every step of the way. Finally, I would like to thank Taylor Swift. She inspired me to be an English teacher, and her songs have always been a source of motivation and comfort throughout this journey.

Mariana Chahín

This is not only mine, I owe my hard work to three important people in my life. First, I must thank my mother, whose food and cuddles gave me the strength to work until late at night and keep on going. Then I thank Miguel, my boyfriend, whose advice and comfort made the way easier emotionally. Finally, my partner and friend, Mariana, whose company couldn't be better, and along with her understanding and intelligence, we could carry this project out successfully.

Clara Rodríguez

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We would like to dedicate this work to God, who gave us the wisdom, passion, and resilience to develop with love this didactic material. To him be the Glory. We also want to thank all the teachers we encountered in the language school. Especially the Teacher Sol Fuentes, who taught us to think and advocate critically for equal education in Colombia and teach with love. We are also grateful to Professor Luz Helena Prada, whose instruction on material design was meaningful throughout this process. Finally, we owe special recognition to Professor Daniel Calderón, our primary guide, whose patience, good instructions, and understanding were essential. His guidance illuminated the path during this academic journey and helped us successfully achieve our goals with this didactic material.

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Resumen

Título: Diseño y desarrollo de material didáctico en inglés para quinto grado en escuelas rurales: un enfoque contextualizado*

Autor: Mariana Chahín Uribe y Clara Lucía Rodríguez Cárdenas**

Palabras Clave: Diseño de materiales, Materiales didácticos, EFL en escuelas rurales, ELT culturalmente sensible

Descripción:

Este documento presenta el desarrollo de un material didáctico diseñado para facilitar la enseñanza del inglés (ELT) en quinto grado en un entorno rural, teniendo en cuenta las dificultades particulares que se plantean en este tipo de contexto educativo. El propósito principal fue responder a las necesidades reales de los docentes y estudiantes, brindando una herramienta pedagógica adaptada a su realidad. Para la elaboración del material se consideraron las opiniones y experiencias de cinco maestros de primaria y del director de una institución rural ubicada en Cimitarra, Santander, Colombia. Con el fin de conocer sus percepciones, se aplicaron cuestionarios y se realizaron entrevistas que permitieron identificar problemáticas comunes y expectativas frente a la enseñanza del inglés.

Los resultados de este diagnóstico mostraron que los maestros necesitaban recursos pedagógicos contextualizados, formación para enseñar el idioma de manera más eficaz, actividades que fomentaran la participación de la familia en el proceso de aprendizaje y la incorporación de material audiovisual que apoyara la enseñanza. A partir de esta información, se diseñó un libro con actividades variadas, orientadas al fortalecimiento de las habilidades básicas en inglés, el cual fue posteriormente socializado con los docentes.

Una vez terminado y presentado el material, los maestros expresaron una valoración positiva, destacando su practicidad, su utilidad en el aula, el impacto motivador en los estudiantes, así como su diseño atractivo y su pertinencia frente a los retos de la enseñanza del inglés en un contexto rural. Estos resultados evidencian la importancia de crear materiales didácticos contextualizados que respondan a las realidades locales y contribuyan a mejorar la calidad educativa.

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* Trabajo de Grado

** Facultad de Ciencias Humanas. Escuela de Idiomas. Director: Daniel Calderón Aponte. Magíster en Lingüística Aplicada a la Enseñanza del Inglés

Abstract

Title: Design and Development of Didactic Material in English for Fifth Grade in Rural Schools: A Contextualized Approach*

Authors: Mariana Chahín Uribe and Clara Lucía Rodríguez Cárdenas**

Key Words: Materials design, Didactic Materials, EFL in Rural Schools, Culturally Responsive ELT

Description:

This document presents the development of a didactic material created to facilitate English Language Teaching (ELT) in fifth grade within a rural setting, taking into account the specific difficulties present in this type of context. The main objective of the project was to design a resource that responded to the needs of teachers and students while also considering the challenges of limited access to materials and training in rural schools. To achieve this, the needs expressed by five elementary school teachers and the director of a rural school in Cimitarra, Santander, Colombia, were carefully analyzed. Questionnaires and interviews were applied in order to collect their perspectives regarding ELT, and the information obtained served as the foundation for the design of the material.

In order to evaluate its effectiveness, feedback was collected on the teachers' overall satisfaction as well as their impressions about the practicality and usefulness of the material in daily teaching. The findings revealed that teachers required contextualized pedagogical resources, more opportunities for training, activities that encouraged family involvement, and audiovisual support for language teaching. After the book was completed and presented, the teachers expressed general satisfaction, highlighting its practicality, relevance, positive impact on students, and its attractive and accessible design.

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* Bachelor Thesis

** Faculty of Human Sciences, School of Languages, Director: Daniel Calderón Aponte. Master's Degree in Applied Linguistics for Teaching English

Introduction

Education in Colombia has been marked by a diversity of problems and situations that have led to inequalities between urban and rural areas. For instance, while public policies promote English Language Teaching (ELT) as a means to foster international competitiveness, these initiatives are rarely achieved (Cruz, 2020). These are even harder to achieve when we consider these policies and the educational material provided are conceived from urban perspectives, which means contextual realities that are often ignored (Abós et al., 2021; Bonilla & Cruz, 2014). Consequently, rural teachers are required to adapt standardized policies and materials to contexts that differ significantly from the ones intended by policymakers (Cruz, 2017). This situation often results in low student motivation, unequal opportunities, and persistent challenges in teaching and learning English in rural classrooms.

In this scenario, the necessity for didactic materials that reflect students' cultural and social backgrounds is imperative to be addressed. Therefore, this research project sought to design and develop a didactic material for fifth-grade students in a rural school in Cimitarra, Santander. This material seeks to foster student engagement, and strengthen the connection between local realities and foreign language learning. The material, created in collaboration with the opinions and of the teachers and the school's principal, responds to their identified needs. For instance, it incorporates culturally relevant elements, and ultimately aims to facilitate English learning and teaching both meaningfully and practically.

By addressing the gap between national policies and rural realities, this work aspires to contribute not only to improve English skills in students, but also guide teachers in ELT. Moreover, it is paramount as well to broader discussions on equity, cultural relevance, and the urgent need for inclusive approaches to education in Colombia.

1. Statement of the problem

Navigating the Complexities of Teaching English in Rural Colombia

All citizens in Colombia have the right to education, yet rural communities still seem to face significant challenges when accessing education. While rural educational institutions exist, they exhibit unique characteristics that could make them more difficult to manage compared to urban schools. Rural institutions are governed by educational policies that are usually designed to be carried out from and within urban contexts that are quite different from the rural scenario, and, hence, these must be adapted by rural teachers to fit their context (Cruz, 2017). Among these, some other factors may hinder proper language learning and teaching, which make teaching English in rural areas more challenging for both teachers, who lack material or do not know how to implement it (Carrete et al., 2024), and students, who face difficulties in their academic journeys due to socioeconomic factors (Laboratorio de Economía de la Educación [LEE] de la Pontificia Universidad Javeriana, 2023).

Considering all the above, this research project focused on elementary rural schoolteachers in multigrade classrooms who are required to teach all subjects, including English. The study was carried out in collaboration with the elementary teachers and the principal of *La Verde Educational Institution*, a rural school located in Santander, Colombia. Particularly, English seems to become a subject in which teachers report difficulties when pursuing the minimum B2 level of proficiency outlined in National Policies due to pressure placed upon them to take proficiency tests and language courses (Cruz, 2020). Moreover, the textbooks and teaching materials available in rural institutions may not only be decontextualized but also impose a standardized approach that overlooks the unique contexts of individual schools (Abós et al., 2021). Similarly, rural students are underrepresented not

only because they live in disadvantaged areas, but also because policies are idealized in contexts that do not reflect rural life (Bonilla & Cruz, 2014).

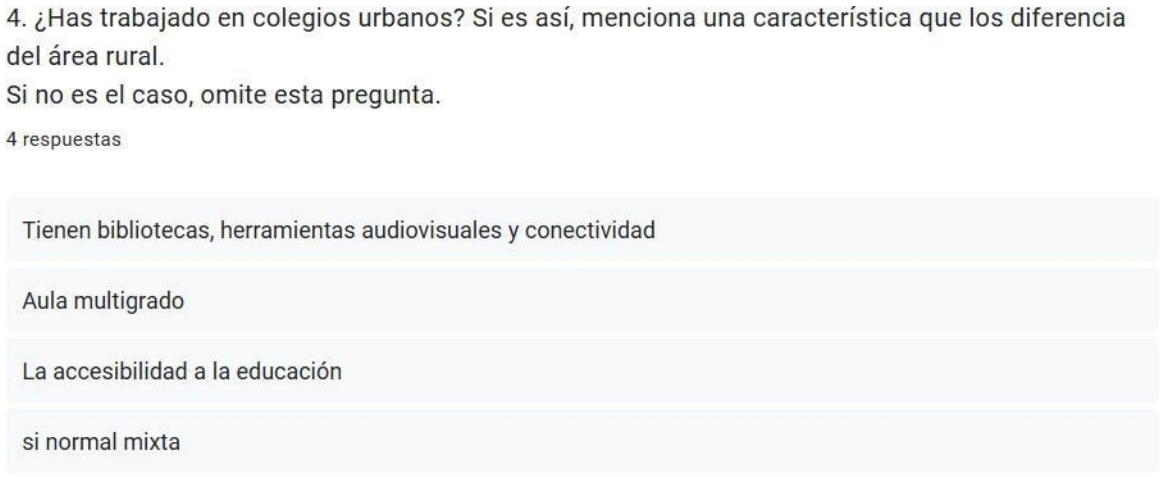
These circumstances regarding the conditions and challenges in rural education contexts have raised awareness for us as current (and future) language teachers, as they affect not only teachers' performance but also the English learning process of the students. In this regard, for example, in Bonilla and Cruz's (2014) research, it was found that "rural teachers would appreciate less conventional training that helps them get a broader perspective of and familiarity with the socio-cultural factors embedded in the teaching of a foreign language in a given rural area" (p. 12). Furthermore, departing from our own experience as undergraduate students in the ELT Bachelor's Degree we are currently undergoing, there are no subjects that directly address the teaching of English within rural settings. This self-perceived gap in preparation might leave several future English teachers (including ourselves) feeling unprepared to handle the unique challenges, assets, and conditions that rural schools present. Furthermore, as stated by Bonilla and Cruz (2014), "due to the economic difficulty of living in rural areas, some teachers became pessimistic when they found that access to resources hinders their intercultural exercise between students and the target culture" (p. 10). We have seen this same attitude in friends or family who have worked in rural areas, a phenomenon that has also caught our attention.

In order to gain a deeper understanding of the realities and the conditions of teaching English in rural contexts in Colombia and at the same time contribute to the improvement of English Language Teaching (ELT) processes in rural areas in our department, we decided to conduct a *profiling questionnaire* (see Annex A) with five elementary school teachers and the principal of the rural school *La Verde* in Cimitarra, Santander. Their experiences and perspectives not only aligned with what some national scholars suggest but also highlighted

the need to develop a contextualized approach to teaching a foreign language in rural scenarios in Colombia, specifically, in relation to our didactic material.

From our initial analysis of the questionnaire administered to the English teachers at this school in Cimitarra, some responses suggest that rural public schools face different challenges compared to urban public schools. For instance, urban schools typically have access to libraries, technology, and internet connection, whereas these resources may be scarce or entirely unavailable in rural institutions. Additionally, multi-grade classrooms are common in rural settings, making teaching more complex for both teachers and students. In urban schools, grades are often separated, allowing for a more specific focus at each level. For instance, as can be seen from the data excerpt below, the teachers from this school stated that urban schools are more likely to have libraries, audio-visual resources, and greater access to educational opportunities (see Figure 1).

Figure 1. *Teachers' experience in urban schools.*

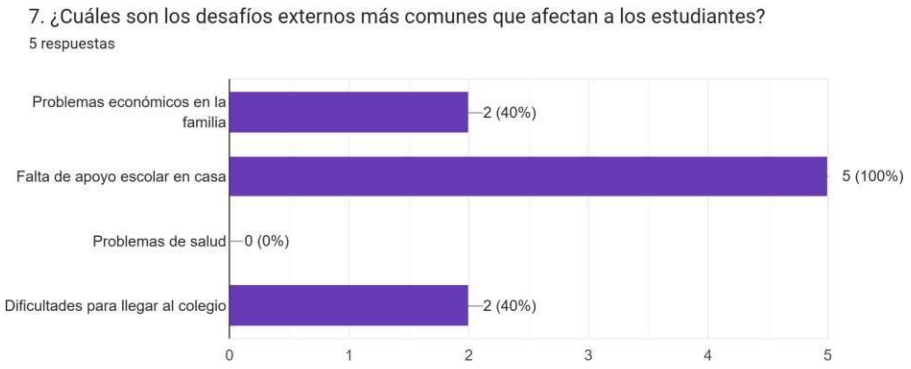


Note. Taken from *Profiling questionnaire via Google Forms, question 4.* Source: Own

Moreover, urban education is often more accessible in terms of location, transportation, and continuity of studies. In rural areas, factors such as distance and inadequate infrastructure can lead to irregular academic attendance. Furthermore, teachers

and principals highlighted the impact of socioeconomic factors on the educational process. Many parents tend to prioritize work over their children's academic development, resulting in limited support for their studies. This lack of encouragement often translates into low student motivation and disengagement with learning. The teachers emphasized that students are predisposed to reflect the values and beliefs inculcated at home, which may not align with the pursuit of academic success. When asked about the most common external challenges affecting rural students, teachers reported that the main challenge was a lack of support at home, followed by financial difficulties and problems related to getting to school (see Figure 2).

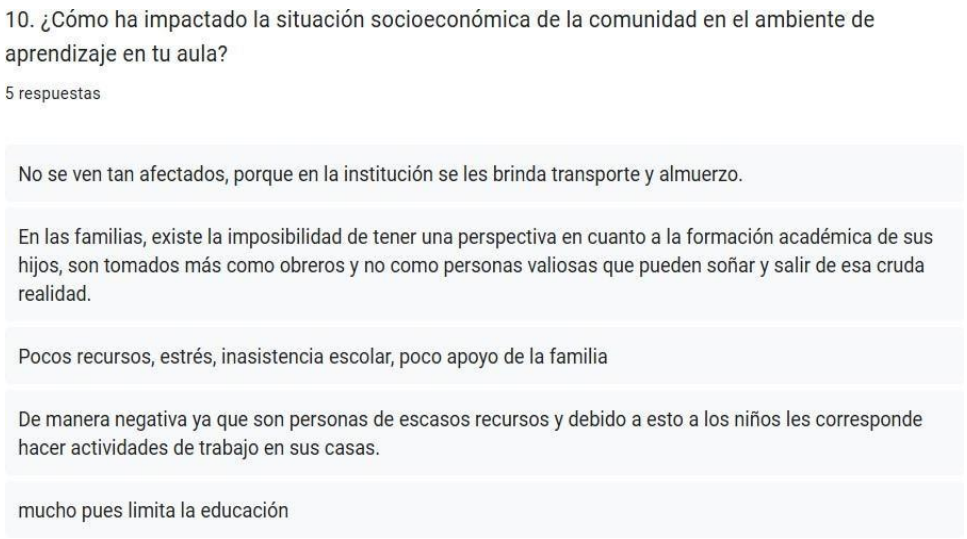
Figure 2*. Students' most common challenges*



Note. Taken from *Profiling questionnaire via Google Forms, question 7.* Source: Own

Regarding the impact of the community's economic situation on the classroom, most teachers indicated that it was reflected in a lack of resources, poor school attendance, and minimal family support, which often leads to students having to work to help support their families financially, as shown in Figure 3.

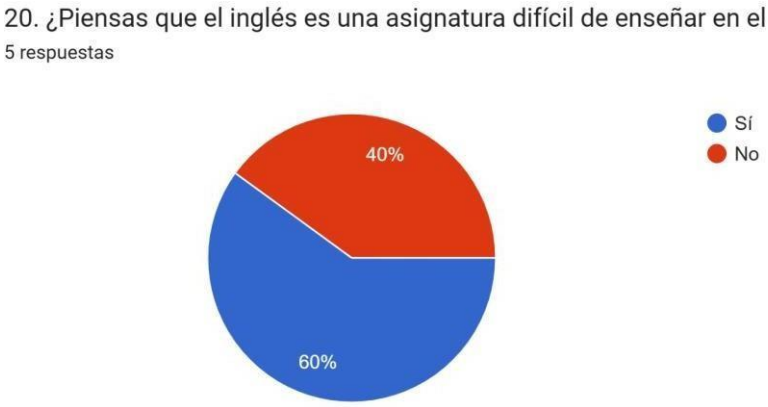
Figure 3. *The socio-economic impact on the learning environment.*



Note. Taken from *Profiling questionnaire via Google Forms, question 10.* Source: Own

Finally, as illustrated in Figure 4, 60% of the teachers who answered the questionnaire considered English a challenging subject to teach in the rural context due to the aforementioned factors that negatively influence classroom performance.

Figure 4*. Teachers' perspectives regarding ELT.*



Note. Taken from *Profiling questionnaire via Google Forms, question 20.* Source: Own

It is crucial to consider the above perceptions of rural educators, as they are the ones who face the challenges of the rural context daily. Their voices serve as real-life

demonstrations of the facts and arguments discussed in academic articles. Therefore, it is essential for us to acknowledge them to make this research feel authentic.

In light of the aforementioned challenges, this study sought to develop and propose a didactic material to teach English in rural educational institutions for fifth-grade students. It was focused on this grade because when they reach high school, they will probably be taught by teachers with a degree in English. This material was designed with the specific setting and needs of the rural community we worked with to facilitate both the teaching and learning process.

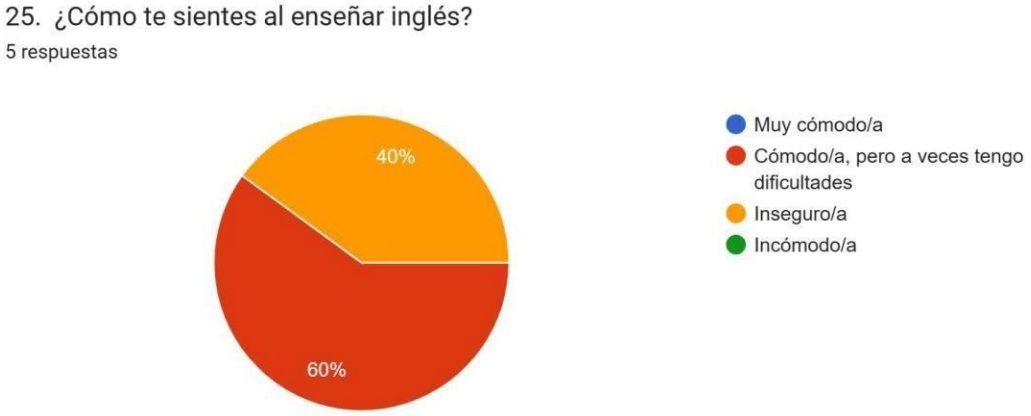
2. Justification

Education in Colombia faces numerous challenges, including high dropout rates, limited government funding, and significant disparities in access (Torres, 2023). In rural areas, educational opportunities often depend on economic and socio-demographic privileges, making quality education inaccessible to a lot of people. According to a study conducted by Universidad Javeriana in 2024, less than half of the students who begin primary education in rural Colombia complete their studies, highlighting a critical issue in the country's educational system (Parada, 2024). If the permanence of students in schools does not show the best results, neither does the teaching of English. In fact, beyond achieving high academic scores, education should aim to empower students with the skills and knowledge to be critical citizens of the future (Gonzalez et al., 2023). In this context, low student retention rates further complicate efforts to teach essential skills like English, which could otherwise provide students with more opportunities in the globalized world (Chang, 2015).

Teaching English in rural areas faces unique challenges due to various factors. One major issue is the scarcity of teachers trained to teach English at the primary school level. This issue does not stem from teachers themselves, but rather from governmental educational

structures. In Colombia, teachers with a bachelor's degree in English typically teach at the high school level, while those with a bachelor's in elementary education are primarily assigned to elementary schools. As a result, elementary school teachers, who are responsible for multiple subjects, often may not receive the pertinent preparation to teach English effectively and meaningfully. This can also be seen in the results of the questionnaire we applied. Sixty percent of the teachers stated that although they feel comfortable teaching English, they encounter occasional difficulties. The other forty percent reported feeling rather insecure when teaching the subject (see Figure 5).

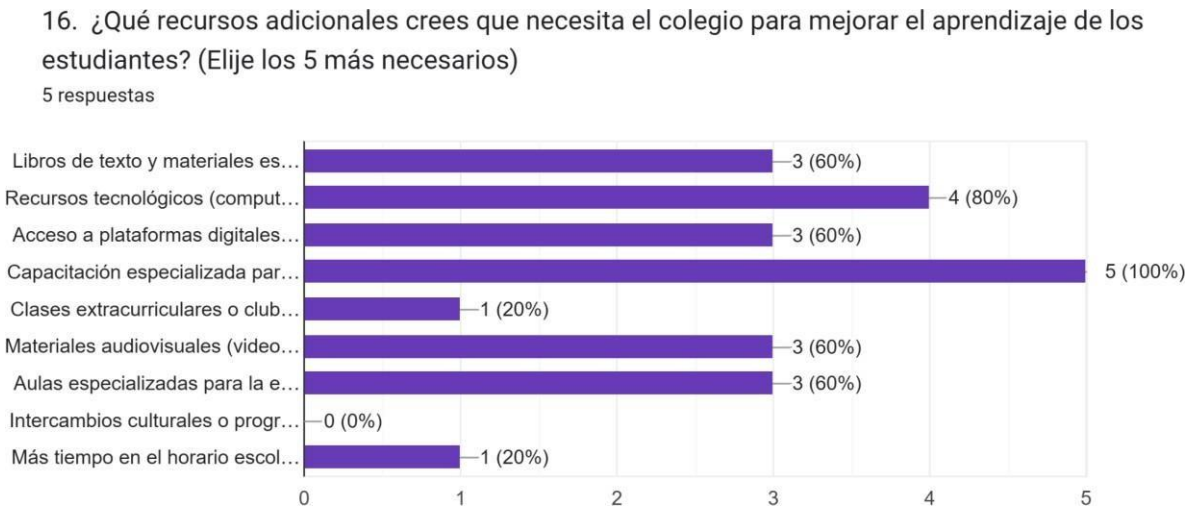
Figure 5. *Teachers' perspectives regarding ELT.*



Note. Taken from *Profiling questionnaire via Google Forms, question 25.* Source: Own

Additionally, when asked about the extra resources they needed for English language teaching, they all agreed on specialized training for teachers, among others.

Figure 6. *Extra resources needed in the classroom.*

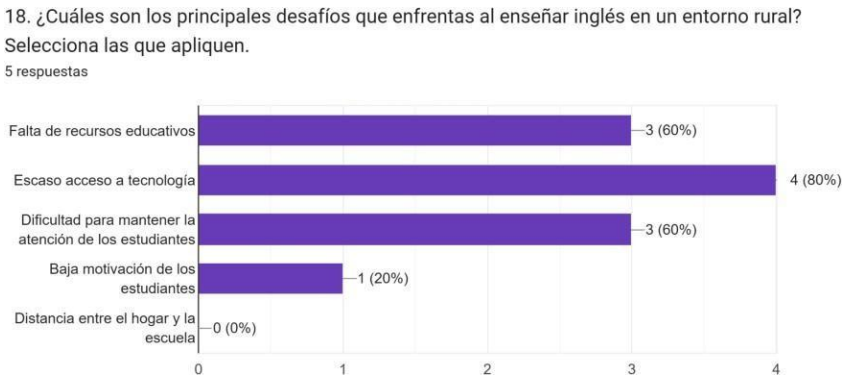


Note. Taken from *Profiling questionnaire via Google Forms, question 16.* Source: Own

Moreover, as seen in Figure 6, not only do teachers need specialized training, but also physical tools such as technological devices, textbooks, access to digital platforms, audiovisual materials, and specialized classrooms for English teaching. This reflects the current situation in rural schools in general, which typically lack essential materials such as textbooks, technology, and even reliable internet access. Essential tools that, without them, effective language teaching, become harder than it already is.

Furthermore, large class sizes and multigrade classrooms, where one teacher instructs different grades simultaneously, complicate specialized instruction. Classrooms with large sizes and multigrade settings present significant challenges for teachers, including inadequate educational resources, difficulties in maintaining student engagement, and lower motivation among students. Additionally, socio-economic issues such as emergent economic class and long travel distances to schools contribute to absenteeism, making consistent language learning difficult for rural students (García & Reyes, 2022). All factors mentioned in the *profiling questionnaire* we carried out reflect the reality some teachers face.

Figure 7. *Main challenges faced when Teaching English in the rural setting.*



Note. Taken from *Profiling questionnaire via Google Forms, question 18.* Source: Own

As pre-service English teachers, we have had the opportunity to teach in classrooms through both academic activities at the university and our English coursework. However, this reality is a bubble of privilege. In both situations, we have had access to adequate technological resources, such as televisions, computers, cell phones, and the internet. Our classes are of moderate size, which greatly facilitates the teaching process. This reality is very different from life in a rural public-school classroom, where such resources can be limited, government support is scarce, and students face additional challenges accessing education (García & Reyes, 2022). In the same way, we have witnessed and heard firsthand all the difficulties that a rural teacher experiences every day through a close family member who works at *La Verde* school. This connection has inspired our raison-d'être to investigate and collaborate with the rural educational community, and the present research was conducted at this institution.

Similarly, teaching English throughout the country is primarily governed by programs focusing on urban contexts (Holguín & Morales, 2016). Therefore, there is a need to develop

didactic materials that address the unique characteristics and needs of rural communities. This development aims to make teaching English an enjoyable and meaningful process for teachers and students in rural settings. These materials can foster a more engaging learning environment by incorporating local cultural elements, relevant contexts, and practical examples. Aligning English language instruction with the realities of rural life will empower educators to create meaningful learning experiences that resonate with their students beyond the classroom.

3. Research questions

In this section, we present the research questions that guided this research study on the development of didactic materials for teaching English at *La Verde Educational Institution*, a rural school in Cimitarra, Santander, Colombia:

1. What characteristics should be considered when creating didactic material for the fifth-grade English class at *La Verde* rural school?
2. What are the perceptions, opinions, and possible uses of *La Verde* school's teachers towards the didactic material we develop for the English class?

4. Objectives

Now, in this fourth section, we present the objectives that guided this research project about the creation of didactic material aimed at supporting the teaching of English in fifth grade at *La Verde* rural school:

1. To explore the sociocultural characteristics and academic needs of fifth-grade students and English teachers from *La Verde* school.

2. To design a culturally and context-responsive didactic material for the teaching of English that responds to the identified sociocultural characteristics of both students and English teachers at *La Verde* school.

3. To evaluate the didactic material through the teachers' and director's perceptions to measure its appropriateness and possible uses for the teaching of English in fifth grade at *La Verde* rural school.

5. Methodology

In this section, we present the methodology implemented in this pedagogical creation and research study. As for the organization of this part, we will present below (1) the type of research and the participants, and (2) the stages involved, along with the instruments used.

5.1 Type of Research and Participants

This study followed the qualitative approach as it sought to examine the nature of the phenomenon, its context, and its different manifestations (Philipsen & Vernooji, 2007). In the present research, this is reflected as it does not inquire about the cause of the problem but rather aims to understand it in context and develop a didactic tool. This didactic material consists of an English workbook with twelve different units, aimed at practicing the language and topics of the fifth grade, along with a teacher's version with complete instructions and extra materials. The aim is to ultimately benefit both students and teachers in their English language learning/teaching. Additionally, qualitative research approaches focus primarily on the participants, considering that meaning is constructed through social interactions (Heigham & Croker, 2009). More practically, Punch (2013) mentions that qualitative research is based on data analysis in words, not numbers. Therefore, in the current study, the collected data consisted of opinions, perceptions, needs, and past experiences, providing a

comprehensive understanding of the context from which the didactic material for the fifth grade of elementary school was developed.

Moreover, this research presents the main characteristics of Action Research. According to Burns (2015), action research is a cyclical process involving identifying, investigating, and contextualizing a specific problem, followed by implementing change and evaluating the results. In this case, the identified issue was the challenges encountered by both teachers when teaching English within rural educational settings in Colombia. More specifically, in this research, we could work with 5 elementary teachers and their director, currently working at the rural school *La Verde Educational Institution*. The teachers' perceptions towards the challenges they face were collected and used to identify the needs and develop the material. Consequently, the research aimed to explore and gather relevant information about this problem through qualitative research methods and tools and ultimately develop an English language teaching tool to address the identified challenges, which at the end took the form of didactic English material.

5.2 Steps of the Methodology

In the following section, we will describe the steps we followed to carry out the research in order to develop the didactic material.

Step 1: Harvesting Contextual Insights

First, for us as researchers, it was essential to describe and get acquainted with the participants in the study, which included five elementary teachers and the director of the educational institution, *La Verde Educational Institution*, located in the municipality of Cimitarra, Santander. The perspective of the teachers was important, as they are the ones who experience the daily realities of teaching a foreign language in a rural school in Colombia. Additionally, the director could provide valuable insights into the school's context, its educational needs, and the resources available within the institution.

In order to collect data, we implemented a *Profiling Questionnaire*, as it is a research tool composed of a structured series of questions designed to gather information from respondents. We opted for this tool as it allows for efficient data collection, as it does not require the researcher's presence while respondents complete the questionnaire (McLeod, 2023). Both closed and open-ended questions were used as they complement each other. These two types of questions were necessary to collect the most valuable information; the former allowed us to reflect on the answers through graphs. While the latter aimed for teachers to use their own words on specific opinion and perspective-related questions.

The *Profiling Questionnaire* (see Annex A) was developed with the Google Forms tool and was sent via e-mail to the participants so that they could answer between January 25th and February 1st. It was conducted in Spanish as it is the mother tongue of all participants. The teachers received a questionnaire with six different sections, while the director's questionnaire only consisted of the first 4 sections of the teachers' questionnaire. The sections presented aimed to delve into different aspects of the teaching panorama at the school. In the following paragraphs, there is a short description of the questions of each section.

- **Consent form and personal information**: This section aimed to collect all participants' consent to participate in the research. A description of the research was presented, followed by questions where the participants agreed to participate and share their answers for academic purposes. Additionally, they were asked to provide their names or a nickname, along with their age, identification number, and a number where they could be contacted through.
- **Personal and academic backgrounds:** This section collected the participants' years of experience in the educational field, the educational degrees they

received, the reasons why they decided to become teachers, and more questions to get to know them better as teachers.

- **The social context of the school:** This section sought to understand the community and environment surrounding the school. It included questions about students' socioeconomic background, family structures, and social challenges that may impact learning.
- **The resources of the institution:** This section focused on evaluating the school's physical and educational resources, such as classroom facilities, access to technology, libraries, and other learning materials.

It is paramount to note that the director's questionnaire concluded with this section. That being said, we continue with the description of the last two sections of the teachers' questionnaire, which are closely related to the experience they have had teaching English.

- **English Language teaching:** This section addressed specific challenges that teachers may face when teaching English, such as limited exposure to the language in students' daily lives, large class sizes, and limited instructional time. Additionally, some questions delved into students' linguistic and academic needs.
- **Perceptions and strategies:** This section included questions about the perceived value of English in the community, any adaptations they have made to their teaching methods, and their thoughts on the impact of English education in students' lives.

Step 2: Shaping Insights for Inspired Materials

In the second step, we analyzed the information gathered from the first phase (*Profiling Questionnaires*) by using color coding for the answers to comprehend and group the participants' perspectives. This was necessary as our material was inspired by the answers in different ways, which will be presented below.

1. **Resources**: Questions related to physical gadgets such as computers, video beam, printer, textbooks, and especially internet connection were analyzed. This information would then lead to the development of different activities that worked under the conditions they presented.

2. **Teachers' needs and/or difficulties**: Under this category, we gathered responses to questions regarding the challenges teachers face when teaching English. For instance, limited access to technological devices, the difficulty in teaching the language, difficulty with pronunciation, lack of teaching material, poor English teaching training, among others.

3. **Students' meaningful information**: This group of questions provides significant information about students' panorama in the English class. These include the relationship of the parents with their children's academic journey, their motivation towards the language, and the activities they are used to in the English class. Overall, these categories collectively provided essential information to enhance our material design.

Step 3: Creating Bridges to Understanding

In the third step, the material creation process was conducted. The material was designed taking into consideration the national standards regarding English learning for fifth-grade students and the answers gathered and classified in step 2. Firstly, we designed 12 units divided into 3 modules of 4 units each. Each unit has one specific grammar topic and vocabulary, which were decided bearing in mind the national standards and personal considerations of what the students must learn before the topics presented in the suggested curriculum of English in Colombia. Additionally, the whole material was thought to be relatable to students and their lives, more specifically, the fourth unit of each module was fully contextualized and presented rural-related content. Secondly, the previously presented categories aid in developing more specific activities in different ways presented below.

1. **Resources**: The information gathered under this category led to the development of different activities that worked under the conditions they presented. Such as online activities, video projection, printing material, along with activities that didn't require extra resources for those teachers who expressed inaccessibility to these.
2. **Teachers' Needs and/or difficulties**: Considering the challenges the teachers indicated to had, the material was developed thinking of them. As a result, the teachers' version of the book presents all the information the teachers need to practice the language in their class. We specifically presented the grammar and correct pronunciation of the topics of the unit, an explanation in Spanish of the activities, along with expressions they could use in English. Finally, it is all under a Google Drive document that facilitates access to the information, even if they are offline, by downloading it.
3. **Students' meaningful information**: To respond to the needs of the students, our material presents family-oriented activities, which aimed to connect the parents to their education, along with activities that reflected their daily life and that they could relate to. Finally, we incorporated the different activities and strategies teachers already used in their English classes to maintain and reinforce their class dynamic, allowing teachers to include the material in their classes smoothly.

Finally, it is paramount to remark that the material was developed in a digital version, in the form of worksheets for the different topics students are to learn. We decided to do it digitally and present it in a Google Drive folder so that all teachers can have access, download the material, and finally implement it without the use of an internet connection. The material was presented in the form of worksheets to facilitate the printing process and to give teachers the freedom to download them as they wish. Furthermore, the activities

presented are easy for teachers to write on the board if the teacher doesn't have access to a printer, and equally easy for students to write them in the notebook.

Step 4: Opening the Door to Collaborative Reflection

The final step of the methodology consisted of sending the didactic material we created, along with a *Satisfaction Questionnaire* (see Annex B), aimed at gathering the perspective of both the teachers and the director of the school about the material shared. Through a Google Forms questionnaire sent via email, they were asked their opinions, perspectives, and possible uses towards the final product of the didactic material. This questionnaire consisted of four sections, in which they found closed, multiple-choice questions regarding their satisfaction level with the material, as well as the usefulness of the didactic worksheets, among others. Additionally, open-ended questions were included to allow participants to provide a more complex answer and opinion about the material. These five sections are described below.

1. **Research overview:** The information about the research was presented along with the objective of the present questionnaire.
2. **Material overall review:** They were asked to rate on a 4-point Likert scale that measured their overall opinion towards the material.
3. **Material utility:** Similarly, teachers were asked to rate on a 4-point Likert scale that measured perceived usefulness or practicality
4. **Impact of the material on students:** Following the same type of question, teachers rated on a 4-point Likert scale the possible impact the material may have on the students' learning journey.
5. **Extra recommendations and opinions:** Finally, this section covers both open and 4-point Likert scale questions. These were presented to know the

perception and opinion of the participants regarding the material. Including questions such as aspects to include or their favorite aspect of the material.

6. Theoretical Framework

To successfully address the creation of the didactic material for fifth graders at *La Verde* rural school, it was of paramount importance to understand the contexts and current situations rural schools face. Firstly, we will discuss the different challenges faced by rural students in their educational journey. Then, we will address the role teachers have as it is necessary for them to tailor English teaching strategies. Finally, the role of culturally relevant pedagogy in rural English language teaching will be detailed.

6.1 Can Rural Education Meet Government Expectations? Challenges Faced by Rural Students in Their Educational Journey

Firstly, it is pivotal to define the term "rural" in the Colombian context. According to La Encuesta Nacional de Calidad de Vida (Departamento Administrativo Nacional de Estadística [DANE], 2019), two different communities make up the rural area of Colombia. These correspond to "los centros poblados" (structured rural settlements), and "población rural dispersa" (hard-to-reach settlements often isolated). Moreover, regarding population, the rural area corresponds to 22,21% of households and 23,08% of the individuals in Colombia, which corresponds to a smaller community. Similarly, this community's education has remarkable differences according to the report from LEE (Laboratorio de Economía de la Educación [LEE] de la Pontificia Universidad Javeriana) (2023) where they state that differences in the availability, access, and quality of education between urban and rural areas cause medium-term and long-term consequences. Additionally, poverty traps are present as this area presents higher multidimensional and monetary poverty rates.

Consequently, the economic situation hinders many aspects that students need in their education to complete or even take part in this long process. Considering the special attributes this area has, it is inevitable that rural education faces great difficulties such as the infrastructure of schools, the human resources, the geographic isolation, and the lack of technological support, among others. Undeniably, students from these areas could suffer a lower quality of education, infrastructure, and even fewer opportunities to study than students from urban schools (Laboratorio de Economía de la Educación [LEE] de la Pontificia Universidad Javeriana, 2023).

Students' educational journey is undeniably affected by the unique characteristics of their community and the challenges they encounter. This results in problems for language teachers when it comes to finding a balance between linguistic policy and diverse context-bound, socio-cultural, economic, ethnic, and political conditions (Cruz, 2013). Firstly, according to the Colombian Constitution, education is both a right and a public service. Hence, it aims to guarantee people's access to knowledge, science, and other cultural values (Constitución Política de Colombia, 1991, art. 67). Nevertheless, rural students present some difficulties accessing education. The possibility and flexibility of access to the institutions are limited by their geographical position, as students must walk long paths to arrive, and by their limited shifts, where most institutions only do morning shifts (Laboratorio de Economía de la Educación [LEE] de la Pontificia Universidad Javeriana, 2023). This results in the students not having enough time in a safe environment to study or do extracurricular activities regarding their education (Laboratorio de Economía de la Educación [LEE] de la Pontificia Universidad Javeriana, 2023). This first problem settles one part of the context that teachers and students face in the school year, which in the long run leads students to not learning the language at best due to the lack of access and time to practice the knowledge.

These economic and infrastructural challenges pose a problem not only for accessing knowledge but also for 21st-century tools such as the internet and electronic devices. According to the report of Laboratorio de Economía de la Educación (2023), 79,8% of the institutions do not have access to the internet, additionally 18,1% do not have basic services such as electricity. This lack of resources limits the possibility of the teacher bringing new tools and ways of teaching that will eventually make the class more interesting and productive at the moment of learning and teaching (Patel, 2013). Moreover, the use of multimodality through technology in the class, such as print, film, and the internet, allows students to use these tools to interpret and analyze the different information they can collect from these various resources (Arifah, 2014). Therefore, this inequality in access to resources can lead to disparities in educational opportunities and outcomes between rural and urban schools. Additionally, the lack of internet access and technological resources can hurt the academic performance of students in rural areas.

Therefore, the absence of technology, coupled with other existing challenges, reinforces the multifaceted nature of rural education struggles. Rural schools suffer more from inadequate infrastructure, with abandoned buildings and a lack of essential resources, such as utilities and technology. Additionally, the geographical location plays an important role in the effort students put into arriving at class. Apart from these difficulties, availability and access hinder the process of achieving governmental expectations. Finally, students' socioeconomic status plays a crucial role in their education process. Due to these difficulties previously mentioned, the Laboratorio de Economía de la Educación highlights the impact (usually negative) this situation has on their academic performance (2023). Similarly, many rural students have financial hardships that may lead to them missing school because they need to work at home. Consequently, governments should consider the situation of rural students to provide them with adequate access to education.

6.2 From Urban Policies to Rural Realities: The Need for Tailored English Teaching Strategies

The work of rural teachers involves several challenges, as discussed in the previous section. Among these, they face neglect by the state in the development of English teaching programs. The National Ministry of Education has designed programs intended for ideal scenarios, assuming access to physical and digital resources, optimal infrastructure, and students motivated to learn a foreign language. However, these ideal conditions seem to be absent in rural education in Colombia. As a result, rural teachers must not only fulfill their teaching duties but also take on the role of policymakers, adapting educational policies to fit the social and contextual realities of rural settings (Cruz, 2017). In other words, rural teachers must interpret and modify policies so they can be practically implemented in their unique contexts, as adhering to them strictly would be impossible. Cruz (2017) highlights that educational policies are not simply implemented but "enacted"a concept known as policy enactment theory. Other authors, such as Olsen (2016), have referred to "wisdom of practice" or "personal theories" as the process that teachers in rural areas carry out to connect their teaching practices with the social reality of their context. In this view, rural teachers are not passive technicians merely transmitting knowledge to students; rather, they are transformative agents, devising educational alternatives tailored to their specific rural environments. Besides, relying on conventional teaching methods is inappropriate in diverse socio-cultural contexts, as it overlooks the educational needs and challenges teachers may encounter (Kumaravadivelu, 1994, 2003).

Teachers in rural areas are confronted with standardized educational programs that were designed for contexts vastly different from their own. Consequently, they must make critical pedagogical decisions to adapt English teaching in a way that fits the rural context

(Cruz, 2017). One significant challenge for rural teachers is motivating students to learn English. In rural areas, students often perceive the language as irrelevant to their daily lives, which makes it difficult for them to see the value in learning it. Therefore, the teacher's primary task is to cultivate a sense of appreciation and motivation toward English before attempting to teach it (Cruz, 2017). However, their responsibilities do not end there. Teachers are also required to present results, often in quantitative terms, to demonstrate their students' progress. While the notion of encouraging students to appreciate the language before being academically assessed may be ideal, by the end of the school year, teachers are obligated to evaluate English proficiency, not simply the students' interest or motivation to learn it.

It is also important to remember that many students in rural areas lack access to the internet or social networks, unlike their urban counterparts, who engage with English regularly through music, advertising, movies, and other media. Rural students may not feel represented when government textbooks present urban lifestyles, such as children taking the bus to school, going to the movies, or having access to televisions and computers. When designing English education policies, it is crucial to consider how to connect students to this new language on a personal level, rather than focusing solely on grammatical content. Students need to understand the relevance of English to their futures and opportunities; otherwise, they may view it as irrelevant or overly difficult to learn (Cruz, 2017). This does not mean that the language cannot be taught using predetermined vocabulary and topics in the rural context; rather, by incorporating elements from the learners' environment, they can better identify with what they are learning, making the educational process more enjoyable (Méndez & Peña, 2013). Therefore, policymakers must prioritize developing culturally and contextually relevant teaching materials that reflect the realities of rural students' lives, ensuring that English is seen not only as an academic requirement but as a valuable tool for their personal and professional growth.

In summary, the role of rural teachers in Colombia extends well beyond just teaching. With limited support from the state and a lack of resources, these teachers must adapt educational policies originally designed for urban settings to fit the unique challenges of their rural communities. They become not only educators but also policymakers, finding creative ways to make English teaching relevant and engaging for students who often see little practical use for the language. To truly make a difference, policymakers need to create materials that speak to the realities of rural students' lives and show them how English can open doors for their future.

6.3 Bridging Cultures: The Role of Culturally Relevant Pedagogy in Rural English Language Teaching

Rural education in Colombia has not only been affected by socioeconomic disparities. As mentioned before, teachers go beyond their duties as teachers to become policymakers. This is most of the time due to the circumstances and the context of the rural context mentioned in previous sections. Firstly, it is important to bear in mind that although in Colombia English has gained popularity, in primary public schools it is mostly found in teachers who are not licensed in English (Cárdenas, 2001). Researchers have since confirmed these findings (González & Montoya, 2010; González, 2015), demonstrating how rural students receive a distinct quality of ELT from their urban counterparts.

To better understand the implications of these contextual differences, it is essential to consider the concept of culturally relevant pedagogy, a theory by Ladson-Billings, which was first introduced through the concept of “culturally relevant teaching”. This involves incorporating a student's prior experiences and background knowledge into curricula and classroom experiences (Delpit & Ladson-Billings, 1996). This theory, in addition to offering a framework for creating an inclusive educational system, outlines strategies for eliminating

prejudices and obstacles to student success and well-being that are related to socioeconomic status, among others (Pradhan, 2015).

As seen above, the context plays a significant role in ELT, where the learning process might be facilitated if the teacher and students share similar backgrounds (Bonilla & Cruz, 2014). However, this is not the case, as in the English class it is usually found in 3 contexts, the urban from the teacher, the rural from the student, and the context of the target language (English) (Bonilla & Cruz, 2014). This contrast in the context of the target language is reflected in the content of the textbooks and the curriculum. In light of this, Correa et al's (2014) study, on the one hand, shows how the level of the content is not appropriate for teachers who are not licensed in English because of its complexity. On the other hand, the inadequacy of textbooks in the rural context creates a gap in the bonding of the student with the content. This should be adapted to the academic necessities and psychological capacities the student has (García et al., 2019). It is especially important to adapt the content to academic needs, as rural education promotes multigrade organization, which does not align with the common structure of urban education. This ultimately leads to all the students of all ages in the rural class being decontextualized and standardized with all students and institutions (Abós et al., 2021).

Finally, Bonilla and Cruz (2014) state that "language facilitates human expression; therefore, it is developed in the social and cultural dimensions of each individual" (p. 3). However, difficulties arise when students do not have an interest in learning a new language, as they will not use it. Moreover, 3,5% of rural institutions have a bilingual system of education (Laboratorio de Economía de la Educación [LEE] de la Pontificia Universidad Javeriana, 2023). However, this includes indigenous dialects and languages, which may be more suitable for their geographical context. Bonilla and Cruz (2014) in their study found

that many students saw English as a threat to the preservation of their traditions and their culture, which may explain why some bilingual institutions bear indigenous languages in mind. Additionally, Hernández and Faustino's (2006) findings highlight the position of students regarding English learning; among which we find that they did not consider learning a foreign language as important, that they did not have clear professional goals, and that many of them lacked parental support. Moreover, other factors also have a negative impact on the English learning process. These include poverty, family violence, parent unemployment, and teenage pregnancy, among others (Correa et al., 2014). Ultimately, all of these factors can impede the progress of a student's learning process, making it more difficult for them to succeed.

Considering the aforementioned, it is recommended the implementation of the community-based approach helps to overcome the challenge of disengagement by making learning more meaningful and relevant to the students' everyday lives. Instead of perceiving English as a threat to their culture, students could use it as a tool to better understand and share their local traditions and experiences, fostering both language acquisition and cultural preservation. Furthermore, this method encourages students to participate in collaborative projects that involve real-life tasks, such as interviewing elders or investigating local history, which makes the learning process more engaging. By integrating English learning with relevant content to the community, students may feel more motivated to learn, and parents may become more supportive, seeing the value of bilingual education as a means of preserving their heritage while also acquiring new skills (Cruz, 2018). This approach ultimately provides us with an overview of the language teaching environment we would like to foster with the use of the didactic material we create. This will also help us to create more effective learning materials, as well as provide students with a better understanding of the

language related to the cultural context. Furthermore, it will help us to create a more engaging learning environment that encourages students to learn the language.

7. Legal Framework

As it was mentioned in the previous section, we need to take into consideration different aspects when teaching English in rural areas in our country. However, it is also paramount to explore the educational policies, which are necessary to comprehend the grounds of ELT in our country. In this section we will discuss the impact, both the pitfalls and progress, these policies have had on this area. Moreover, it is essential to understand the trajectory of ELT in Colombia, therefore the different English teaching programs the Government has approved and implemented will be explained.

7.1 English in Colombia: Policies, Pitfalls, and Progress

Knowing English has become a passport to educational and employment opportunities in a globalized world. As one of many non-English-speaking countries, Colombia has long included English in its national curriculum. However, it was not until 2004 that English teaching became regulated under specific criteria, educational objectives, and proficiency levels (MEN, 2014a). Between 2004 and 2016, one law and four national bilingualism programs were introduced to standardize English instruction across the country. These initiatives have sought to improve the competitiveness of Colombian citizens, facilitating their integration into international scenarios through English (MEN, 2014a). In other words, these proposals seek to achieve a bilingual Colombian population, teaching English since kindergarten. One may wonder why English was chosen as *THE* foreign language since there are so many languages worldwide. According to MEN (2014a), the reasons for prioritizing the learning of English include (1) the impact of globalization on issues such as human rights, environmental protection, social equity, culture, and ICT, which promote interaction between

the local and the global; and (2) the prevalence of English in access to knowledge, both in academic and scientific texts and in the vast amount of information available online. However, different scholars find this decision to be a reduction of the concept of being bilingual by only considering English (De Mejía, 2006; García & García, 2012; Guerrero, 2008; Usma, 2009).

Before continuing, it is crucial to define the concept of bilingualism in a linguistically diverse country such as Colombia, where, in addition to Spanish, 65 indigenous languages are spoken, according to Law 1381 of 2010. According to the MEN (2006), bilingualism refers to the different degrees of fluency with which an individual is able to communicate in more than one language and culture, and these degrees depend on the context in which each person develops. This means that the concept of bilingualism is dynamic and depends on a variety of social and personal factors, rather than a fixed skill. Furthermore, culture plays a fundamental role when a person learns a language other than their mother tongue. Given the unpredictability of this process and the many elements involved, one would expect the Ministry of Education to develop contextualized, flexible bilingual plans that accommodate the linguistic diversity experienced by Colombians, rather than adopting a uniform approach to bilingual education. The following section describes the projects that have been implemented in Colombia for the teaching of English.

7.2 National Plan of Bilingualism 2004-2019

After conducting diagnostic tests with the help of the British Council of English to students and teachers during 2003 and 2004, which showed very low levels in the language, the MEN recognized the need to create a bilingual project in the country (Cárdenas, 2006; Cely, 2007; González, 2007). But it was not only a project for teaching English, but it was also a project that sought to attend to the particular bilingualism necessities of the different Colombian populations while considering the multiculturalism of the country (Arias &

Angarita, 2010). The primary goal was to have, by 2019, “citizens capable of communicating in English, so that they can insert the country in universal communication processes, in the global economy, and cultural openness, with internationally comparable standards” (MEN, 2006).

To reach these goals, the government took several steps with help from the British Council. Including bringing back the requirement for English classes in primary and secondary schools and adding this requirement to higher education as well (MEN, 2005). In the same way, the Common European Framework of Reference (CEFR) was established as a national standard. The project successfully established clear English proficiency benchmarks across educational levels, reinstated and expanded mandates for English instruction, and developed new educational resources such as textbooks and media programs (Bunny Bonita). It also promoted professional development for teachers and increased national involvement in the creation of educational materials (Correa & Gonzáles, 2016).

Nonetheless, it was heavily criticized for opting for a top-down approach. English teachers were often regarded as mere technicians, expected to implement policies that the government, with the collaboration of international corporations, had developed for them (Guerrero, 2010). This initial project, which lasted nine years, is the longest-standing bilingual education initiative in Colombia. Although it faced many difficulties and criticisms, it gave way to what we now know as English teaching in Colombia. We recognize that its main problems were its unrealistic objectives within the Colombian educational context and the exclusion of the teachers, who are the key agents in English instruction, from the development process. Furthermore, since the launch of the National Bilingualism Program (NPB), English teaching in Colombia has been governed by European frameworks, for better or worse.

7.3 Program for Strengthening the Development of Competences in Foreign Languages 2010-2014

In 2010, following a change in government, the new Program for Strengthening the Development of Competences in Foreign Languages (PFDCLE) was introduced. According to the MEN (2014a, 2014b), the PFDCLE was designed to enhance Colombian citizens' foreign language skills, with a particular emphasis on English, to better integrate Colombian professionals into the global knowledge economy and international job market. The program targeted four key areas: teacher training and professional development, pedagogical strategies, ongoing monitoring and evaluation, and institutional strengthening (MEN, 2014b). It also updated the goals for English levels among students and teachers. For students, the goal was that by 2014, at least 40% of 11th-grade learners would achieve a B1 proficiency level in English. For teachers, the objective was adjusted, lowering the target from having 100% of licensed educators at a C1 level to having 80% reach a B2 level by 2014 (MEN, 2012).

This initiative recognized the challenges faced by 11th-grade public school students in attaining a B1 level on the Saber 11 test, given the disparities in resources and English teaching across schools. Furthermore, the program established a more realistic English proficiency goal for teachers, acknowledging the difficulties of achieving a C1 level within the Colombian context. Despite the introduction of new teaching materials under the program, as González (2007) and Usma (2009) noted, the government continued to commercialize, standardize, and homogenize English language teaching. It remained reliant on large corporations to produce teaching materials distributed to all students, disregarding regional differences in culture, location, and native languages.

7.4 National Plan of English: Colombia Very Well! 2015-2025

In 2014, the government introduced the National English Plan: *Colombia Very Well!* (PNI for its acronym in Spanish), set to run from 2015 to 2025. The Ministry of Education analyzed its two previous projects, acknowledging both their achievements and limitations. As a result, this new initiative was launched. The primary objective of the PNI was for 50% of 11th graders to reach a B1 level of English proficiency by 2025 (MEN, 2014b). To achieve this, the PNI included several strategies at the school level. These involved regular teacher training in both language and teaching skills, with incentives. The plan also required public schools to provide at least three hours of English per week in secondary education and at least thirty minutes per week in primary education. Additionally, it aimed to equip schools with both physical and digital resources to support English learning.

However, these measures alone were insufficient to achieve the ambitious goals of the plan. Increasing weekly English hours, while helpful, was not enough to substantially improve students' proficiency levels. Correa and González (2016) argued that more comprehensive actions were needed, such as building additional schools, hiring more qualified English teachers, reducing class sizes to enhance student interaction, and addressing the socioeconomic challenges that hindered learning outcomes.

7.5 Bilingual Colombia 2014-2018

Bonilla and Tejada (2016) report that five months after the PNI started, the program was restructured and renamed "Bilingual Colombia" (CB for its acronym in Spanish) to reintroduce the concept of bilingualism that had been overlooked in the PNI, which had focused on English as its name suggested. Portal Colombia Aprende (2016) indicates that the "Bilingual Colombia" (CB) program aims for 35% of Colombian public eleventh graders to reach a B2 level and 8% to achieve an A1 level by 2018. The program focuses on several strategies: diagnosing and training teachers to improve their English levels, hiring only B2

teachers and native English speakers for higher grades, and requiring English undergraduate programs to have native-speaking teachers and offer international internships. The program also seeks to create a flexible, communicative curriculum and provide schools with educational and technological resources.

This is probably the program that focuses more on native English speakers than on Colombian teachers, which is widely criticized. In the eyes of society, native English-speaking teachers are often perceived as superior, not only in teaching methods but also in status and recognition. It is commonly believed that native teachers possess superior pronunciation, grammar usage, and vocabulary range. Nonetheless, this perpetuates systemic bias and discrimination against non-native English-speaking teachers (NNESTs) in the hiring process. As aspiring English teachers undergoing training, we understand that effective English teaching is not solely determined by native speaker status, but by pedagogical knowledge, proficiency in foreign language teaching strategies, classroom management skills, and the ability to tailor teaching methods to suit students' needs. Such competencies are acquired through teacher preparation programs, extending beyond mere language proficiency.

The analysis of bilingual education policies in Colombia from 2004 to 2025 reveals a persistent tension between ambitious goals and the practical realities of their implementation. Although these initiatives have made progress in defining English proficiency standards and promoting international competitiveness, they often overlook the country's linguistic diversity and cultural particularities. While justified by globalization and access to knowledge, the choice of English as the main foreign language represents a reductionist view of bilingualism, especially in a country with 65 indigenous languages.

Moreover, the lack of coherence among the programs has led to difficulties in their implementation. Frequent changes in goals, pedagogical approaches, and established competency levels have created discontinuities in training students and teachers. In addition,

many of the programs overlap in their objectives without providing a clear progression between them. This lack of articulation has affected both teachers, who receive inconsistent instructions, and students, who face unclear transitions in their English language learning.

To improve the impact of bilingual education policies, programs must be better articulated with each other, with clear and complementary objectives that avoid overlapping and ensure more effective and consistent implementation over time. Educational programs that consider the Colombian context and do not focus solely on the adoption of European structures do not face the same difficulties as we may face in our country (for example: large class sizes, poor infrastructure, lack of physical and digital resources, and students' socioeconomic issues, to name a few).

8. Results

In the following sections, we will present the results of the current research. First, it is paramount to recall the research questions, which were two. Hence, in the next section, we will describe the didactic material we created. We have decided to name our didactic material as ***Roots and Wings***. This section answers the first research question that was proposed: What characteristics should be considered when creating didactic material for the fifth-grade English class at *La Verde* rural school?

Following that section, the answers to the satisfaction questionnaire will be presented in order to answer the second research question. It aims to explore the perceptions, opinions, and possible uses of *La Verde* school's teachers towards the didactic material we developed for the English classes.

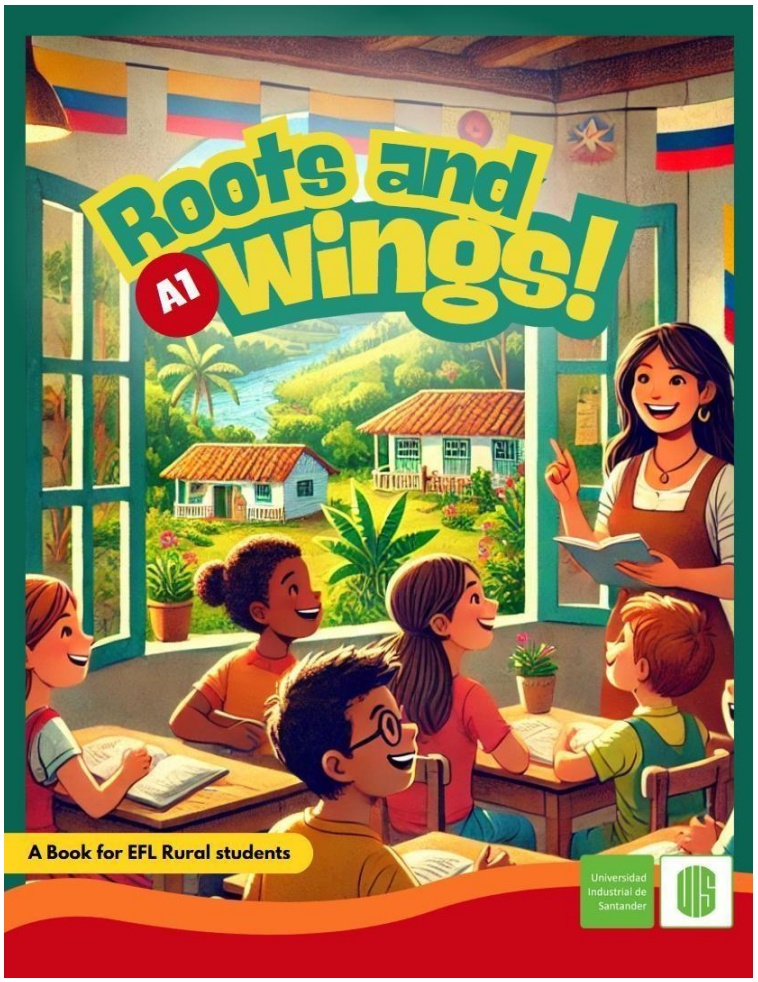
8.1 Roots and Wings: A didactic material for EFL teaching in rural contexts

Roots and Wings is an English workbook that we have designed for fifth-grade students in rural contexts (see Figure 8). Through the following link, it is possible to access

the Google Drive folder where all the material is available: ROOTS AND WINGS. Its level is intended for elementary EFL students, an A1 level according to the Common European Framework of Reference. It aims to strengthen the English skills of students in their last year of elementary school and thus continue their language learning journey in high school.

It was created using the platform *Canva Pro*, where we borrowed most of the illustrations and images used in the material. We wrote and created the reading texts and listening texts present in the units. Now we proceed to describe in detail the material, below, we present the cover of the didactic material.

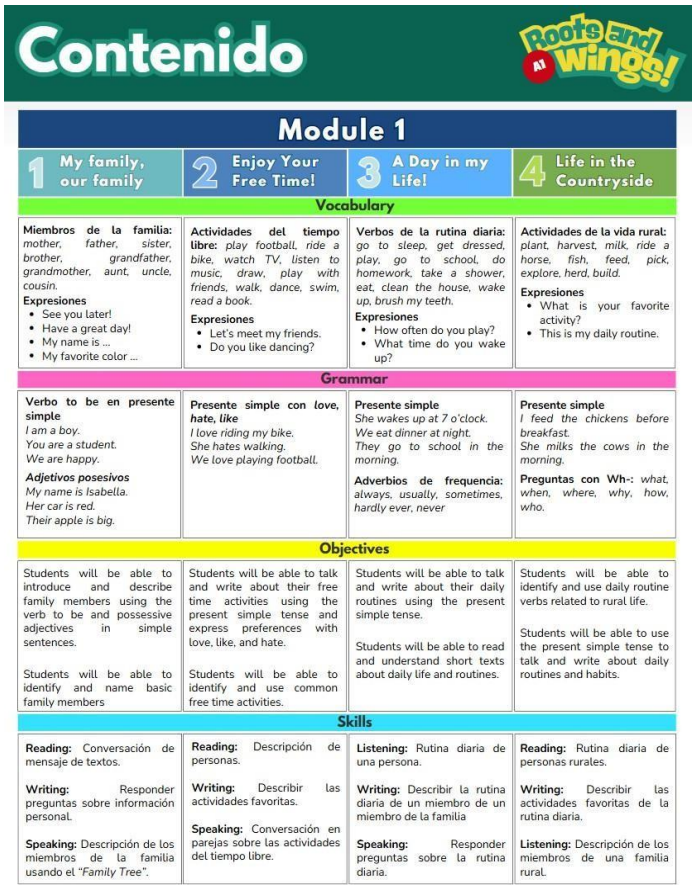
Figure 8. *Cover of the Roots and Wings workbook.*



Note. The figure shows the cover of the Roots and Wings workbook. Source: own

Roots and Wings is structured into three modules, each containing four units. Each unit addresses specific vocabulary and grammar topics; for instance, Unit 1 includes the verb *to be*, possessive adjectives, and family members. In addition, each unit outlines learning objectives and the linguistic skills that students are expected to develop upon completing the unit. The material was designed to provide practice for the topics covered in class; however, depending on the teacher's approach and implementation, it can also be used for English instruction. Its effectiveness will ultimately depend on the specific characteristics and needs of the students (see Annex C). Below, we present the table of contents of our workbook, specifically Module 1.

Figure 9. *Content of Module 1*



Contenido

Roots and Wings! A1

Module 1

1 My family, our family	2 Enjoy Your Free Time!	3 A Day in my Life!	4 Life in the Countryside
Vocabulary			
Miembros de la familia: *mother, father, sister, brother, grandfather, grandmother, aunt, uncle, cousin.* **Expresiones** • See you later! • Have a great day! • My name is ... • My favorite color ...	**Actividades del tiempo libre:** *play football, ride a bike, watch TV, listen to music, draw, play with friends, walk, dance, swim, read a book.* **Expresiones** • Let's meet my friends. • Do you like dancing?	**Verbos de la rutina diaria:** *go to sleep, get dressed, play, go to school, do homework, take a shower, eat, clean the house, wake up, brush my teeth.* **Expresiones** • How often do you play? • What time do you wake up?	**Actividades de la vida rural:** *plant, harvest, milk, ride a horse, fish, feed, pick, explore, herd, build.* **Expresiones** • What is your favorite activity? • This is my daily routine.
Grammar			
Verbo to be en presente simple *I am a boy.* *You are a student.* *We are happy.* ***Adjetivos posesivos*** *My name is Isabella.* *Her car is red.* *Their apple is big.*	**Presente simple con *love, hate, like*** *I love riding my bike.* *She hates walking.* *We love playing football.*	**Presente simple** *She wakes up at 7 o'clock.* *We eat dinner at night.* *They go to school in the morning.* **Adverbios de frequencia:** *always, usually, sometimes, hardly ever, never*	**Presente simple** *I feed the chickens before breakfast.* *She milks the cows in the morning.* **Preguntas con Wh-:** *what, when, where, why, how, who.*
Objectives			
Students will be able to introduce and describe family members using the verb to be and possessive adjectives in simple sentences. Students will be able to identify and name basic family members	Students will be able to talk and write about their free time activities using the present simple tense and express preferences with love, like, and hate. Students will be able to identify and use common free time activities.	Students will be able to talk and write about their daily routines using the present simple tense. Students will be able to read and understand short texts about daily life and routines.	Students will be able to identify and use daily routine verbs related to rural life. Students will be able to use the present simple tense to talk and write about daily routines and habits.
Skills			
Reading: Conversación de mensaje de textos. **Writing:** Responder preguntas sobre información personal. **Speaking:** Descripción de los miembros de la familia usando el *"Family Tree"*.	**Reading:** Descripción de personas. **Writing:** Describir las actividades favoritas. **Speaking:** Conversación en parejas sobre las actividades del tiempo libre.	**Listening:** Rutina diaria de una persona. **Writing:** Describir la rutina diaria de un miembro de un miembro de la familia **Speaking:** Responder preguntas sobre la rutina diaria.	**Reading:** Rutina diaria de personas rurales. **Writing:** Describir las actividades favoritas de la rutina diaria. **Listening:** Descripción de los miembros de una familia rural.

Note. The figure presents the content of Module 1 from the Roots and Wings workbook.

Source: own

On the other hand, as a didactic material designed for rural students, *Roots and Wings* is contextualized within the Colombian setting. Its content includes elements and situations that reflect the daily lives of Colombians—for example, having arepas and coffee for breakfast, playing soccer with friends, swimming in the river, or watching soap operas. This not only enables students to relate to what they are learning—thereby increasing their interest and performance in English—but also allows them to learn cultural aspects of their own country while learning a new language. It is crucial to mention that the final unit of each module—namely Units 4, 8, and 12—is solely focused on topics related to the rural context.

These units aim to highlight and value students' environment, experiences, and cultural identities through activities, readings, and audio materials. Therefore, the workbook not only fosters language learning but also promotes a sense of belonging and cultural appreciation, encouraging students to view their context as valuable and worthy of expression in a foreign language. It is significant to point out that throughout *Roots and Wings*, the student will encounter Cultural Facts about Colombia. These aim to connect the unit content with relevant aspects of the country's culture, fostering a more meaningful and contextualized learning experience. Below, we present the first page of Unit 5, *Let's Explore the City*, which includes a Cultural Fact related to the number of bakeries in Colombia. This aims to help students connect vocabulary about places in the city with relevant facts about their own country. Moreover, the material includes listening activities in several units, all of which feature Colombian English speakers. Similarly, the audio recordings related to the unit vocabulary were also produced with these speakers. This approach allows students to engage with authentic English input, providing a more realistic exposure to the language rather than content generated by artificial intelligence.

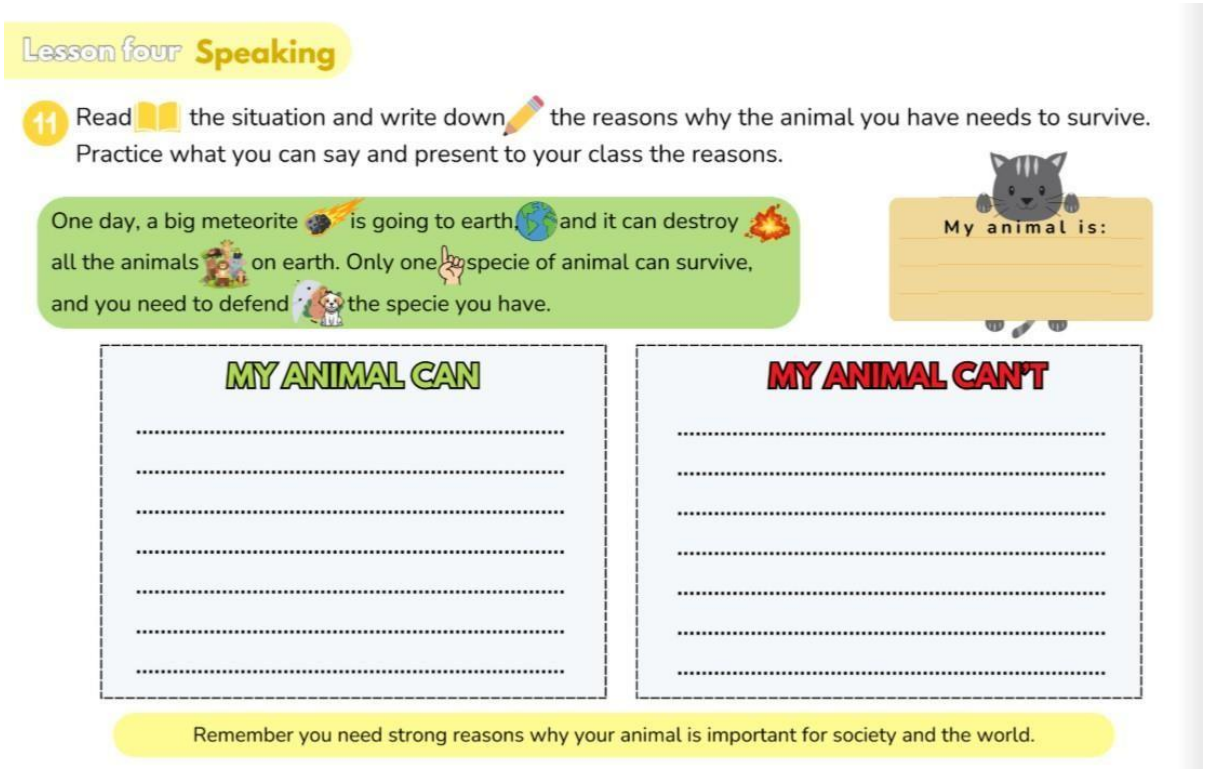
Figure 10. *Unit 5 Let's Explore the City*

Note. The figure shows the first page of Unit 5, Let's Explore the City, from the textbook Roots and Wings.

It is crucial to mention that the activities in the book were created incorporating elements from different language teaching approaches. One of them is Task-Based Language Teaching (TBLT), which is used in several activities. As Liu et al. (2021) explain, TBLT is a communicative approach to language teaching that uses meaningful, goal-oriented tasks as the central unit of teaching to promote authentic language use and the development of communicative competence. This can be seen in Activity 11 of Unit 9, "What animals can do, can you?" (see Figure 11), where students are asked to think critically and use English to

share their ideas, justify their opinions, and persuade others. The main focus is on what students want to say, not just on using perfect grammar. Even though it starts as an individual task, it can easily lead to a class discussion, encouraging participation and helping students practice their speaking skills.

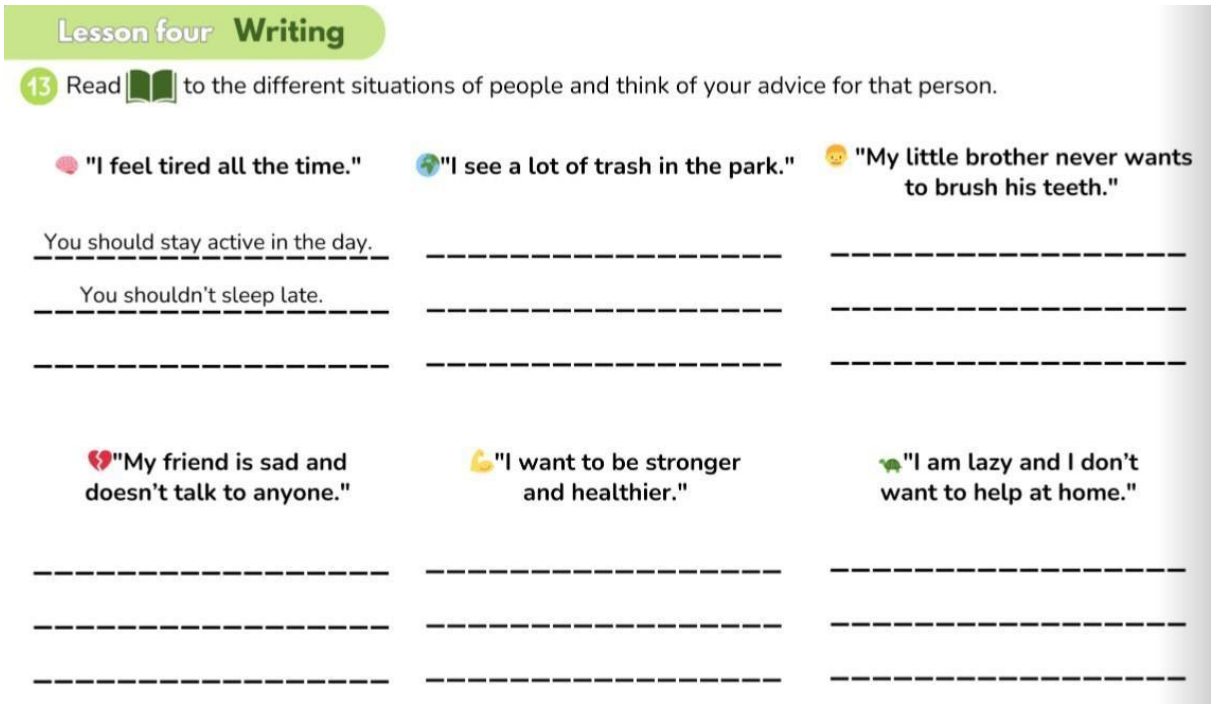
Figure 11. *Task-Based Language Teaching Activity*



Note. The figure shows the speaking activity of Unit 9, What Animals Can Do, Can You? from the textbook Roots and Wings.

Similarly, Activity 13 of Unit 12, “Good Habits, Great Life”, is also in line with TBLT principles as it engages students in a meaningful and real-world-like task: giving advice based on common life situations. Learners must read short problem statements and write appropriate suggestions using modal verbs like "should" and "shouldn't", which promotes authentic language use for problem-solving and helping others.

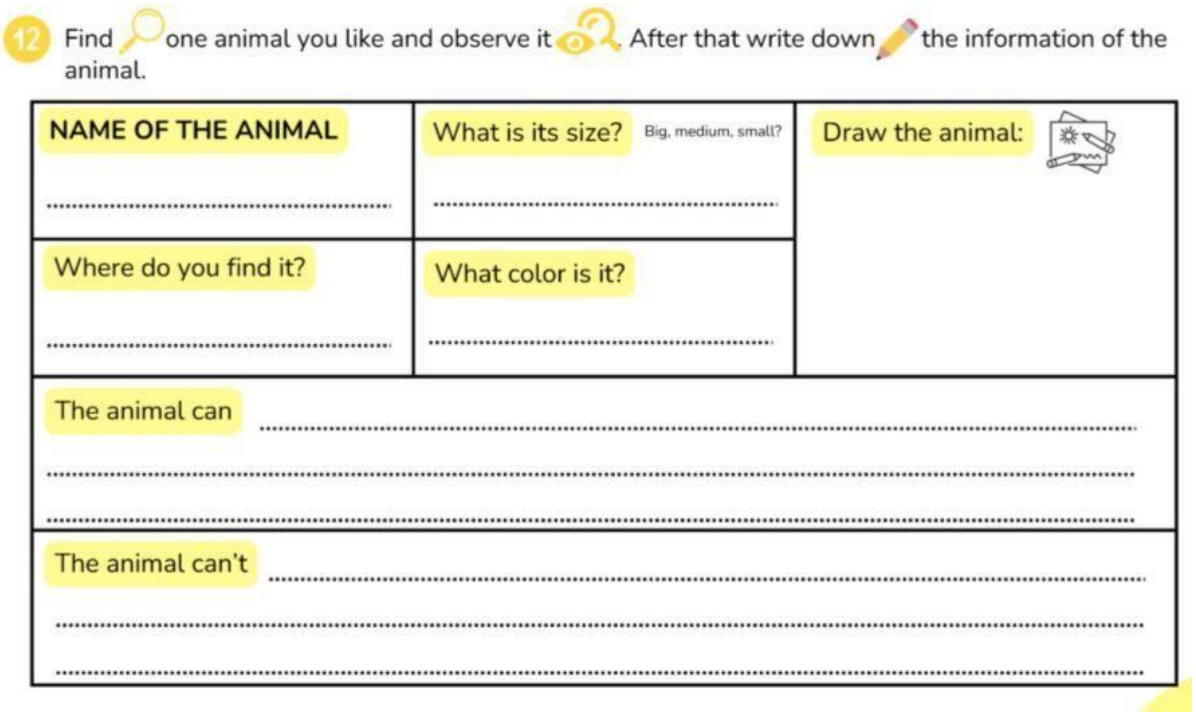
Figure 12. *Task-Based Language Teaching Activity*



Note. The figure shows the writing activity of Unit 12, Good Habits, Great Life, from the textbook Roots and Wings.

Moreover, there are activities focused on Experiential Learning where students learn through direct experiences, reflection, and active participation. It focuses on learning by doing practical activities, and discovery-based exploration (Tasha, 2024). In Activity 12 of Unit 9, "What animals can do, can you?", students are encouraged to directly observe an animal, engage with their environment, and gather real information. Instead of passively receiving content, students interact with the world around them, think critically, and reflect on their observations by writing and drawing (see Figure 13).

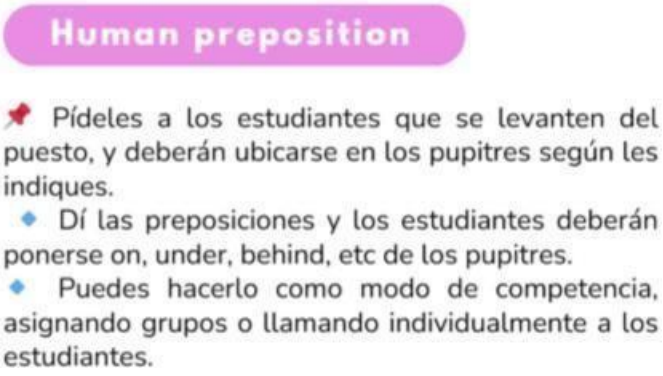
Figure 13. *Experiential Learning Activity*



Note. The figure shows the writing activity of Unit 9, What Animals Can Do, Can You? from the textbook Roots and Wings.

There are also activities inspired by the principles of Total Physical Response, which combines language learning with physical movement. Students respond to commands with actions, helping them understand and remember language through body coordination and activity (Wang, 2008). For example, the extra activity Human Preposition in Unit 6 “Home, Swee Home” invites students to physically respond to spoken commands using their bodies. They move to different positions - such as on, under, behind - as directed by the teacher, helping them understand prepositions through action rather than just listening or reading (see Figure 14).

Figure 14. *Total Physical Response Activity*



Note. The figure shows the extra activity of Unit 6, Home, Sweet Home from the textbook Roots and Wings.

Although most of the units include the Speaking Lesson, some units also offer extra activities and resources that promote Communicative Language Teaching. CLT is an approach that focuses on using language to communicate meaningfully rather than just learning grammar rules (Rambe, 2017). Activities focused on CLT aim to promote the use of the language in real-life situations and thus help students become effective communicators in the foreign language. In unit 10 “What Do You Look Like?” an extra resource called Guess Who! reflects CLT principles (see Figure 15). This game fosters real communication between students to accomplish a goal—guessing the character. The focus is on fluency, understanding, and successful communication, not just grammar accuracy, which are key aspects of CLT approach.

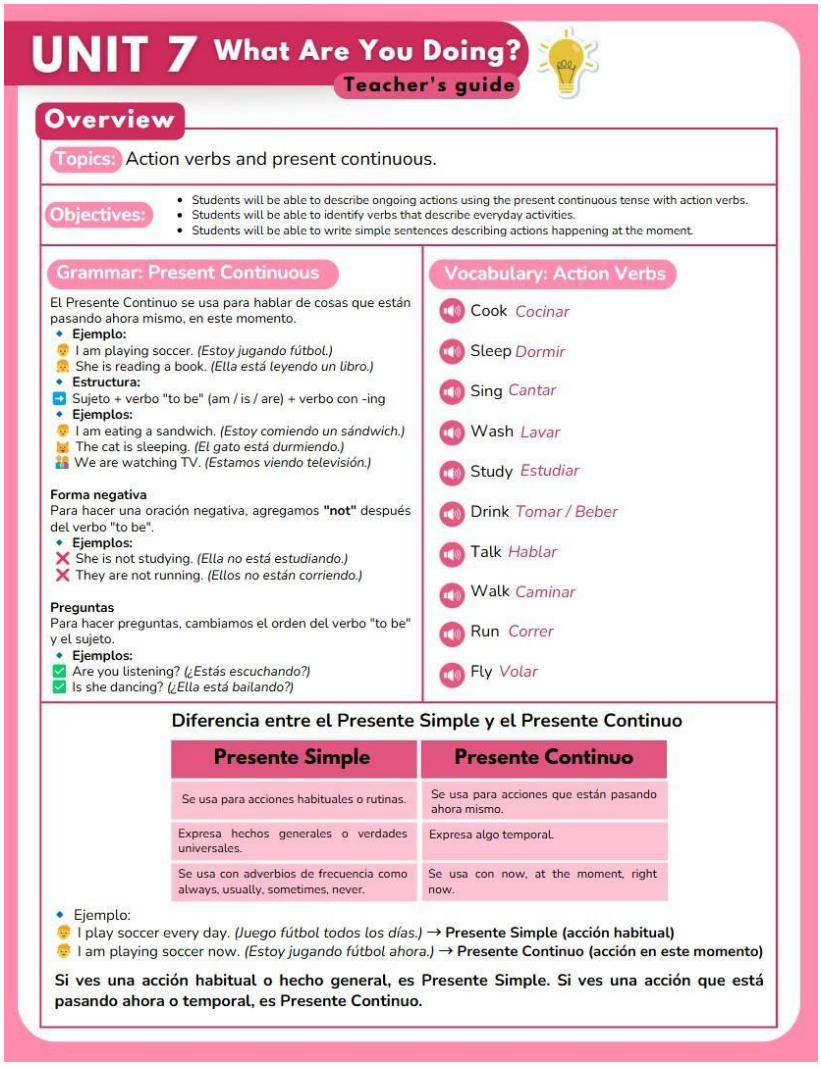
Figure 15. *Communicative Language Teaching Activity*

Note. The figure shows the extra resource of Unit 10, What Do You Look Like? from the textbook Roots and Wings.

In addition, *Roots and Wings* includes a teacher's guide (see Annex D). This section presents the unit theme, the learning objectives, and an explanation of the grammar topic in Spanish to facilitate the teacher's delivery in class. It also provides the unit vocabulary along with its translation. This component was incorporated to help the teacher become familiar with the topic, making the explanation more engaging and accessible. Similarly, each activity in the unit is described in detail, along with suggested implementation strategies that encourage students' active participation and promote collaborative work. The intention is not merely for students to complete worksheets, but to ensure each activity serves as an opportunity to develop both linguistic and social skills. Additionally, the guide offers useful classroom English phrases to support the implementation of each activity, thereby increasing students' exposure to the language. Below is the corresponding teacher's guide for Unit 7

What Are You Doing? which presents the unit's themes, objectives, grammar explanation, and vocabulary.

Figure 16. *Unit 7 What Are You Doing? Teachers' Guide*



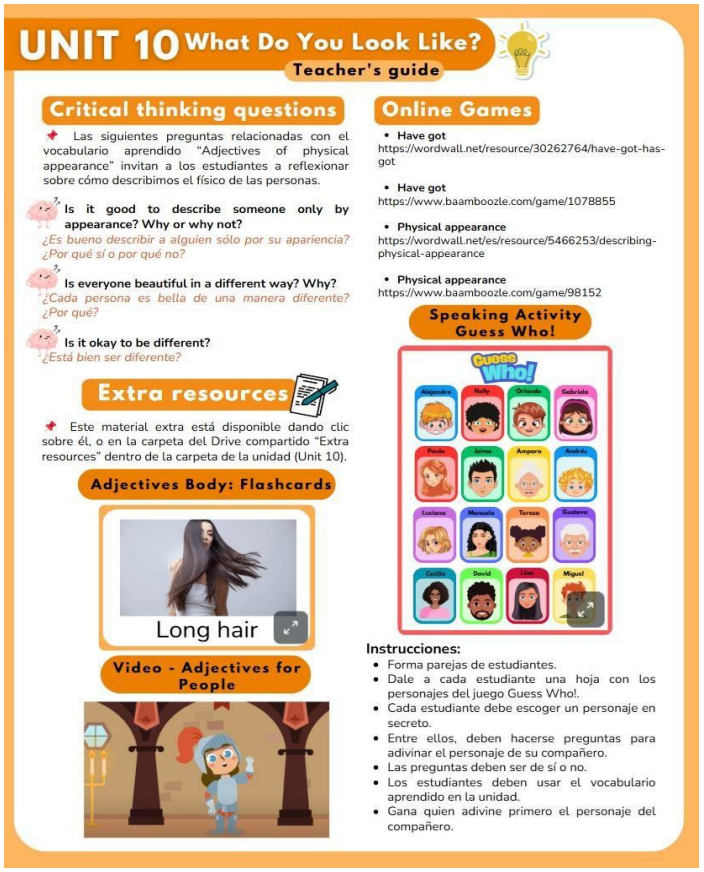
Note. The figure shows the teacher's guide for Unit 7 *What Are You Doing?*, which presents the unit's main topics (action verbs and present continuous), objectives, grammar explanations, and vocabulary. Source: own.

Following the activity descriptions, the teacher will find extra activities designed to reinforce the topics addressed in the unit. These activities primarily focus on enhancing speaking abilities and fostering teamwork. The teacher's guide also includes critical thinking

questions related to the unit's themes. These are meant to be discussed in class to foster an educational environment that nurtures students' critical thinking skills. Considering the students' basic level of English, these questions may also be discussed in Spanish.

Furthermore, *Roots and Wings* provides additional resources within each unit, such as vocabulary flashcards, a worksheet, a song, and online activities. Lastly, the teacher's guide includes the answers to each activity in the unit. Below, we present the final part of the teacher's guide for Unit 10 *What Do You Look Like?*, which includes critical thinking questions designed to encourage reflection on physical appearance, as well as extra activities, resources, and online games.

Figure 17. *Unit 10 What Do You Look Like? Teachers' Guide*



Note. The figure presents the final part of the teacher's guide for Unit 10, including critical thinking questions, online games, and extra resources. Source: own.

Ultimately, the purpose of the material is for the students to significantly improve their English skills by the end of its implementation. Although the initial units begin with simple activities and basic topics, the level of difficulty gradually increases with the units. Our intention with this approach is to promote a safe learning space where the students do not feel frustrated but rather perceive learning English as an enjoyable challenge that they are fully capable of undertaking. For this reason, the early units do not include specific listening or speaking tasks, as the focus is on equipping the student with essential vocabulary and grammatical structures that will later support listening and speaking comprehension. Similarly, ensuring a diversity of activities was a key objective in the development of *Roots and Wings*. Although each unit was carefully designed to both reinforce the specific content of the unit and promote students' enjoyment of learning English, some activity types are intentionally repeated across units. This eventually strengthens key language skills and ensures continuity throughout the material.

As suggested in previous research addressed in the theoretical framework of this document, rural schools face more challenges than urban schools in EFL, given that students in rural contexts may not have the same level of exposure to the language as their urban counterparts. Consequently, for many of them, learning English may seem irrelevant. Thus, *Roots and Wings* seeks to offer an educational environment where learning English becomes a meaningful experience, serving as a bridge that connects them to Colombian culture while enhancing both their linguistic and social competencies.

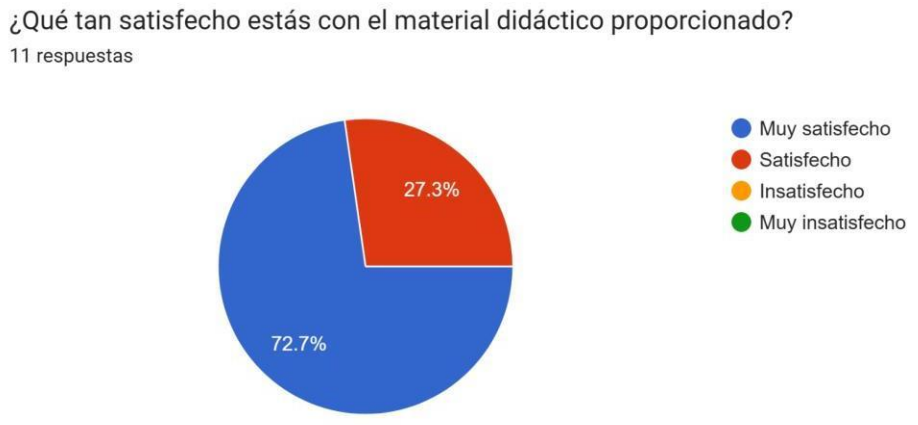
8.2 Teachers' perceptions

The teachers' opinions and perceptions are of great importance to evaluate the material we designed. Not only does this measure the success of the material, but it also demonstrates to us whether teachers are willing to use the material or not, which is why the material was created. As previously stated in the methodology, the questionnaire was sent by

e-mail to only the six participants, the teachers, and the director, for them to answer anonymously. However, we were informed that the director sent the link to the questionnaire, along with the Google Drive link to the WhatsApp group of the school. Hence, we received a total of eleven answers, and as the questionnaire was anonymous in nature, we could not keep a record of the answers of the six original participants. However, we decided to work and evaluate the material under these eleven answers, considering that some of them were from high school teachers at the same school *La Verde*.

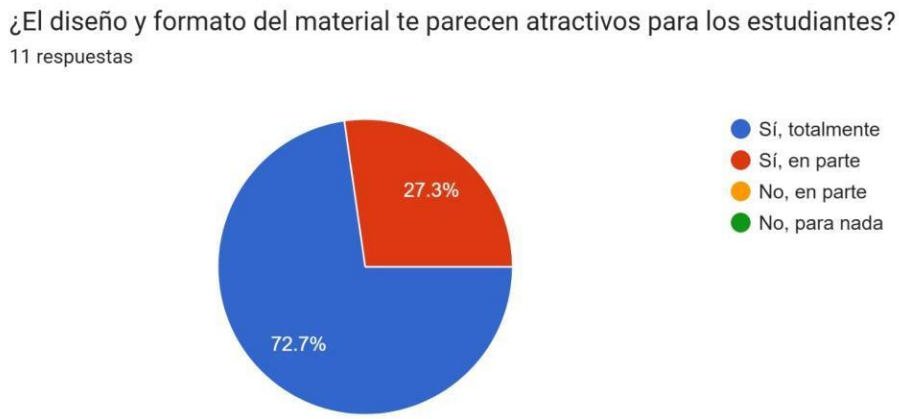
That being said, the first section of the *Satisfaction Questionnaire* inquiries about overall satisfaction with the material presented. The results provided by the teachers show a general positive reaction towards the material and its appearance: eight participants (72,7%) expressed themselves as being *very satisfied* with the material (see Figure 18) and they find the material *completely appealing* for the students (see Figure 19). Meanwhile, the other six (27,3%) said they were merely *satisfied,* and they found the material *partially appealing* for the students.

Figure 18. *Perceived satisfaction level with Roots and Wings*



Note. Taken from *Satisfaction Questionnaire via Google Forms, question 1.* Source: Own

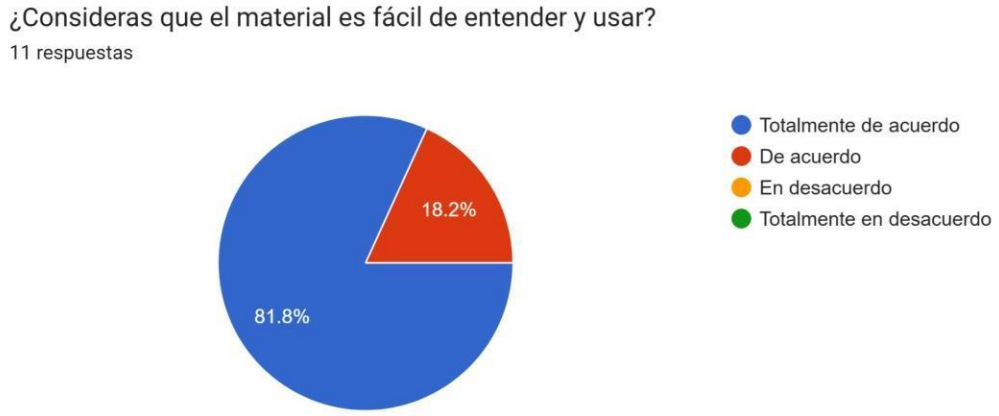
Figure 19. *Perceived attractiveness of the material's design and format*



Note. Taken from the *Satisfaction Questionnaire via Google Forms, question 3.* Source: Own

Moreover, regarding the question about the clarity and usability of the material, all participants expressed agreement. More specifically, nine participants (81,8%) said they *completely agreed* while the remaining two (18,2%) *agreed,* as shown in Figure 20.

Figure 20. *Perceived ease of understanding and using the material*

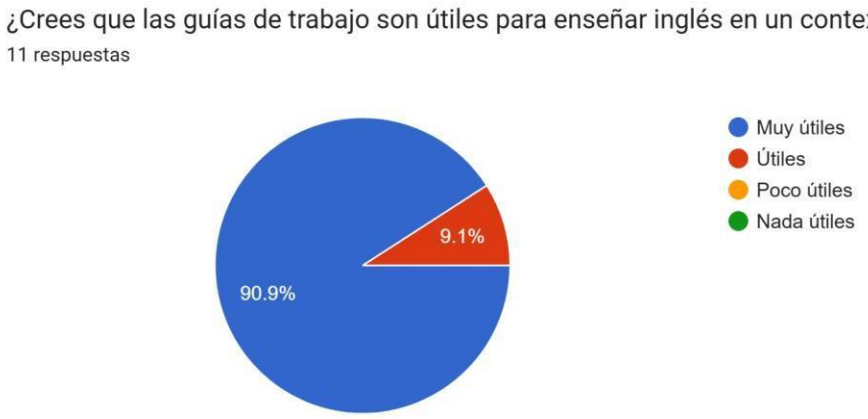


Note. Taken from the *Satisfaction Questionnaire via Google Forms, question 2.* Source: Own

The second section presented questions that aimed to assess the perceived usefulness, practicality, and relevance of the didactic material *Roots and Wings*. The next question asked

whether the guides are useful for teaching English in a rural context. As shown in Figure 21, the majority of participants (90.9%) indicated that the material is *very useful*, while only one respondent (9.1%) considered it merely *useful*.

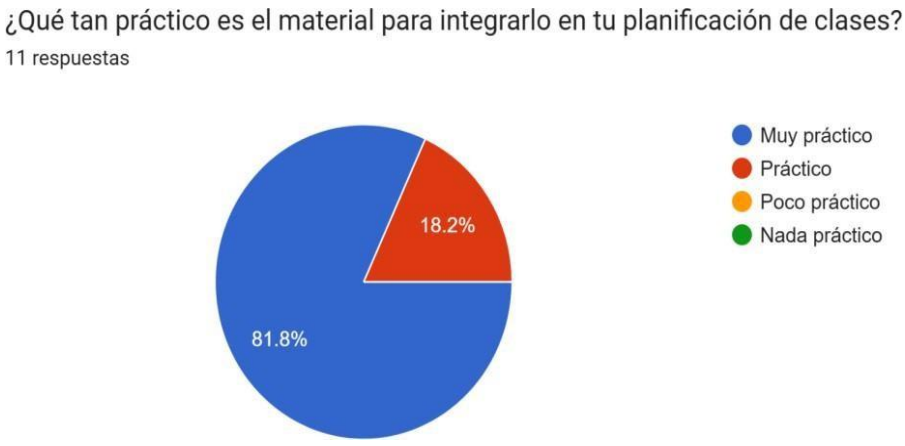
Figure 21. *Perceived usefulness of work guides for teaching English in a rural context.*



Note. Taken from the *Satisfaction Questionnaire via Google Forms, question 4.* Source: Own

The following question focused on how practical the material is for integrating into lesson planning. This is of great importance to aid teachers in their EFL classes. Successfully, most teachers (81.8%) rated the material as *very practical*, and 18.2% as *practical*, indicating overall positive views on its classroom applicability and its integration in lesson planning.

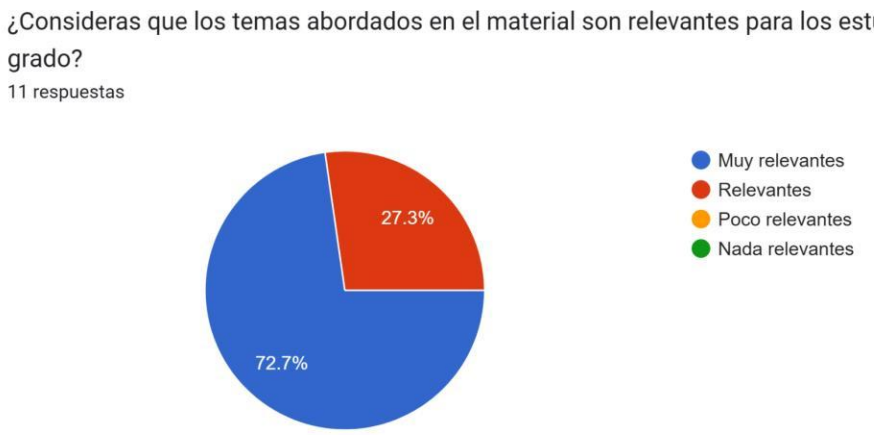
Figure 22. *Perceived practicality of the material for lesson planning.*



Note. Taken from the *Satisfaction Questionnaire via Google Forms, question 5.* Source: Own

Moreover, it was also asked whether the topics covered in *Roots and Wings* were relevant for fifth-grade students. Again, the results showed positive opinions from the teacher, as depicted in Figure 18, 72.7% of the participants believed the topics were *very relevant*, while 27.3% considered them *relevant*.

Figure 23. *Perceived relevance of the topics in the material for fifth-grade students.*



Note. Taken from the *Satisfaction Questionnaire via Google Forms, question 6.* Source: Own

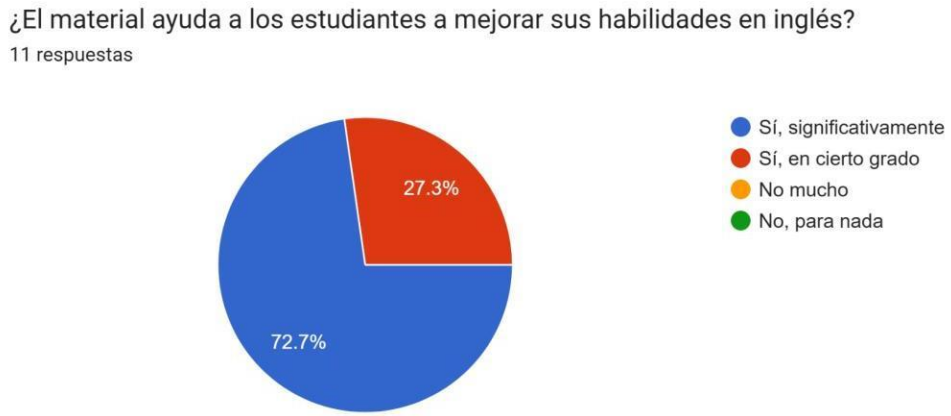
In the next section, the questions aimed to explore the impact *Roots and Wings* had regarding student participation, language skill improvement, and autonomous learning. Firstly, as illustrated in Figure 24, the majority of teachers (81.8%) believe the material strongly fosters active student participation. The remaining 18.2% indicated it promotes participation *to some extent*.

Figure 24. *Perceived encouragement of active student participation by the material.*

Note. Taken from the *Satisfaction Questionnaire via Google Forms, question 7.* Source: Own

Then, language development is essential for an English didactic material, and Figure 25 shows that all teachers accept *Roots and Wings* aids for students to improve their language skills. Specifically, 72.7% (8) of participants believe the material significantly helps students improve their English skills. Meanwhile, 27.3% (3) said it helps *to a certain degree.*

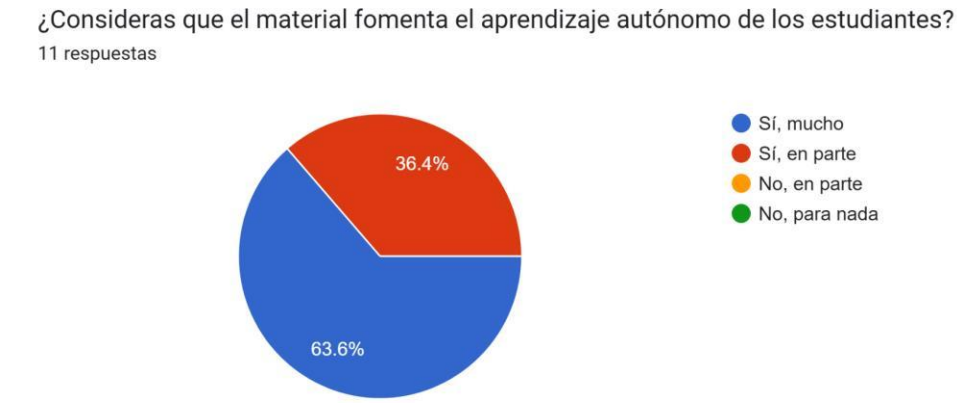
Figure 25. *Perceived impact of the material on students' English skills improvement.*



Note. Taken from the *Satisfaction Questionnaire via Google Forms, question 8.* Source: Own

Similarly, the following question inquired whether the material encourages autonomous learning. In this regard, seven participants agreed it does so *strongly*, while 38.4% agreed *partially*. Notably, no respondents found them *not encouraging* or *slightly encouraging*.

Figure 26. *Perceived impact of the material on students' autonomous learning.*

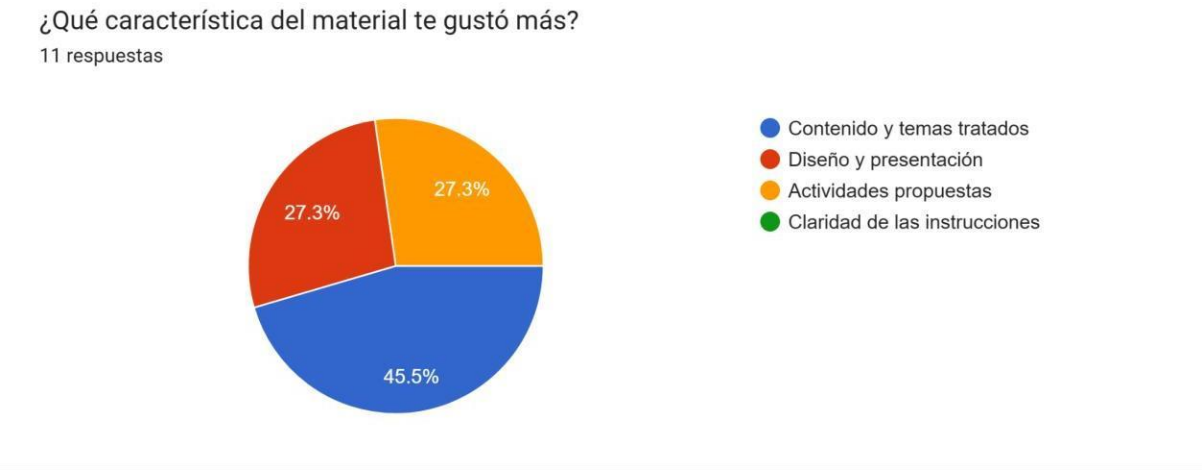


Note. Taken from the *Satisfaction Questionnaire via Google Forms, question 9.* Source: Own

Finally, participants were asked to share their opinions and any other recommendations on the material. This section included both closed questions, analyzed separately, and open questions that were described in one paragraph.

First, the results highlighted the characteristics of the material that participants liked most. The content and topics covered were the most favored, with five participants (45.5%) ranking them first. In second and third place, three participants (27.3%) valued the design and presentation, while another three (27.3%) found the proposed activities to be the most appealing aspect. However, despite previous responses indicating that the material was easy to use, none of the participants selected clarity of instructions as their favorite feature, as shown in Figure 27.

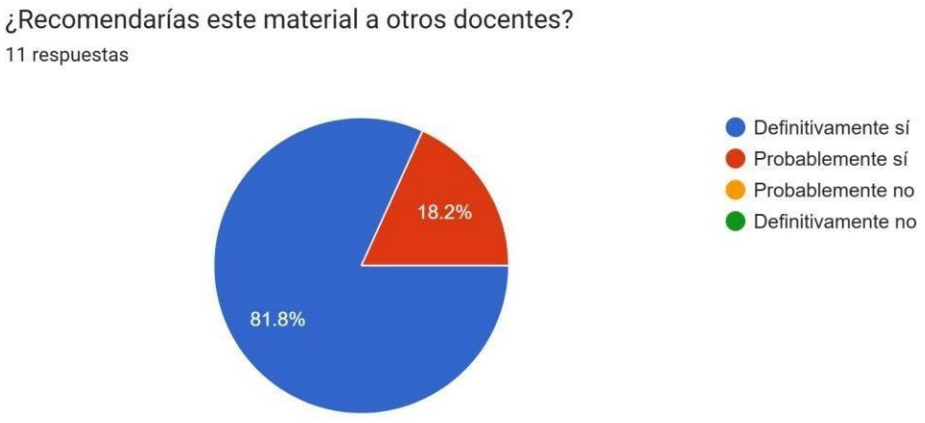
Figure 27. *Perceived most appealing characteristic of the material.*



Note. Taken from the *Satisfaction Questionnaire via Google Forms, question 10.* Source: Own

As for whether they would recommend the material to other educators, the responses were highly positive. 81.8% of teachers answered, "Definitely yes", while the remaining 18.2% chose "Probably yes". Not a single participant expressed reluctance or refusal to recommend it, which confirms a strong overall approval of the didactic material.

Figure 28. *Willingness to recommend the material*



Note. Taken from the *Satisfaction Questionnaire via Google Forms, question 11.* Source: Own

When the open questions were analyzed, the results served as valuable insights from the participants into *Roots and Wings*, which allowed more complex answers about how the material is perceived and how it could be improved. In this regard, for instance, when asked about what they would improve in the material, some teachers stated:

"Nada todo bien" (Teacher #5, Satisfaction Questionnaire)

"TODO ESTÁ MUY LINDO. OJALÁ CONTINÚEN CON SU REALIZACIÓN PARA LOS GRADOS DE BACHILLERATO" (Teacher #11, Satisfaction Questionnaire)

"Nada por mejorar, es excelente el material" (Teacher #10, Satisfaction Questionnaire)

However, a few teachers suggested some ideas, such as: Including more practical activities and games, particularly those involving manipulatives or physical materials, and fostering active participation through engaging strategies

"Incorporar actividades prácticas y juegos que fomenten la participación activa de los estudiantes, facilitando un aprendizaje más entretenido y efectivo." (Teacher #4, Satisfaction Questionnaire)

"Incorporar actividades prácticas y juegos que fomenten la participación activa de los estudiantes, facilitando un aprendizaje más entretenido y efectivo." (Teacher #9, Satisfaction Questionnaire).

Furthermore, they provided worthy ideas for extra activities. Among these, we found songs and videos related to the topics, Games, especially for vocabulary learning; Interactive exercises, possibly supported by technology (TIC); Activities that involve local resources and contexts, and one respondent also highlighted the importance of more content in general. As can be inferred by their comments:

"Muchas canciones o videos con los temas a tratar." (Teacher #1, Satisfaction Questionnaire)

“uso de juegos de dichas para vocabulario” (Teacher #3, Satisfaction Questionnaire)

“Más contenido” (Teacher #5, Satisfaction Questionnaire)

“Actividades con uso de las tic”(Teacher #6, Satisfaction Questionnaire)

“Uso de recursos locales: Aprovechar objetos y elementos del entorno para actividades interactivas. Los estudiantes pueden describir en inglés los cultivos locales, hablar sobre los animales que conocen o crear historias usando elementos naturales.” (Teacher #9, Satisfaction Questionnaire)

“QUIZÁ ADICIONAL QUE VENGAN EJERCICIOS INTERACTIVOS” (Teacher #11, Satisfaction Questionnaire)

Finally, we could conclude the material was well received and appreciated by some of the participants, thanks to some responses provided. They expressed their satisfaction through some comments, which included:

“Súper el material,” (Teacher #3, Satisfaction Questionnaire)

“Felicitaciones por el trabajo realizado,” (Teacher #8, Satisfaction Questionnaire)

“El material es llamativo, colorido y va de la mano con el contexto.” (Teacher #10, Satisfaction Questionnaire). This feedback reinforces the material's value and alignment with rural educational needs, which ultimately meets the general objective of our material.

In conclusion, it can be inferred that *Roots and Wings* achieved its objectives. On the one hand, the material was designed taking into consideration the needs and setting of the rural school *La Verde*, as can be seen in the material itself. On the other hand, the material was well received by the teachers, who expressed positive opinions about *Roots and Wings*.

9. Conclusions

The main objective of the present research was to create didactic material based on the information provided by the participants, while also considering how English as a foreign language is taught and the available resources of the institution, to strengthen ELT in the fifth grade of the rural school La Verde, located in Cimitarra.

Findings suggest that Roots and Wings incorporate culturally relevant topics and context-responsive activities. Moreover, through the teacher's guide, the book offers pedagogical support for the teachers in charge of the class. These two aspects, along with the teachers' feedback discussed in the previous section, indicate that Roots and Wings is found valuable and applicable for teachers; at the same time, the topics are relevant and context responsive. Moreover, it can be stated that the book also accomplishes its main objective of teaching English. Throughout the book, there are meaningful activities that respond to L2 learning theories, pedagogical approaches, among other characteristics. As a result, the participants expressed that the book could significantly impact students' development of language skills. Furthermore, from a theoretical perspective, the results validate the relevance of culturally relevant pedagogy in rural environments. By integrating local practices such as gastronomy and lifestyle, the material strengthens both motivation and identity.

The research, therefore, responds to the urgent need for change in rural ELT, as it helps reduce the rural–urban educational gap by providing materials that are not only contextualized but also created from and for the specific realities of rural schools. The book goes beyond teaching English—it also reflects rural life, values, and knowledge throughout its different units. However, the research was limited by a small sample size, short-term application, and self-reported data from the rural teachers, with no longitudinal measures of student performance. Even with these limitations, the project demonstrates that materials

designed “from-and-for” rurality can transform English language instruction and contribute to educational equity.

Finally, on a more personal note, this project taught us that although we were aware of the challenges faced in rural areas, we often chose to overlook them. It wasn’t until the situation became personal, through lived experiences and those of people close to us, that we felt truly compelled to act. It is easy to speak about what rural communities need, or even to place responsibility solely on elementary teachers. What is more difficult, and more meaningful, is to take action to support them through contextualized materials and pedagogical tools. As future English teachers, we believe our role goes beyond teaching the language; it includes learning to adapt it in ways that empower and uplift every student, regardless of where they live.

10. Recommendations for Use and Future Research

Through the present research, we developed the English language workbook *Roots and Wings*, focused on fifth-grade students in a rural context, considering the needs and educational characteristics of the elementary school teachers, students, and principal of the rural school *La Verde Educational Institution* de Cimitarra, Santander, Colombia. Similarly, we also considered the information gathered from the academic articles previously mentioned, the topics suggested by the National Ministry of Education for the fifth grade, and our experiences and knowledge as undergraduate students and soon-to-be English teachers for the elaboration of *Roots and Wings*.

Therefore, we invite teachers who have access to *Roots and Wings* to apply it in different scenarios. Although it was designed for students of a specific grade and social context, we believe it can also be used with learners who have a basic level of English in general. In this way, its effectiveness can be tested, as the teachers participating in the

research had limited time to implement the book in their classes due to time constraints, and we were therefore only able to gather their opinions and perceptions about its potential use. Future studies could explore the long-term impact of *Roots and Wings* on students' English language learning processes in rural scenarios. It is important to highlight that references to Colombian culture were included to ensure that most Colombian children—whether from rural or urban areas—can identify with the content. We believe that for urban students, using *Roots and Wings* will offer an enriching and meaningful experience in their English learning process by providing opportunities to learn more about their country, their culture, and rural life.

In addition, this process highlighted the need to continue developing contextualized didactic materials in Colombia that allow students to see themselves reflected in the content and motivate them to learn English, a language they sometimes perceive as disconnected from their reality. This is a call to create academic spaces at the Universidad Industrial de Santander, particularly within the Bachelor's Degree in Foreign Languages with an Emphasis in English, to reflect on and engage with rural education in Colombia. Just as it is important to learn about cultures around the world, it is equally important to learn about our own, particularly those that are considered minority cultures within our country. This approach not only enhances language acquisition by making learning more relevant but also contributes to the development of critical intercultural awareness. In doing so, the teaching of English can become a tool for empowerment, cultural recognition, and social transformation.

On the other hand, as the creators of the content of *Roots and Wings*, we invite those who use the material to do so responsibly, respecting copyright. It is important to mention that this was our first time creating an English workbook, so feedback is vital for improving our didactic material. Any comments or suggestions are well received through our emails, which are included in the material. Our goal with this resource was to provide elementary

school teachers with a tool to make language teaching in rural contexts easier, more enjoyable, and more meaningful for students. We are hopeful that this marks the beginning of our educational project *Roots and Wings*, and that in the future we will have the opportunity to continue it, create more material for additional grades, reach more teachers who can implement it in their classrooms, and inspire students from diverse contexts to begin their journey in learning English.

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Annexes

Annex A *Profiling Questionnaire*

CUESTIONARIO PARA DOCENTES

* Indica que la pregunta es obligatoria

Panorama General de la investigación

Esta investigación tiene como objetivo desarrollar material didáctico para la enseñanza del inglés dirigido a niños de quinto grado en contextos rurales. Reconociendo las particularidades y necesidades de las instituciones educativas rurales, el propósito es diseñar recursos que se adapten a las condiciones específicas del entorno, promuevan el aprendizaje significativo y sean útiles para los docentes en su labor diaria. El presente cuestionario busca recopilar información sobre su experiencia como docente en un contexto rural, así como identificar las necesidades, retos y oportunidades educativas de la institución, con el fin de orientar el desarrollo del material propuesto. Su participación es fundamental para enriquecer este proyecto.

El siguiente formulario servirá para el desarrollo de esta investigación, este consiste de 29 preguntas y solicitamos 20 minutos para diligenciar este.

Política de Tratamiento de Datos

La política de tratamiento de datos personales en Colombia se encuentra regida por la Ley Estatutaria 1581 de 2012 y su decreto reglamentario 1377 de 2013.En el marco de esta investigación académica, como investigadores nos comprometemos a cumplir con los principios y normas de protección de datos personales establecidos en la legislación colombiana.

1. Recopilación y Uso de Datos Personales: Los datos personales que se recopilen en este cuestionario serán utilizados únicamente para fines de investigación académica y se mantendrán estrictamente confidenciales. Los datos se utilizarán de manera anónima y agregada en los informes y análisis resultantes.

2. Consentimiento Informado: El participante tiene derecho a conocer la finalidad del cuestionario, así como el uso que se dará a los datos personales recopilados. La participación en esta investigación es de carácter voluntario y se basa en el consentimiento informado previamente obtenido de cada participante. Dicho consentimiento fue solicitado los objetivos y procedimientos en el estudio.

3. Confidencialidad y Seguridad: Se implementarán medidas de seguridad adecuadas para proteger la información personal recopilada y evitar el acceso no autorizado, la pérdida, el uso indebido o la alteración de los datos. Los datos se mantendrán bajo estricta confidencialidad y solo serán accesibles para el equipo de investigación.

4. Derechos de los Participantes: Los participantes tienen el derecho de acceder, rectificar, actualizar y solicitar la eliminación de sus datos personales recopilados en el cuestionario. Si desean ejercer estos derechos, pueden comunicarse con el responsable de la investigación.

5. Compartir Datos: Los datos personales recopilados en este cuestionario no serán compartidos ni divulgados a terceros sin el consentimiento expreso de los participantes, a menos que sea requerido por ley.

Si tiene alguna pregunta o inquietud sobre la privacidad de sus datos personales, puede comunicarse con los responsables de la investigación a través de los siguientes correos:

- Clara Lucía Rodríguez Cárdenas - luciazsch00@gmail.com
- Mariana Granados Uribe - mariana.gra0308@gmail.com

1. **¿Autorizas el tratamiento de sus datos personales de acuerdo con los términos de esta política?**

   Marca solo un óvalo.

   - ◯ Autorizo
   - ◯ No autorizo

2. **¿Aceptas participar en esta investigación/proyecto?** *

   Marca solo un óvalo.

   - ◯ Sí
   - ◯ No

3. Con el objetivo de analizar sus respuestas, ¿acepta usted que utilicemos tu nombre o prefieres un pseudónimo?
   Sí - Nombre
   No - Pseudónimo

   Marca solo un óvalo.

   - ◯ Sí
   - ◯ No

4. Escribe tu nombre o tu pseudónimo. *

   _____

5. ¿Qué edad tienes? *

   _____

6. ¿Cuál es tu número de cédula? *

_____

7. ¿Cuál es tu número de contacto? *

_____

Sección 2 - Formación Académica

Esta sección explora los años de experiencia de los participantes en el ámbito educativo, las razones por las que decidieron ser profesores y más preguntas para conocerlos mejor como docentes.

8. 1. ¿Cuál es tu título académico relacionado con la docencia? *

_____

9. 2. ¿Cuántos años de experiencia tienes en el campo educativo? *

Marca solo un óvalo.

- ◯ 0 a 5 años
- ◯ 6 a 10 años
- ◯ 11 o más años

10. 3. ¿Qué te motivó a convertirte en docente rural? *

_____

11. 4. ¿Has trabajado en colegios urbanos? Si es así, menciona una característica que los diferencia del área rural.
Si no es el caso, omite esta pregunta.

_____

_____

_____

_____

_____

12. 5. ¿Conoces los estándares, programas o políticas relacionados con la enseñanza del inglés en Colombia? *

Marca solo un óvalo.

- ◯ Sí, los conozco bien.
- ◯ Sí, he oído hablar de ellos, pero no los conozco en detalle.
- ◯ No, no los conozco.

Sección 3 - Contexto Socioeconómico

Esta sección trata de comprender la comunidad y el entorno que rodean a la escuela. Incluye preguntas sobre el entorno socioeconómico de los alumnos, las estructuras familiares y los problemas sociales que pueden afectar al aprendizaje.

13. 6. ¿Cómo describirías el contexto socioeconómico de la mayoría de los estudiantes en tu clase? *

Marca solo un óvalo.

- ◯ Sin estrato
- ◯ Estrato 1
- ◯ Estrato 2
- ◯ Estrato 3
- ◯ Estrato 4
- ◯ Estrato 5
- ◯ Estrato 6

14. 7. ¿Cuáles son los desafíos externos más comunes que afectan a los estudiantes? *

Selecciona todas las opciones que correspondan.

- ☐ Problemas económicos en la familia
- ☐ Falta de apoyo escolar en casa
- ☐ Problemas de salud
- ☐ Dificultades para llegar al colegio
- ☐ Otros: _____

15. 8. ¿Qué tipo de relación tiene el colegio con las familias de los estudiantes? *

Marca solo un óvalo.

- Muy cercana y colaborativa
- Colaborativa en ocasiones
- Poco colaborativa
- No hay una relación significativa

16. 9. ¿Cuán involucrados están los padres de familia en el proceso educativo de sus hijos? *

Marca solo un óvalo.

- Muy involucrados
- Moderadamente involucrados
- Poco involucrados
- No están involucrados

17. 10. ¿Cómo ha impactado la situación socioeconómica de la comunidad en el ambiente de aprendizaje en tu aula? *

Sección 4 - Recursos Educativos

Esta sección se centra en la evaluación de los recursos físicos y educativos del centro, como las instalaciones de las aulas, el acceso a la tecnología, las bibliotecas y otros materiales didácticos.

18. 11. ¿Crees que las instalaciones de los salones de clase son adecuadas para el aprendizaje? *

Marca solo un óvalo.

- Sí
- No

19. 12. ¿Tiene el colegio acceso a internet para el uso de los estudiantes y profesores? *

Marca solo un óvalo.

- ◯ Sí
- ◯ Sí pero limitado
- ◯ No

20. 13. ¿A qué recursos tecnológicos tienes acceso en el colegio? *

Selecciona todas las opciones que correspondan.

- ☐ Computador
- ☐ Videobeam
- ☐ Impresora
- ☐ Otros: _____

21. 14. ¿Con qué frecuencia utilizas la tecnología (computadoras, proyectores, etc.) en tus clases? *

Marca solo un óvalo.

- ◯ Siempre
- ◯ A veces
- ◯ Rara vez
- ◯ Nunca

22. 15. ¿Qué tan satisfecho/a estás con el acceso a recursos educativos (libros, tecnología, etc.) en el colegio? *

Marca solo un óvalo.

- ◯ Muy satisfecho/a
- ◯ Satisfecho/a
- ◯ Insatisfecho/a
- ◯ Muy Insatisfecho/a

23. 16. ¿Qué recursos adicionales crees que necesita el colegio para mejorar el aprendizaje de los estudiantes? (Elije los 5 más necesarios) *

Selecciona todas las opciones que correspondan.

- [ ] Libros de texto y materiales específicos para la enseñanza del inglés
- [ ] Recursos tecnológicos (computadores, tabletas, software educativo, etc.) para la enseñanza del inglés
- [ ] Acceso a plataformas digitales o aplicaciones para el aprendizaje del inglés
- [ ] Capacitación especializada para los docentes en estrategias de enseñanza del inglés
- [ ] Clases extracurriculares o clubes de conversación en inglés
- [ ] Materiales audiovisuales (videos, audios, juegos interactivos) para practicar inglés
- [ ] Aulas especializadas para la enseñanza del inglés (laboratorios de idiomas)
- [ ] Intercambios culturales o programas de inmersión en inglés
- [ ] Más tiempo en el horario escolar dedicado a la enseñanza del inglés

24. 17. ¿Consideras que los recursos tecnológicos a tu disposición son suficientes para realizar tus actividades docentes de manera efectiva? ¿Por qué? *

_____

_____

_____

_____

_____

Sección 5 - Enseñanza del Inglés

Esta sección aborda las condiciones a los que los maestros están expuestos al enseñar inglés, como la exposición al idioma, tamaño de clases y tiempo de instrucción.

25. 18. ¿Cuáles son los principales desafíos que enfrentas al enseñar inglés en un entorno rural? Selecciona las que apliquen. *

Selecciona todas las opciones que correspondan.

- [ ] Falta de recursos educativos
- [ ] Escaso acceso a tecnología
- [ ] Dificultad para mantener la atención de los estudiantes
- [ ] Baja motivación de los estudiantes
- [ ] Distancia entre el hogar y la escuela

26. 19. ¿Qué estrategias utilizas para motivar a los estudiantes a aprender inglés? Selecciona las que apliquen. *

Selecciona todas las opciones que correspondan.

- [ ] Juegos y actividades lúdicas
- [ ] Uso de canciones y videos en inglés
- [ ] Actividades prácticas y creativas
- [ ] Establecer metas y recompensas
- [ ] Crear un ambiente positivo y participativo
- [ ] No uso estrategias específicas

27. 20. ¿Piensas que el inglés es una asignatura difícil de enseñar en el contexto rural? *

Marca solo un óvalo.

- ◯ Sí
- ◯ No

28. 21. ¿Cuál consideras que es el principal obstáculo para que los estudiantes aprendan inglés? *

Marca solo un óvalo.

- ◯ Falta de exposición al idioma
- ◯ Nivel bajo de inglés de los estudiantes
- ◯ Falta de recursos
- ◯ Tiempo de instrucción limitado

29. 22. ¿Consideras que tu dominio del inglés es suficiente para enseñar a estudiantes de nivel A1/A2? *

Marca solo un óvalo.

- ◯ Sí
- ◯ No

30. 23. ¿Te gustaría recibir más capacitación en inglés para mejorar tu enseñanza? *

Marca solo un óvalo.

- ◯ Sí
- ◯ No

31. 24. ¿Crees que tu dominio del inglés influye en el aprendizaje de los estudiantes? *

Marca solo un óvalo.

- ◯ Sí
- ◯ No

32. 25. ¿Cómo te sientes al enseñar inglés? *

Marca solo un óvalo.

- ◯ Muy cómodo/a
- ◯ Cómodo/a, pero a veces tengo dificultades
- ◯ Inseguro/a
- ◯ Incómodo/a

33. 26. ¿Cuál es la mayor dificultad que enfrentas con respecto al dominio del idioma inglés? Selecciona las que apliquen. *

Selecciona todas las opciones que correspondan.

- ☐ Falta de vocabulario específico para enseñar
- ☐ Dificultad con la pronunciación
- ☐ Falta de recursos didácticos
- ☐ Dificultad para explicar conceptos gramaticales

34. 27. Según tu experiencia, ¿Qué aspecto del inglés crees que es más difícil de enseñar a los estudiantes rurales? Selecciona las que apliquen. *

Selecciona todas las opciones que correspondan.

- [ ] Gramática
- [ ] Vocabulario
- [ ] Comprensión auditiva
- [ ] Pronunciación
- [ ] Producción Oral

35. 28. ¿Cuáles son los retos más grandes al enseñar a estudiantes de diferentes contextos familiares y sociales? *

36. 29. ¿Qué temas de inglés le has enseñado a tus estudiantes en cursos anteriores? *

Sección 6 - Percepciones y Estrategias

Esta sección incluye preguntas sobre el valor del inglés en la comunidad, adaptaciones en los métodos de enseñanza y el impacto del inglés en la vida de los estudiantes.

37. 29. ¿Qué piensas sobre la importancia del inglés en la comunidad donde trabajas? *

38. 30. ¿Cómo crees que el aprendizaje del inglés puede beneficiar a los estudiantes en su vida diaria y futura? *

39. 31. ¿Crees que los estudiantes se sienten motivados a aprender inglés? *

Marca solo un óvalo.

- Sí
- No

40. 32. ¿Cómo evalúas el nivel de interés de los estudiantes en aprender inglés? *

Marca solo un óvalo.

- Muy interesado
- Algo interesado
- Poco interesado
- Nada interesado

41. 33. Si tuvieras que resumir en pocas palabras lo que has aprendido sobre enseñar inglés en un contexto rural, ¿qué dirías? *

42. 34. ¿Cómo ha sido tu adaptación con el currículo sugerido por el gobierno en la enseñanza del inglés?

Annex B *Satisfaction Questionnaire*

CUESTIONARIO DE SATISFACCIÓN

Panorama General de la investigación

Esta investigación tiene como objetivo desarrollar material didáctico para la enseñanza del inglés dirigido a niños de quinto grado en contextos rurales. Reconociendo las particularidades y necesidades de las instituciones educativas rurales, el propósito es diseñar recursos que se adapten a las condiciones específicas del entorno, promuevan el aprendizaje significativo y sean útiles para los docentes en su labor diaria. El presente cuestionario busca recopilar información sobre su experiencia como docente en un contexto rural, así como identificar las necesidades, retos y oportunidades educativas de la institución, con el fin de orientar el desarrollo del material propuesto. Su participación es fundamental para enriquecer este proyecto.

El siguiente formulario servirá para el desarrollo de esta investigación, este consiste de 14 preguntas y solicitamos 10 minutos para diligenciar este.

* Indica que la pregunta es obligatoria

Sección 1: Evaluación General del Material título

1. ¿Qué tan satisfecho estás con el material didáctico proporcionado? *

Marca solo un óvalo.

- Muy satisfecho
- Satisfecho
- Insatisfecho
- Muy insatisfecho

2. ¿Consideras que el material es fácil de entender y usar? *

Marca solo un óvalo.

- Totalmente de acuerdo
- De acuerdo
- En desacuerdo
- Totalmente en desacuerdo

3. ¿El diseño y formato del material te parecen atractivos para los estudiantes? *

}

Marca solo un óvalo.

- Sí, totalmente
- Sí, en parte
- No, en parte
- No, para nada

Sección 2: Utilidad del Material

4. ¿Crees que las guías de trabajo son útiles para enseñar inglés en un contexto rural? *

Marca solo un óvalo.

- Muy útiles
- Útiles
- Poco útiles
- Nada útiles

5. ¿Qué tan práctico es el material para integrarlo en tu planificación de clases? *

Marca solo un óvalo.

- Muy práctico
- Práctico
- Poco práctico
- Nada práctico

6. ¿Consideras que los temas abordados en el material son relevantes para los estudiantes de quinto grado? *

Marca solo un óvalo.

- Muy relevantes
- Relevantes
- Poco relevantes
- Nada relevantes

Sección 3: Impacto en el Aprendizaje de los Estudiantes

7. ¿Crees que el material fomenta la participación activa de los estudiantes? *

Marca solo un óvalo.

- Sí, mucho
- Sí, en parte
- No, en parte
- No, para nada

8. ¿El material ayuda a los estudiantes a mejorar sus habilidades en inglés? *

Marca solo un óvalo.

- Sí, significativamente
- Sí, en cierto grado
- No mucho
- No, para nada

9. ¿Consideras que el material fomenta el aprendizaje autónomo de los estudiantes? *

Marca solo un óvalo.

- Sí, mucho
- Sí, en parte
- No, en parte
- No, para nada

Sección 4: Recomendaciones y Opiniones Adicionales

10. ¿Qué característica del material te gustó más? *

Marca solo un óvalo.

- ◯ Contenido y temas tratados
- ◯ Diseño y presentación
- ◯ Actividades propuestas
- ◯ Claridad de las instrucciones
- ◯ Otros: _____

11. ¿Recomendarías este material a otros docentes? *

Marca solo un óvalo.

- ◯ Definitivamente sí
- ◯ Probablemente sí
- ◯ Probablemente no
- ◯ Definitivamente no

12. ¿Qué aspectos del material consideras que se podrían mejorar? *

_____

_____

_____

_____

_____

13. ¿Qué tipo de actividades adicionales consideras que deberían incluirse en el material para atender mejor a las condiciones de las escuelas rurales? *

_____

_____

_____

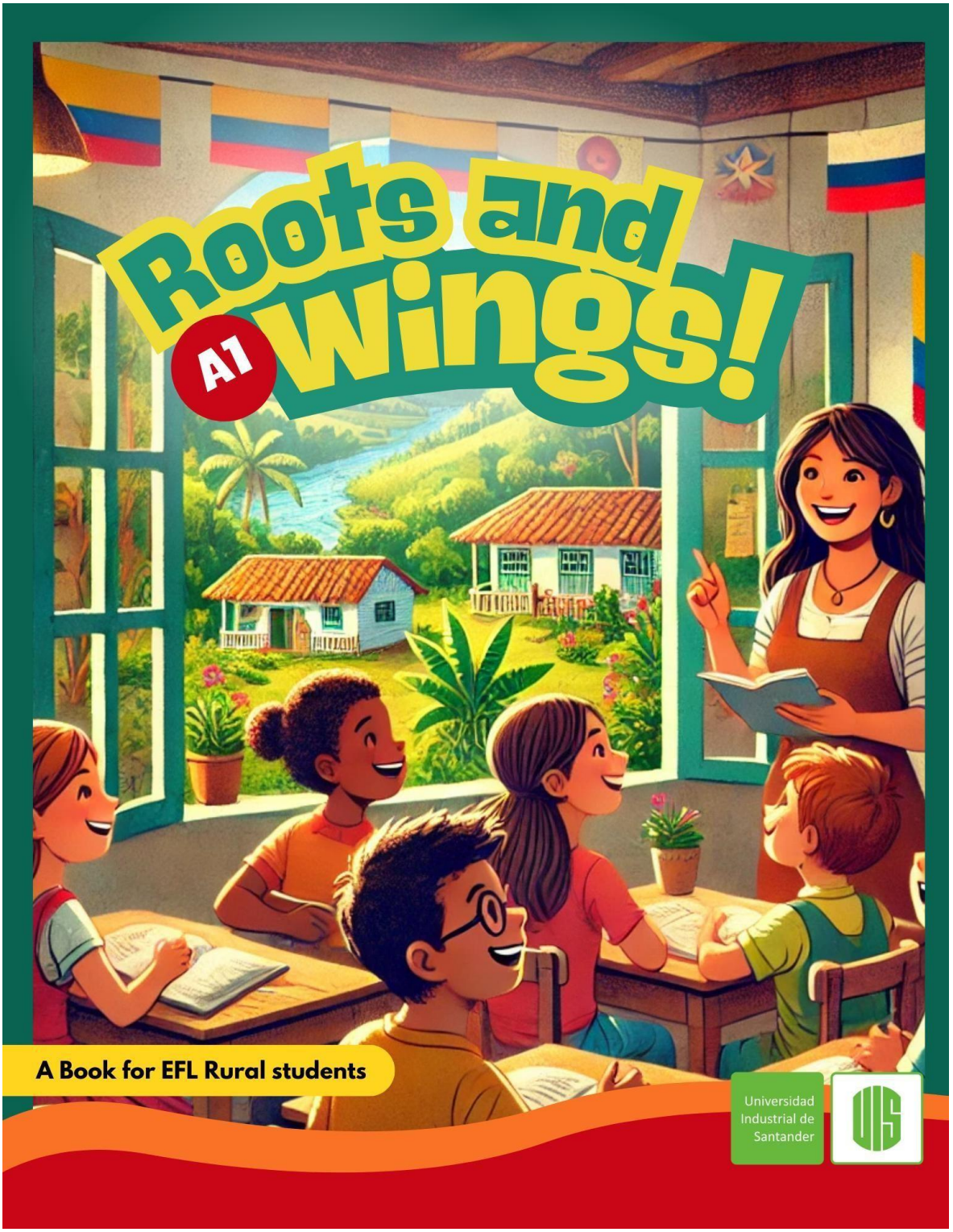
_____

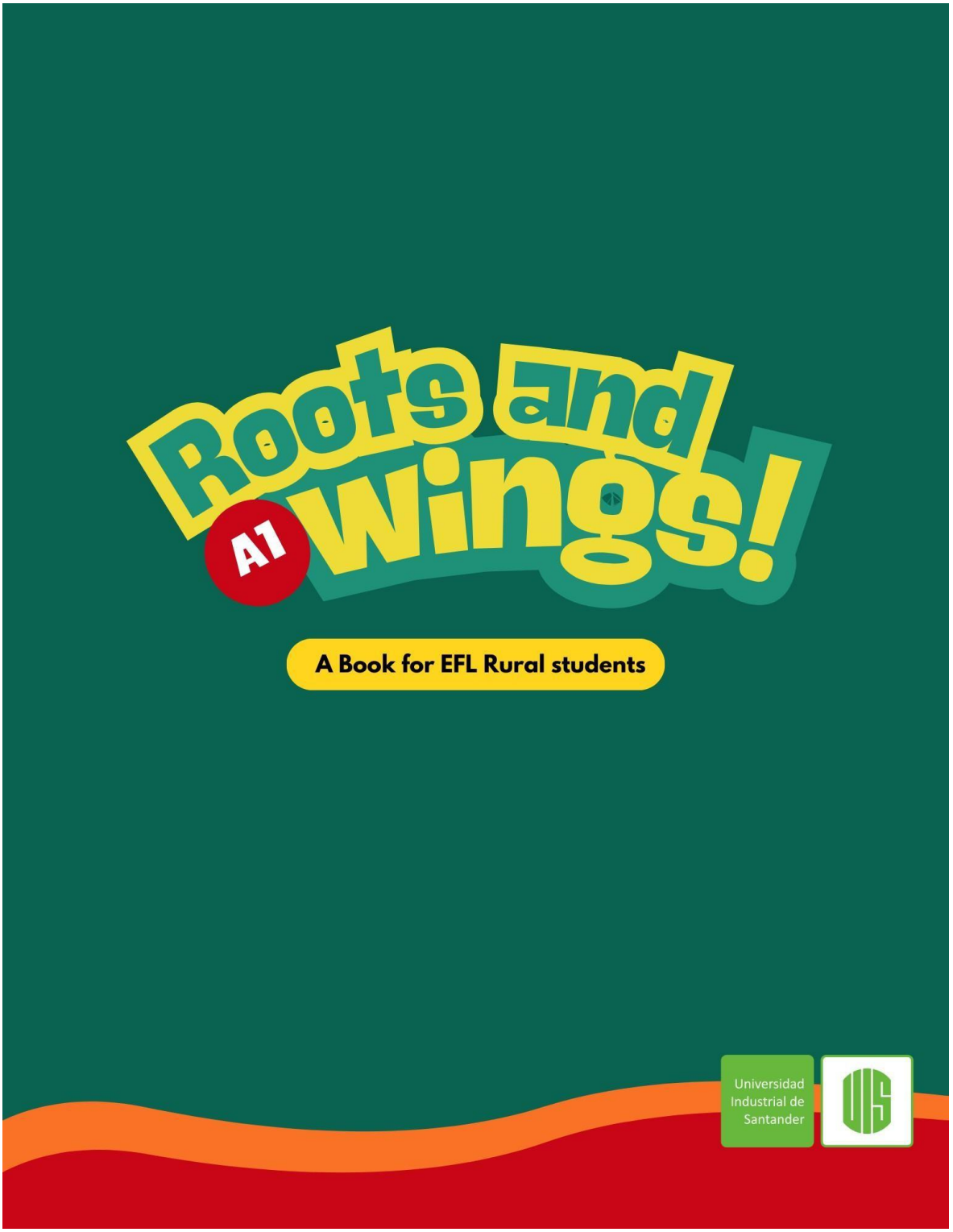
_____

14. ¿Tienes algún comentario u observación adicional sobre el material didáctico? *

Annex C *Roots and Wings Students' version*

Link to the flipbook



Annex D *Roots and Wings Teachers' version*

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