

An approach to the implementation of Eco Radio 2.0 in rural schools in Santander

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To our families for their support and unconditional love, to our teacher Margarita because she inspires us to be effective and affective in our profession, and to our beloved Universidad Industrial de Santander.

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Abstract

Title: An approach to the implementation of Eco Radio 2.0 in rural schools in Santander¹

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Keywords: Eco Radio 2.0, rural schools, Rural teachers

Abstract

This is an exploratory mixed research conducted with 34 teachers from rural schools in the department of Santander, located in 10 municipalities and 20 different villages. The purpose was to find out if the Eco Radio 2.0 resource was known and how was it used by rural teachers in Santander, as well as to know the perceptions of those who did know about it. The analysis of the information shows that a large number of teachers do not know Eco Radio 2.0. However, it should be noted that many of these teachers have not been informed about these English teaching materials created by the Ministry of National Education (MEN). Additionally, a continuation of this research is required to ensure that in the near future this resource is implemented by teachers, since its use would benefit students and accelerate the learning of English in rural schools.

¹ Research Thesis

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Resumen

Título: Una aproximación a la implementación de la Eco Radio 2.0 en las escuelas rurales de Santander³

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Palabras Clave: Eco Radio 2.0, escuelas rurales, profesores rurales.

Descripción

Esta es una investigación exploratoria mixta realizada con 34 docentes de escuelas rurales del departamento de Santander, ubicados en 10 municipios y 20 veredas diferentes. El propósito fue indagar si el recurso Eco Radio 2.0 era conocido y como era utilizado por los docentes rurales de Santander, asimismo conocer las percepciones de quienes sí lo conocían. El análisis de la información muestra que un gran número de docentes no conoce Eco Radio 2.0. Sin embargo, cabe anotar que muchos de estos docentes no han sido informados sobre estos materiales didácticos para la enseñanza de inglés creados por el Ministerio de Educación Nacional (MEN). Adicionalmente se requiere una continuación de esta investigación para lograr que en un futuro próximo este recurso sea implementado por más maestros, ya que su uso beneficiaría a los estudiantes y aceleraría el aprendizaje de inglés en las escuelas rurales.

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Introduction

Problem Context

Rural education in Colombia has been marked by violence and it has been neglected by the Colombian Ministry of Education (MEN) for many years. "Rural areas present unfavorable labor conditions, unemployment, families at an early age, extreme poverty, illiteracy, among other aspects." (Gaviria, 2017, p.55). This makes accessibility to schools more difficult for the inhabitants of the villages. For example, the author Perfetti states

Approximately 35% of the students who initially enter first grade in rural areas successfully complete this educational level, while slightly less than half (16 students) proceed to secondary school. Among them, 8 students successfully complete the ninth grade, and only 7 students manage to finish the entire basic education cycle (2003, p.183).

The National Development Plans created by the government continue to provide resources to the institutions that have better assets and leave aside those that need more resources. According to Gaviria (2017), "the poorest strata possess less than 5% of the national income, while the richest control 60%. This is worrying when it is understood that family income is a fundamental determinant of access to education for children and young people". (p. 57).

On the other hand, rural education seems to naturally leave life in the countryside behind and prepare students for a new life in the city, which is usually called development (Gaviria, 2017, p.59). Therefore, this leads to abandonment by the inhabitants themselves and a feeling of resignation for those who live in these areas.

In Colombia, the MEN presents an educational model for rural education called "Escuela Nueva". This formal education model integrates students of various ages, grades, and

cultural backgrounds in the same classroom. It also includes different curricular strategies, teacher training, and community participation. With this model, the MEN provides guidelines for each primary grade taking into account 4 areas: mathematics, language, social sciences, and natural sciences. Unfortunately, this model does not have material for teaching English as a foreign language.

As a result, the MEN has created new strategies and resources for teaching English in rural education. This is how ECO WEB 2.0 (English for Colombia Web) arose. This is digital educational resource created in conjunction with the British Council, an international organization from the United Kingdom created to build cultural relations and educational opportunities. In ECO WEB 2.0, the MEN collects and makes available to the population a large number of resources for teaching and learning English, such as textbooks, readings, assessment tools, suggested curriculum, guides, and lesson plans for teaching and learning English, besides the radio program called ECO RADIO 2.0.

ECO RADIO is a small part of ECO WEB 2.0. The radio program is divided into two: ECO kids for elementary school students and ECO Teens for high school students. The programs have worksheets for students, guidelines for teachers, and complementary videos. The program can be listened to through the web page, in 72 national radio stations of the National Army, and in 78 local radio stations.

Taking into account the great possibilities to access information and didactic material that this source may offer to rural teachers and students, it is essential to know if the resource is known and used by rural school teachers. Therefore, the need arises to explore the knowledge that English teachers of rural schools in Santander have about this platform. It is also necessary to explore their perception of its validity with respect to the cultural context of their communities and the resources available to make use of it in the classrooms.

Research question

How is Eco Radio 2.0 implemented by rural school teachers in Santander?

Justification

In Colombia, teaching and learning a foreign language became relevant in 1994 through the General Education Law. As the MEN recognizes Humanities, Spanish Language, and Foreign Languages as critical areas of basic and secondary education. Therefore, teaching English is a priority due to the role that this language plays in areas such as research, business, and work. For this reason, rural school students should not be exempt from learning English, since it would bring economic and social development to their communities, as well as study and employment opportunities in various areas of the country and even abroad. As stated by Roldán and Henao (2017), teaching and learning the English language is something essential to improve the quality of life of citizens, and not only a competitiveness strategy (p.128). It is for this reason that the Government promotes teaching and learning English through projects and primers at the National level.

The MEN has created different English sources directed to the community that are accessible as long as schools have access to the internet, radio, and a printer or receive them directly from the National Government. The aim of these sources is "to have citizens capable of communicating in English, with internationally comparable standards, that insert the country in the processes of universal communication, in the global economy and in cultural openness" (Wilches, 2009).

Table 1 there is a description of the resources developed by the MEN. All teachers around the country can find these materials easily and for free on the website "Colombia Aprende".

Table 1.*Programs created by the MEN*

My ABC	A strategy of the National English Program 2015-2025 that articulates a teacher training process with the distribution of didactic material develop by the MEN.
Bunny Bonita	A project developed by the National Bilingualism Program, and its objective is to teach between 4 and 8 years old.
Way to Go!	It is a series of contents for teaching/learning English, its objective is to create a pleasant and real context for students, in which they can develop their English skills.
English Please!	It is a series of official design primers with which the aim is to promote bilingualism in the teaching of basic secondary education.
Fast Track	Program that supports the development of English for children, which will improve their way of thinking and interacting with the world around them.
ECO 2.0	ECO 2.0 is a platform that recognizes the cultural and social diversity of regions and educational institutions, an additional resource to support the return to face-to-face learning and continue promoting autonomous and family learning. It is made up of two strategies: ECO Radio and ECO Web to reach urban and rural areas throughout the national territory.

Despite the variety of resources available, the results of the Pruebas Saber 11 tests of calendar A, do not give encouraging outcomes. For example, in 2020, 57% of the students were positioned at the A- level. Likewise, in 2021, 47% of the students were at the A- level. these results reflect that there could be unawareness and lack of use of these materials.

Therefore, this research is carried out to analyze how Eco Radio 2.0 is implemented by rural school teachers in Santander. It is well known that rural schools in Colombia are not in optimal conditions to receive programs where the main teaching tool is other than the teacher. It is important to analyze the situation in order to answer different questions, such as whether the British Council and the MEN are aware of the problems experienced by rural Colombian schools when it comes to making these proposals.

Knowing whether the program has had difficulties in its implementation and design will allow the development of proposals to improve these aspects and contribute to rural schools receiving good training in English as a foreign language. Moreover, this study will be useful to evaluate the relevance of these resources and the way in which the MEN disseminates the material created.

The main beneficiaries of this research will be the students who will receive a quality education in the subject, teachers who will have different tools for teaching English, and the MEN who will learn about the actual use of its educational proposals in rural schools. Likewise, it will give way to future research related to the analysis of English teaching sources.

The greatest motivation to carry out this research project relies on the need to provide ideas to make the English language learning and teaching process more accessible through the real and efficient implementation of the Eco Radio 2.0 resource, so teachers in Colombia get familiar with it and know how to use it. Finally, this project is feasible because it is low cost and no extra resources financed by the Universidad Industrial de Santander or other entities are necessary.

1. Objectives

1.1 General Objective

To explore how Eco Radio 2.0 is implemented by rural school teachers in Santander.

1.2 Specific Objectives

To identify the rural schools where Eco Radio 2.0 is implemented in class and the way in which it is implemented.

To recognize the perceptions of rural English Teachers towards Eco Radio 2.0.

To analyze the pertinence of the Eco Radio 2.0 material with respect to the real context of rural educational institutions in Santander.

2. Theoretical Framework

2.1 Background

2.1.1 Rural Education in Colombia

The United Nations Programme for Development (2011) reported that a great portion of Colombia is rural. They informed that around 94.4% of the physical territory is rural, 72.5% of Colombian municipalities are rural and 31.6% of the population lives in rural areas. (PNUD, 2011). In the data shown by the Mission for the Transformation of the Countryside led by the DNP, it can be observed that: "in the year 2013(...) 13.8% of children between 12 and 15 years old in the rural area were not attending secondary education". According to the data presented in the Special Plan for Rural Education a total of 9,361,770 students enrolled in 2016 1,185,944, are from rural schools. This is considered to be a low figure that is caused by different limitations. (Educación Rural, P. E. 2017).

On one perspective, Colbert (1999) presented a hopeful viewpoint of rural education thanks to the development of "Escuela Nueva". In Colombia, around 80% of rural schools are multi-grade. Therefore, it promotes innovation, student-centered learning, cooperative learning, personalized and flexible teaching strategies, and demand for materials specially designed for independent learning and cooperative work. Notwithstanding the positive changes, the author considers that a lot of work needs to be done in order to improve rural education in Colombia.

In contrast, Gaviria (2017) and Rueda (2018) presented articles analyzing Colombian education's problems and challenges, giving a perspective of the actual condition of rural schools. They highlighted the proposals developed by the government over the last decades to offer quality education to rural areas, however, they said the situation has not improved significantly. According to them, some of the remaining problems are the lack of access to rural

schools and health services, access routes, communication, interconnectivity, violence, and lack of pedagogical resources. They also pointed out the importance of a teaching practice that promotes the participation of the rural community and is related to their collective habits, context, work, agriculture, nature, and beliefs.

2.1.2 English and Rural Education in Colombia

Neira and Fierro (2019) aimed to understand how the educational policy of bilingualism is incorporated in rural areas of Tolima Colombia, where they found that classrooms do not have sufficient resources for conducting classes due to different aspects such as the difficult access to the areas and the lack of training for teachers

Similarly, Roldán & Peláez (2017) analyzed the implementation and relevance of the language policy in a rural area in the north of the department of Antioquia. The results showed that teachers thought that the implementation of these policies has improved and that the MEN has created new and good strategies. However, they should take into account the specific conditions and needs of each region because the policies have been ineffective.

According to the 2015 Saber 11 National Report, "In the English test, fewer students placed in the lowest performance levels (A- and A1), going from 84% to 75%. In addition, at the highest levels (B1 and B+), 10% of students placed in 2021, is the highest result among the last three applications". In the 2015 report, the results of rural public schools are shown in more detail. The table shows that most of the students are in the lowest level (A- and A1).

According to Fandiño, Bermúdez, and Lugo (2012) from the Sabana University in Colombia, one cause of these results is the lack of planning for bilingual education for children, highlighted as a specific challenge, they point out that although the National Bilingual Plan aims to ensure a good level of adulthood, "there are no approaches or concrete theoretical

precisions on bilingual education in children. There are also no methodological indications that allow articulating or basing bilingual projects and plans in primary school"(p.373).

2.1.3 Implementation of Information and Communication Technologies (ICTs) and Digital Educational Resources (DER) in rural schools

Álvarez (2007) studied the effectiveness of ICTs in education to reach sustainability in rural communities by analyzing the posture of different countries and organizations. The concept of sustainability was defined as multidimensional, which encompasses ecological, social, educational, and political transformation. The author concluded that the use of TIC in education is essential to close the digital gap remaining in these communities and promote their development.

In Colombia, Álvarez and Blaquincett (2015) studied the perceptions of rural school teachers about the use of ICTs in their pedagogical practices. They found that some of the teachers do not feel fit to use ICTs and think that new technologies are being incorporated without an accurate process of appropriation. However, they recognize some positive facts. They consider technology as a facilitator to build knowledge and a means to enhance teaching and learning processes in schools.

Colombia has had challenges in the incorporation of technological resources in rural schools. "While in urban areas 69% of young people use computers, in rural areas only 36.7% do so, revealing a considerable disparity (IPEE Unesco, 2014)." To make a small proportion, in Tunja there are seven rural institutions of which "for every 7 students there are 2 tablets and for every 37 students there are 10 computers. For every 37 students, there are 10 computers. However, omitting extreme data in which there is one tablet for every 30 students, on average for every 5 students there is one tablet". The teachers did not have internet in the classroom but

from the cities or towns, they tried to download the technological strategies to bring them to the Institution. (Molina & Mesa, 2018.20)

2.2 Theoretical Basis

CLIL

Westall (2015) provided a definition of CLIL as an educational approach that combines the learning of both language and subject content. CLIL encompasses any learning activity in which language is utilized as a tool for acquiring new knowledge in a specific subject area or theme (p. 217). Eco Radio 2.0 is a platform that incorporates diverse knowledge from various fields to support English language instruction. This platform embraces the natural use of language, a key principle of the CLIL methodology, which is exemplified through radio programs. As Darne (1996) stated, language learning is enhanced when learners have the opportunity to acquire subject-specific knowledge concurrently (p. 4).

Communicative Language Teaching

Richard et al. define this method as “an approach to foreign or second language teaching which emphasizes that the goal of language learning is communicative competence” (1992: 65). In this method the use of the mother tongue is not limited and is thought to facilitate the vocabulary learning process. In Eco Radio 2.0, language is used in a meaningful way, resulting in classrooms that offer opportunities to interact with real-life vocabulary, different cultures, and contexts in which students live.

2.2.1 Sociolinguistic

Sociolinguistics is the science that deals with the study of language in its social environment. Hymes (1972) the MEN motivation in the creation of Echo Radio 2.0 or other types of resources is a sign of the importance attributed to the learning of a second language in society. Therefore, it is evident the important role that a language such as English plays within the power dynamics of countries and how its function is determined by the public policies adopted by governments. According to Cano (2015), sociolinguistics allows us to identify the relationship between language and governments since there is a relationship between the study of language and its function within society.

2.2.2 Conceptual framework

Rural Schools:

Schools located in remote geographical locations where the distance to an urban city is over 100 miles (Ringler & Jones, 2020).

ECO radio 2.0:

It is part of the ECO 2.0 Universe, a strategy launched by the MEN in alliance with the British Council, in Colombia to promote English Learning. ECO Radio is based on two radio programs: *ECO Kids* for primary students and *ECO teens* for secondary students.

Pedagogical resources:

Resources used to enhance the teaching and learning activities (Durak & Çankaya, 2019).

Digital educational resources:

“DER is any type of material that has an intentionality and purpose framed in an educational action, whose information is Digital and is available through the internet

and that allows and promotes its use, adaptation, modification and/or customization."(Chinchilla, 2016, p.).

Pertinence/ Relevance:

According to Pérez (2009), education is considered relevant when it aligns with social circumstances and requirements, as well as the regulations governing social interaction, while taking into account the distinct attributes of students within their diverse natural and social settings for engagement (p. 1).

2.2.3 Legal Framework

A. International Legislation:

In article 26 of the Universal Declaration of Human Rights, 1948, it is said that everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary, technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

Likewise, UNESCO Convention against Discrimination in Education, 1960 in Article 1 explains discrimination as depriving people of access to any type or level of education; limiting any person to a lower level of education; establishing or maintaining separate systems or institutions of education for persons or groups of people in conditions incompatible with human dignity.

B. National Legislation:

In Colombia, article 67 of the Political Constitution (1991) states that education is a right and a public service with a social function. The State, society, and family have an obligation to ensure the quality and access to public educational services (General Education Law, 1994. Law 115. art. 1 and 4). Article 64 of the same law makes a special focus on rural education. The law states that The National Government and the territorial entities are obliged

to promote rural education service, which focuses on technical training in agricultural and agro-industrial activities and other activities fundamental to the development of rural communities.

Finally, The Resolution 021598 of 2021 and the Peace Agreement in Colombia have implemented the Special Rural Education Plan (PEER) with the aim of offering holistic support to early childhood education. This plan ensures the provision of education with broad coverage, high quality, and relevance in rural areas. It also seeks to eradicate illiteracy in these regions, facilitate the continued education of young individuals in rural areas, and promote collaboration between regional academic institutions in the advancement of rural development initiatives.

3. Methodological Design

3.1 Paradigm and Type of Research

This research implements a mixed method. Chen (2006), cited by Saompieri et al., (2014) defines it as the integration of quantitative and qualitative methods in one study to get a more complete perspective of the problem. Therefore, we can obtain varied and richer information and integrate critical procedures to analyze data (Sampieri et al., 2014, p. 535). According to the objectives, the research takes an exploratory and descriptive nature. It will be exploratory as there is no information or previous research about Eco Radio 2.0. or research that compiles teachers' perceptions about resources created by the MEN in Colombia. Therefore, it consists of research that analyzes an understudied topic which lets us inquire about new issues and set bases for future studies in this area. (Sampieri et al., 2014, p. 91). It is also descriptive as we aim to present teachers' perceptions and collect information about the acknowledgment and use of ECO RADIO 2.0 in rural schools in Santander.

3.2 Hypothesis

Following the ideas, our research question led us to inquire how Eco Radio 2.0 is implemented by rural school teachers in Santander. As a possible answer, we have formulated the following hypotheses:

H_1 : Eco Radio 2.0 is implemented by English teachers of rural schools in Santander on a daily basis and as the main source for their classes by using the different resources they have in their classrooms.

$H_{the 0}$: Eco Radio 2.0 is not implemented by English teachers of rural schools in Santander on a daily basis, and as it is not the main source for their classes by using the different resources they have in their classrooms.

3.3 Sample

Teachers from Rural schools in Santander are the participants of this research. The number of participants in this research was 32 teachers, selected through a non-probabilistic convenience sampling technique (Creswell, 2008). Of the 32 participants, 5 were male (15.6%) and 27 (84.4%) were female. In addition, their ages are between 29 and 66 years old. Several of the participants belong to 12 different educational institutions in ten municipalities of Santander.

3.4 Instruments and Strategies to collect information

The data collection technique used is administering written questionnaires and the collection tool is a questionnaire. In consonance with Chaleunvong (2009), a written questionnaire is a data collection tool in which written questions are asked and presented to the participants. The author also pointed out that a written questionnaire can be administered in

several ways, including sending the questionnaire with clear instructions on how to answer it. (p.8).

Chaleunvong (2009) also named some advantages of using this data collection tool, some of them being that it allows anonymity and therefore, more honest answers are obtained, it is less expensive, and based on Powell and Connaway (2009) as cited by Cln & Iro (2013) a questionnaire can be self-administered, meaning that respondents are asked to complete the questionnaire themselves, which can be sent by e-mail or through a website, also administered by researchers to respondents (face-face), or administered to participants via telephone by interviewers (p.42).

This questionnaire is designed to be answered in a maximum of 15 minutes and is an open-ended questionnaire. It consists of 18 questions, with an established order so that their answers are more enjoyable and easier to respond to. The first 6 questions are based on personal information and the school where you work. Then, it has questions that are related to the topic to be investigated, teachers' knowledge of English teaching materials in the country, their knowledge of Eco Radio 2.0, its implementation, their experiences, access to the material, recommendations, strengths, and weaknesses of said resource. The questions are divided into two types, one, if the teacher does NOT recognize the program, he/she only has to answer the first 11 questions. On the other hand, if the teacher DOES know the platform, he/she must answer all 18 questions about the relevance of this program in rural schools.

The main reason why this instrument has been selected is that it helps us to get the perceptions of teachers and also lets us obtain quantitative and qualitative information to get a complete perspective of the phenomenon. Questionnaires also provide the freedom to conduct the questions and get long and detailed answers from the participants. We also choose this data collection tool due to the ease of response and time availability of the responders (rural school teachers).

Additionally, the questionnaire will be evaluated by judges and experts on research who will validate the format and questions. To do it, they will use a rubric where each question will be given a score from 1.0 to 5.0, being 5,0 the highest score. The experts will be able to write their recommendations for each question.

3.5 Resources and Analysis Techniques

For the analysis of this research that implements the mixed method, first, qualitative data was collected through an interview. Analytical memos, according to Montgomery and Bailey (2007), refer to concise records documenting the researcher's reflections, ideas, and inquiries that arise during the process of data collection, coding, or data analysis. These memos serve various purposes, including the identification and creation of categories, the development, and definition of codes, as well as the exemplification of categories, and the organization of categories into overarching themes.

Second, with the categories found, spreadsheets were made with the answers to make coding in the JASP program. "JASP: The acronym JASP comes from the English expression Jeffrey's Amazing Statistics Program, in recognition of the pioneer of Bayesian inference Sir Harold Jeffreys. It is a cross-platform open-source statistical package, developed and continuously updated (at version 0.9.2 as of December 2018) by a group of researchers at the University of Amsterdam". (Goss-Sampson & Meneses, 2018).

Finally, a determination analysis was performed. The purpose of this analysis was to recognize and identify the factors that led to that situation and to analyze whether positive or negative consequences in the future.

4. Results and findings

The following results are extracted from a mixed questionnaire conducted with teachers from different school' grades in rural schools of Santander. The quantitative information will

be presented first. This part shows valuable sociodemographic information and information regarding resources for English teaching known and implemented by 32 teachers of rural schools in Santander. These results are divided into 3 categories: (1) sociodemographic information, (2) characterization of the participants, and (3) implementation of educational resources for English teaching created by the Ministry of Education used in Santander's Rural Schools. On the other hand, qualitative information will give us an insight into teachers' perceptions and implementation of Eco Radio 2.0 in their English classes. This part is divided into 2 categories derived from the results of the questionnaire, which is intended to synthesize the responses obtained. These categories are: (1) teachers' perceptions of the use of Eco Radio 2.0 in the schools of Santander, and (2) the pertinence of Eco Radio 2.0 for teachers in rural schools of Santander. In order to maintain confidentiality, the identity of the participants will be protected, hence they will be called T1... T32, where T stands for teacher and the number assigned refers to the order the teacher answered the questionnaire.

The reading of the quantitative information and the preparation of the tables were carried out using JASP (Jeffreys's Amazing Statistics Program), which is a free and open-source program for statistical analysis supported by the University of Amsterdam so that all the information would be accurate, easy to read, and easy to understand.

4.1 Quantitative findings

4.1.1 Sociodemographic Information

The socio-demographic information in this research includes relevant data on the rural teachers involved, such as the municipality where they are located, the village to which they belong, and the rural schools where they work. It is important to highlight this information because it allows us to contextualize the reality in which the teachers operate and to better understand the conditions in which they teach their classes. In addition, this information helps

us to identify possible factors that may be influencing the implementation of educational strategies and the quality of the teaching-learning process.

4.1.2 Municipality

Table 2 simplifies the information collected by the survey on Municipality where teachers, who participated in the study, are located. In total, there are 10 municipalities: Giron, El Playon, Charalá, Matanza, Lebrija, Charta, El Carmen de Chucurí, Rionegro, Molagavita, and San Andrés. 12 participants (37.5%) work in Municipality 1, which is Girón. 3 participants (9,37%) work in Municipality 2, called El Playón. 8 participants (25%) work for Municipality 3 which is Charalá. And 1 participant (3,12%) from Municipality 4 which is Matanza. 1 participant (3,12 %) works for Municipality 5 called Lebrija. 1 Participant (3,12%) works for Municipality 6, which is Charta. 1 participant (3,12%) works for Municipality 7, named El Carmen de Chucurí. 1 participant (3,12%) works for Municipality 8, which is Rionegro. 1 participant (3,12%) works for Municipality 9, Molagavita. Finally, 3 participants (9,38%) work for Municipality 10, San Andrés.

In Santander there are 87 municipalities; as shown in *Table 2*, teachers from 10 municipalities participated in this research. Girón is the municipality to which most of the participants belong, with 12 teachers (37%). According to the Secretary of Education of Girón (2023), there are 21 public institutions which are located in different rural areas. The second municipality with the highest participation is Charalá with 8 participants (25%), and the municipalities where only 1 participant is located are Matanza, Lebrija, Charta, El Carmen de Chucurí, Rio Negro, and Molagavita.

Table 2.*Location of teachers for Municipality*

Municipality	Frequency	Percent	Valid Percent	Cumulative Percent
1	12	37.500	37.500	37.500
2	3	9.375	9.375	46.875
3	8	25.000	25.000	71.875
4	1	3.125	3.125	75.000
5	1	3.125	3.125	78.125
6	1	3.125	3.125	81.250
7	1	3.125	3.125	84.375
8	1	3.125	3.125	87.500
9	1	3.125	3.125	90.625
10	3	9.375	9.375	100.000
Missing	0	0.000		
Total	32	100.000		

4.1.3 Villages

Teachers who participated in this study belong to 20 villages in the Department of Santander. *Table 3* shows the information about the number of teachers per village. 8 participants (25%) belong to Village 1, which is San José de Motoso. 1 participant (3.12%) belongs to Village 2, which is San Antonio, and another participant (3.12%) belongs to Village 3, which is San Benito. 1 participant (3.12%) belongs to Village 4, which is called La Aguada. 3 participants (9.37%) belong to Village 5 which is Acapulco, and 1 participant (3.12%) belongs to Village 6, which is Altamira. 1 participant (3.12%) belongs to Village 7, which is Grima Alta. 4 participants (12.5%) belong to Village 8, which is El Resguardo. 1 participant (3.12%) belongs to Village 9, which is Vereda Bagres, and 1 participant (3.12%) belongs to Village 10, which is Tinagá Bajo. As we can see in the table, villages from 11 to 20 correspond to 1 participant (each one with 3.12%), being Village 11: San Carlos, Village 12: Hogar Juvenil,

Village 13: La Victoria, Village 14: La Aguada, Village 15: Cirales, Village 16: Llano de Palmas, Village 17: Cabrera, Village 18: Poblado, Village 19: San Luis, and finally, Village 20: San Sebastián.

According to the National Administrative Department of Statistics (DANE) of Colombia, in the Department of Santander, there are a total of 554 registered villages these villages are distributed in the different municipalities of the department. The number of villages in each municipality may vary, depending on its territorial extension and geographical characteristics. As we can observe in Table 2, the village with the highest participation was San José de Motoso with 8 participants (25%) located in Girón Santander. The next one corresponds to El Resguardo (12.5%) with 4 participants located in Charalá, and the third one was Acapulco (9.37%) with 3 participants located in Girón. The rest of the villages had one participant, with 3,125% each (San Antonio, San Benito, La Aguada, Altamira, Grima Alta, Vereda Bagres, and Tinajá bajo).

Table 3.*Villages and the number of participants for each one*

Village	Frequency	Percent	Valid Percent	Cumulative Percent
1	8	25.000	25.000	25.000
2	1	3.125	3.125	28.125
3	1	3.125	3.125	31.250
4	1	3.125	3.125	34.375
5	3	9.375	9.375	43.750
6	1	3.125	3.125	46.875
7	1	3.125	3.125	50.000
8	4	12.500	12.500	62.500
9	1	3.125	3.125	65.625
10	1	3.125	3.125	68.750
11	1	3.125	3.125	71.875
12	1	3.125	3.125	75.000
13	1	3.125	3.125	78.125
14	1	3.125	3.125	81.250
15	1	3.125	3.125	84.375
16	1	3.125	3.125	87.500
17	1	3.125	3.125	90.625
18	1	3.125	3.125	93.750
19	1	3.125	3.125	96.875
20	1	3.125	3.125	100.000
Missing	0	0.000		
Total	32	100.000		

4.1.4 Rural Institutions

In this section, the rural schools where teachers work are presented. It is important to highlight that these schools belong exclusively to the Department of Santander. Table 4 shows the rural schools and the number of teachers working in these institutions.

A number of 9 (28.12%) teachers work in Institution 1 which is Colegio San José de Motoso. 2 teachers (6,25%) work in Institution 2 called Institución Educativa Betania Sede I. 1 teacher (3,12%) works in Institución Educativa San Ignacio, that corresponds to Institution 3. We also found 3 teachers (9,37%) who work in Institution 4 named Instituto Miguel Sánchez Hinestroza. 4 teachers (12,5%) work in Institution 5 called Institución Educativa San Francisco

de Asis sede E, and also 4 teachers (12,5%) work in Institution 6 which is El Resguardo. Just 1 teacher (3,12%) works in Institution 7 called Colegio Lizcano Florez.

Only 1 teacher (3,12%) works in Institution 8 which is Institución Educativa La Victoria. 1 teacher (3,12%) works in Institution 9 which corresponds to Instituto Agrícola. 1 teacher (3,12%) works in Institution 10 named Institución Educativa Cirales. Besides, 1 teacher (3,12%) works in Institution 11 called Colegio Llano de Palmas. 1 teacher (3,12%) works in Institution 12 which corresponds to Institución Educativa Lagunitas, then 3 teachers (9,37%) work in Institution 13 named Colegio Antonio María Guarín.

A total of 13 Institutions where participants are employed from different villages and municipalities of Santander participated in this research. The educational institution with the highest participation is the San José de Motoso School (28.12%) located in the village of San José de Motoso in the municipality of Girón. The following institutions with a significant number of participants were San Francisco de Asis Educational Institution, campus E, and El Resguardo, each one with 4 teachers participating, which corresponds to 12.5%. Finally, 7 institutions had only one participant each. Each of these 7 institutions accounted for 3.12% of the total.

Table 4.*Number of teachers who teach English in each rural school*

Institution	Frequency	Percent	Valid Percent	Cumulative Percent
1	9	28.125	28.125	28.125
2	2	6.250	6.250	34.375
3	1	3.125	3.125	37.500
4	3	9.375	9.375	46.875
5	4	12.500	12.500	59.375
6	4	12.500	12.500	71.875
7	1	3.125	3.125	75.000
8	1	3.125	3.125	78.125
9	1	3.125	3.125	81.250
10	1	3.125	3.125	84.375
11	1	3.125	3.125	87.500
12	1	3.125	3.125	90.625
13	3	9.375	9.375	100.000
Missing	0	0.000		
Total	32	100.000		

In conclusion, the analysis of the quantitative tables reveals important information about the participants' exact location. In total, 34 teachers from 10 municipalities, 13 institutions, and 20 villages participated. Girón led in all the results with the number of participants. Also, in the village of Girón, there is an institution where a significant number of the teachers who were part of the institution are working.

4.2 Characterization of the Participants.

The present section focuses on examining the participants who are involved in the study. Specifically, we explore the characteristics of a group of teachers in terms of their age, gender distribution, and English language proficiency. Understanding these aspects is crucial for gaining insights into the composition of the participant pool and providing a comprehensive

analysis of the research outcomes. By analyzing the diverse backgrounds and attributes of the teachers involved, we aim to shed light on the potential impact of these factors on the research findings.

4.2.1 Gender

On this variable called gender, we can notice that 27 participants were women (around 84%), represented by number 1, and just 5 were men (around 16%), represented by number 2 (Table 5).

Table 5.

Participants' gender

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
1	27	84.375	84.375	84.375
2	5	15.625	15.625	100.000
Missing	0	0.000		
Total	32	100.000		

Another important aspect in the characterization of the participant is their English level. This aspect is explained in the next section.

4.2.2 Teachers' English Skills

To teach English effectively, it is necessary to have a thorough knowledge of the language. This implies the ability to understand and correctly use grammar, vocabulary, and pronunciation, to have effective listening skills and excellent spoken and written communication skills.

For this reason, the teachers' English skills were asked. The results of the survey showed that 17 teachers (53%) said that they could talk about familiar topics in a simple way, and also understand short conversations about everyday situations with people who speak slowly and understandably, which is represented by number 1 in the table. This description makes reference to a pre-intermediate English level according to the Common European Framework of Reference for Languages (CEFR).

Then, 11 teachers (34.3%) affirmed they could make themselves understood in routine situations and talk about them. They are also able to formulate and answer questions with specific information on topics that are familiar to them. This description makes reference to number 2 in Table 6 and represents an intermediate English level according to the CEFR

In contrast, only 2 teachers (6.25%) stated that they could understand the main points of complex texts on a wide range of concrete and abstract topics. They can communicate clearly and discuss the pros and cons of various options and positions in quite sophisticated ways, and it is represented by number 3. This description makes reference to an upper intermediate English level according to the CEFR. Finally, 2 teachers (6.25%) answered that they are able to understand and produce complex texts on specific topics and with a certain level of abstraction. Likewise, engaging in conversation with native speakers with a certain level of fluency and spontaneity. This is represented by number 4 in the table. This description makes reference to an advanced English level according to the CEFR.

From Table 6, we can infer that most of the teachers, 17 out of 32 (53%) handle English at a pre-intermediate level. Then we observe that 11 out of 32 (34.3%) consider that they are in the intermediate level. After the previous results, for the upper intermediate level, only 2

teachers were found who consider themselves to be at that level (6.25%), and for the advanced level also 2 of the participants considered to be at this level of English (6.25%).

Table 6.

Rural teachers' English level according to the CEFR

Teachers' English Skills	Frequency	Percent	Valid Percent	Cumulative Percent
1	17	53.125	53.125	53.125
2	11	34.375	34.375	87.500
3	2	6.250	6.250	93.750
4	2	6.250	6.250	100.000
Missing	0	0.000		
Total	32	100.000		

4.3 Implementation of educational resources for English teaching created by the Ministry of Education used in Santander's Rural Schools

In this section, we will analyze the participants' responses in regard to their knowledge of the English teaching materials offered by the MEN, the resources they implement in their classes in rural schools, and the level of familiarity they have with Eco Radio 2.0.

4.3.1 Resources proposed by the MEN, known by teachers

In the first question, teachers were asked to mention educational resources for English teaching, proposed by the Ministry of Education, that they know. Number 1(59,3%) corresponds to 19 teachers who were not aware of any educational resource developed by MEN for teaching English. Resource number 2 (6,22%) corresponds to “Be the one challenge”, 2 teachers mentioned the material. Resource number 3 (6,25%) corresponds to “Eco web 2,0”,

and 2 teachers know the material. Resource number 4 (12,5) corresponds to “Basic Learning Rights”, 4 teachers mentioned the material. Resource number 5 is “Eco Radio 2,0”, 2 teachers know the material. Resource number 6 (3,12%) corresponds to the book “Way to Go”, 1 teacher knows the material. Resource number 7 (3,12%) corresponds to “Santander Bilingue”, mentioned by one teacher. Finally, resource number 8 corresponds to a teacher who answered YES but did not mention the name of the resource.

It can be observed in *table 7* that more than half of the participants (59%) do not know any of the materials proposed by the MEN to teach English in Colombian institutions. The resource that teachers are most familiar with is Basic Learning Rights (BLR) with 12.5%. The “Way to Go” book is only known by one teacher. It could be observed that there are unclear answers, since one teacher answered YES, without specifying the name of the resource he/she knew or used.

Table 7.

Educational resources proposed by MEN known by the teachers

Educational resources known to teachers and proposed by the Ministry of Education	Frequency	Percent	Valid Percent	Cumulative Percent
1	19	59.375	59.375	59.375
2	2	6.250	6.250	65.625
3	2	6.250	6.250	71.875
4	4	12.500	12.500	84.375
5	2	6.250	6.250	90.625
6	1	3.125	3.125	93.750
7	1	3.125	3.125	96.875
8	1	3.125	3.125	100.000
Missing	0	0.000		
Total	32	100.000		

4.3.2 Resources implemented in the classes

In the second question, teachers were asked if they implemented the resources they knew and mentioned in the previous question. *Table 8* shows the resources implemented in a class by the teachers. These are: Number 1 (68.7%) refers to the answer NO, which means that they do not use any English teaching materials created by the MEN. Number 2 (15,6%) refers to the book “Way to Go”. Number 3 (3,12%) “Pedagogical strategies”. Number 4 (3,12%) refers to “Basic Learning Rights”. Number 5 (3,12%) refers to the “Classroom plan”. Number 6 (3,12%) “Primers by Claudia Harker”. Number 7 (3,12%) refers to “Mallas de aprendizaje”.

The results indicate that despite the knowledge teachers have about the existence of different educational resources proposed by the Ministry, there is a lack of expertise and usage of these resources.

It can be seen that some teachers also used resources that are not proposed by the MEN, such as the "Pedagogical Strategies", which is resource number 3, the "Classroom Plan", which is resource number 5, and the "Claudia Harker's Primers", which is resource number 6.

Table 8.

Implementation of Other Educational Resources made by MEN

Implementation of the aforementioned resources	Frequency	Percent	Valid Percent	Cumulative Percent
1	22	68.750	68.750	68.750
2	5	15.625	15.625	84.375
3	1	3.125	3.125	87.500
4	1	3.125	3.125	90.625
5	1	3.125	3.125	93.750
6	1	3.125	3.125	96.875
7	1	3.125	3.125	100.000
Missing	0	0.000		
Total	32	100.000		

4.3.3 Knowledge about Eco Radio 2.0

In question number three, teachers were asked if they were aware of the “Eco Radio 2.0” resource. As shown in *Table 9*, just 9.4% of the participants, 3 teachers, responded affirmatively. On the other hand, 90.6%, of 29 teachers, answered negatively, showing they were unaware of the existence of this resource.

At this point of the questionnaire, the answer to this question allowed teachers to move on to the next questions, or else they would end the questionnaire. Teachers who answered positively could continue with questions exclusively related to the resource “Eco Radio 2.0”. Teachers who answered negatively would finish the questionnaire there. These results allowed us to see and analyze the little knowledge of this resource among some of the teachers in the rural area of the country.

Table 9.

Teachers' knowledge of Eco Radio 2.0

Knowledge about Eco Radio 2.0	Frequency	Percent	Valid Percent	Cumulative Percent
No	29	90.625	90.625	90.625
Yes	3	9.375	9.375	100.000
Missing	0	0.000		
Total	32	100.000		

4.4 Qualitative Findings

In the second part of the questionnaire, qualitative information was collected, where teachers shared their experiences using Eco Radio 2.0, described their level of knowledge about this tool, how they used it in their classes, and whether they considered it to be relevant. They

were also given the opportunity to mention those aspects that could be improved to optimize the use of Eco Radio 2.0.

4.4.1 Teachers' Perceptions of the Use of Eco Radio 2.0 in the Schools of Santander.

This section gathers teacher answers about ways they knew about Eco radio, Their opinions about access to this resource, and their perceptions about its pertinence for rural schools.

4.4.2 Ways to find out about Eco Radio 2.0.

Question number 4. *"How did you hear about Eco Radio 2.0?"*

A total of 29 participants did not answer the question, considering that they were those who did not know about this resource. T30 answered that he learned about it through the MEN, but did not mention whether it was through the official website or through training. This does not allow an analysis of the measures taken by the MEN to make this resource known.

T9 answered "Training", the participant did not mention if it was a training carried out in his/her school, nor who was the person who carried it out or the medium - this answer is not clear and does not allow an analysis, since there are different possibilities of who could have done it, the MEN, the school rector, a talk via the internet or training.

T17 answered "Platform". The participant did not mention which platform he/she used, and he/she did not mention how he/she got to know the platform, therefore, it is not possible to make an analysis about whether this means called "platform" could be known by some other rural teachers in Colombia.

The answers to the fourth question are the following: T9 stated that he knew about Eco Radio during teacher training. Unfortunately, the participant did not mention the entity that managed the training. T17 answered that he/she found the resource through a platform. One more time, the teacher should have mentioned the name of the platform he used. Finally, T30 stated that he/she had information about this resource thanks to the Ministry of Education.

4.4.3 Perceptions of Eco Radio 2.0 by Teachers in rural schools of Santander

Question number 5. "*What do you know about this resource?*", when the resource is mentioned it refers to Eco Radio 2.0, 29 participants did not answer the question, they are those who do not know the resource, and 2 participants did not answer at all.

T30 answered "It facilitates interaction between students and teachers", which could be analyzed as the interaction in the English classes presented by the teacher improved thanks to the Eco Radio 2.0 resource. Unfortunately, the participant does not mention what kind of interactions, because it could be that the program facilitates communicative interaction or perhaps improves other skills of the students, such as writing, listening, or reading.

T9 responded "Very useful". although it is an open question, where participants can express him/herself openly, this answer does not allow us to make an analysis about the usefulness of the Eco Radio 2.0 resource since there are many options for which it could be useful, useful for class preparation, useful to have interactive and innovative material in the English class, or useful to improve a skill. There are many possible answers that could be thought of.

To conclude, opinions about Eco Radio 2.0. T9 considers it useful for English lessons. Similarly, T30 answered that this source facilitates the interaction between teachers and English learners. On the other hand, T17 wrote "No". His answer let us infer that despite his awareness of the existence of Eco Radio 2.0 thanks to a platform, the teacher does not have the experience or enough information to express an opinion about the source.

4.4.4 Experience with the implementation of Eco Radio 2.0 in class

Questions number six and seven aimed to gather information about teacher experience with the implementation of Eco Radio 2.0 during their English classes.

Question number 6 was: *"Have you had the opportunity to implement this resource in your classes? How have you done so?"*

29 participants did not answer the question. 2 responded "No." Then, T9 responded: "Workshops conducted", Unfortunately, the participant was not clear about the workshop, he did not mention if the workshop was self-directed in the development of his English classes, or if he received a directed workshop where he had the opportunity to implement the resource.

Question number 7. *"How has your experience with the implementation of Eco radio been? Why?"*

The same 29 participating teachers did not respond to the question, and T17 responded "I do not use it".

T9 answered: "Good ... Bibliographic material in the institution". The answer is not clear. The teacher indicates that his experience has been good but it is not understandable when

he refers to "bibliographic material in the institution". On the other hand, T17 and T30 answered that they have not had the opportunity to implement the resource.

4.5 The pertinence of Eco Radio 2.0 for teachers in rural schools of Santander

The following questions aimed to gather information related to access to the source, its pertinence according to the needs of the rural schools, and finally, its strengths and weaknesses.

4.5.1 Access to Eco radio 2.0

Question number 8. *How do you consider access to this resource? Do you have the resources in the classroom to implement them?*

Hence this question is focused on teachers' perception of the access to the content of Eco Radio 2.0. This question also inquires if teachers consider they have the necessary equipment and resources to implement the radio program with the other tools proposed by the Ministry of Education. Out of 32 teachers, only 3 of them could give us an answer. T9 said "No, there is no connectivity" with which we can analyze that the material Eco radio 2.0 to be used appropriately, in a certain way requires internet or stable connectivity and in the institution where the teacher is, there is none. Then, T17 answered "No", a rather short answer that does not make it easy for us to understand if the teacher does not have access to the resource, or does not have the necessary equipment to use it, so we can say that he/she does not have any of the two options in the question. In the last place for this question, T30 said "The signal is difficult", we could infer that access to this material was difficult due to the poor signal or connectivity in his village. The three participants considered that they do not have enough resources to implement Eco Radio in their English classes.

Question number 9. *“Do you consider that Eco Radio fits the needs and life context of the rural school where you work? If yes, how does it adapt? If not, what can you recommend to contextualize this material?”*.

It received the following responses: 29 participants did not answer the question, as they do not know the platform, and they do not know how it can be implemented, therefore, they could not say what adjustments a rural school needs to use the Eco Radio 2.0 resource.

One participant, the T9 answered, "Training teachers on the material to be able to implement it". The participant makes a recommendation to adjust the Eco Radio 2.0 resource to rural schools. In his recommendation, he mentions that one way to achieve the use of this material in rural schools is by training teachers so that they know how and when to use it. On the other hand, the participant does not answer the complete question, as he does not mention whether or not he believes that Eco Radio 2.0 fits the needs and context of the rural school where he currently works.

It is possible to state that only 3 answers out of 32 expected were obtained. Two of them consider that the resource does not fit the context or the needs of rural schools and as a recommendation one of the teachers says that more training should be done for teachers on this material so that they can implement it in class. On the other hand, T30 had a different opinion from the others, the teacher says that this resource does adjust to the needs and context of rural schools but that more support is needed for the institution with equipment, books, and connectivity.

4.5.2 Adjustment of the Resource to the Needs of rural schools

Question number 10. *"In terms of your knowledge and experience with Eco Radio 2.0, what do you consider to be the strengths of this pedagogical resource? Explain your answers"*

30 participants did not answer the question. T17 answered "I have not used it" so he has not lived an experience using this resource before, nor talk about its strengths.

T9 answered "Management of the 4 skills" which is considered a strength that the participant saw in the platform, the participant did not explain his answer as requested in the question, which hinders the process of analyzing the strengths of the Eco Radio 2.0 resource for its use in rural schools in Santander.

Question number 11. *"Regarding your knowledge and experience with Eco Radio 2.0, what do you consider to be the weaknesses of the material, and what aspects do you think should be included or improved to be a suitable material?"*

31 participants did not answer the question as they were not familiar with the Eco Radio 2.0 resource.

T9 answered "Resources in the Institution", it could be said that a weakness of this Eco Radio 2.0 is the lack of resources in their institution. The participant is not clear about what kind of resources, he could have mentioned the access to light and radio, or that the institution does not have internet or any means to download the teaching material found on the platform, among others. The teacher did not answer the entire question, he did not mention the aspects that could be included or improved to make Eco Radio 2.0 an easily accessible and useful platform.

5. Analysis and Discussion

5.1 Rural schools where Eco Radio 2.0 is implemented in class and the way in which it is implemented.

The results show that this educational and pedagogical material called Eco Radio 2.0, which was created by the MEN and the British Council is not implemented by most of the English teachers who participated in this study (90,62%). As we observed in the qualitative results of question 6, the largest number of teachers did not answer the question, because most

likely they have not had any kind of knowledge or contact with this educational resource, and thus just two teachers responded that they had not had the opportunity to implement it in their classes although they know about it.

In the same way that has happened with other English and ICT resources, this research shows us that a good number of teachers do not use these materials in their classes or do not know them. As shown in the quantitative results, a high percentage of teachers (68.7%) did not use any MEN resource in their classrooms which may be a cause of concern. The MEN has invested and proposed several resources for English language learning in Colombia. These resources include teacher training programs, teaching materials, and virtual platforms. The MEN has also developed didactic materials for learning English at all educational levels. These materials include textbooks, teaching guides, educational games, and instructional videos. These resources are designed to be used both in the classroom and at home and focused on the development of the four language skills: listening, reading, speaking, and writing. Lizasoain et al., (2018) were not wrong when mentioning Colombia as a country that has invested a large amount of resources in the implementation of ICT tools for learning English, however, the results of this have not been as expected in any context (p.4).

This phenomenon may be happening for various reasons. Jaimes and Jaimes (2015), as cited in Lizasoain et al., (2018), stated that the most notorious reason would be the lack of teachers who have good knowledge and command of the foreign language (p.4), in this case, English, and also the need for means, connectivity, and equipment in rural schools. We can also agree with Soto D. (2018) when the author said that despite the good intentions of the government and public services to improve education and progress in rural areas, a counterpart of reality stands in the way and it is the lack of media such as electricity which prevents any technological development (p.279). Finally, also mentioned by Jaimes and Jaimes (2015), the

lack of training for teachers on the use and how to implement these educational resources together with ICT is a relevant problem in rural schools.

After analyzing the information above mentioned, the results of this research showed only one teacher (T9) who responded that she implemented Eco Radio 2.0 through a directed workshop, of which she does not specify what type of workshop it was. On the other hand, she qualified her experience with this material as "good", which leads us to think that when she has used this material it has been useful and perhaps appropriate for her classes. Unfortunately, no more information was found regarding this question, but we did observe that few of the teachers had knowledge about this resource and very few have had the opportunity to implement it, perhaps due to the lack of dissemination of this resource by the government and MEN. All these results make us think that if new strategies were created to propagate these learning materials in an easy and accessible way, it would be possible to get the most out of them with the help of ICT. Del Mora & Villalustre (2012), as cited by Arango D., and Pacheco L. (2018) stated that:

In addition, in educational contexts, using ICT effectively makes it possible to create new interactive learning scenarios, with spaces for self-learning and collaborative and cooperative learning, suitable for flexible learning. In this order, they are a possibility of establishing interactions between rural schools that are geographically separated from each other, "offering them the opportunity to share resources and multiformat materials within a virtual space, and create a learning community that makes it possible to carry out cooperative projects" (p.95).

Then, the results showed about question 7, respecting the experience with the implementation of the resource, also got the same largest number of teachers who did not answer it, T17 said that she doesn't use the material, and only T9 responded that her experience

was good with this material but we can't completely understand when she mentioned "bibliographic material in the institution", nor can't we do an assumption for this part of the answer.

For the implementation of educational resources in the classroom, it is not only required that these materials be promoted by the MEN, but also that teachers test their creativity and the necessary method according to the needs of students, as expressed by Del Mora & Villalustre (2012) cited in Arango D., and Pacheco L. (2018) "education in rural areas is a challenge for creativity and teaching innovation, which is promoted by the environment itself, since there are unique circumstances"(p.10), with unique circumstances they refer to the students and their needs, their geographical location and the condition of the school infrastructure in which the teacher is working.

5.2 Teachers' perceptions regarding Eco Radio 2.0

In the results of the qualitative questions (7-11), the difference between those teachers who know Eco Radio and those who do not is evident. According to the participants' answers, the following perceptions can be mentioned:

The first perception, Eco Radio 2.0 is difficult to access. T9 mentioned "No... no connectivity" and T32 said "Difficult signal". Eco Radio is a platform for which a radio signal and internet are needed to access the different episodes where students can learn the vocabulary and the different didactic files such as textbooks, reading books, guides, lesson plans, and a bank of evaluations which can be found in the web page. According to Felizzola (2010), "Technologies have a stylized language and the design of programs, processes, and procedures for access and retribution, have an almost exclusively urban character" (p. 102). It can be inferred that creating resources such as Eco Radio 2.0, where access to resources is completely

virtual, is erroneous since rural schools do not respond to the characteristics that a community must have to be able to access online resources.

According to the ICT Competencies for the Professional Development of Teachers (MEN, 2013), “the teacher is an integrating agent when he/she uses ICT in an autonomous and creative way, discovering the potential they mean for the planning, evaluation, and development of classroom practices”. In this case, although the teacher is highly motivated to implement these strategies in the classroom, the context prevents him/her from doing so, as T9 and T30 mentioned, there is no connectivity or internet signal in their schools, making it difficult to access the platform.

The second perception, Eco Radio 2.0 is a resource that has not been properly publicized. In this case, T30 mentioned that a good strategy for the dissemination of the resource could be "Training for teachers on the material in order to implement it". It is difficult for a teacher who works in rural schools to constantly access the MEN website to be updated with new tools. Therefore, it is important for the MEN to carry out appropriate training and programs for the context of rural teachers in Colombia. According to Timaná (2009), “It is important to pay attention to the country's cultural minorities; they require pedagogies that respond to their own needs”. It is not pertinent to create a single way to disseminate a resource since Colombia has schools that are diverse, and each one has its own difficulties. In this case, the rural schools of Santander do not have enough or any tools to implement the audio, videos, and worksheets proposed in Eco Radio 2.0 in their English classes.

The third perception of Eco Radio 2.0 allows students to learn through the 4 skills (listening, writing, reading, and speaking). T9 mentions that one of the strengths of Eco Radio 2.0 is that through this resource, students learn English by speaking, writing, reading, and listening. Different research shows that the use of ICTs promotes the acquisition of foreign languages Clavijo et al. (2012), promotes collaborative work, and students experience

meaningful learning. Eco Radio features many Online tools, according to Colombia Aprende website (MEN, 2021)

"Within the contents, ECO Web offers access to a Digital Toolbox that includes textbooks, reading books, guides, lesson plans, a bank of assessments with formative character in English, and complementary materials of the #BeThe1Challenge app, which is already in its 2.0 version and can be downloaded in the Android and iOS app stores."

These perceptions were taken from the responses of the teachers who participated in the research. It is important to emphasize that this work is exploratory in nature so that every word said by the teachers is important and contributes to the improvement of the resources provided by the MEN.

5.3 The pertinence of the Eco Radio 2.0 material with respect to the real context of rural educational institutions in Santander.

In this part, regarding the pertinence of Eco Radio 2.0, we compare the findings of this research with previous papers related to rural education and the use of digital educational resources. One of the main findings in this research is that, as stated by 2 participants (T9 and T30) who knew about Eco Radio 2.0, the implementation of this resource is hard due to a lack of interconnectivity and bad signal. This is a similar situation to the one presented by Gaviria (2017) and Rueda (2018), according to them, some of the remaining problems in rural schools are the lack of interconnectivity and pedagogical resources.

Similarly, as Neira and Fierro (2019) found in their research, classrooms do not have sufficient resources for conducting classes due to different aspects such as the difficult access to the areas and the lack of training for teachers. The findings in this research present similar results. T9 and T30 suggested that it is necessary to support rural schools with internet, and

pedagogical resources, and provide training to teachers about these new tools developed by the Ministry of Education.

The lack of training and dissemination of these new tools mentioned by T9 and T30 in this research is also mentioned by Blaquincett (2015) who, in a similar study, found that some of the teachers do not feel fit to use ICTs and think that new technologies are being incorporated without an accurate process of appropriation.

In an interview with the Coordinator of the Coverage Group of the District Secretariat of Education in Santander, she was asked "How many rural schools are there in Santander?" She answered that there are 272 official educational institutions with their respective sites, which are independent buildings that make up an educational institution. According to the coordinator, there are 2,212 official educational sites, 2,035 rural official sites and 177 urban official sites.

It was also necessary to know how the Secretary of Education disseminated the educational resources to rural schools, so she was asked "Do rural teachers receive the educational materials created by the MEN for teaching English?" to which she responded "There was a program to strengthen the second language through the ENGLISH CONNECTION - Santander Bilingual program, from which 30 schools of the Certified Territorial Entities in Santander benefited.

Within the framework of this program, the following activities were carried out, among others: Technical assistance, teacher training: 160 teachers, teacher evaluation - diagnose and certify the level of English, immersion strategies for teachers, delivery of pedagogical and didactic material to 30 establishments.

Analyzing these two responses, it can be said that although processes are carried out to reach out to rural schools, it is done with a very small percentage, since out of 2,035 rural schools in the department of Santander, only 30 schools (1,5%) received the benefit of

receiving pedagogical and didactic material. In other words, it is highly probable that the other 2,000 schools do not know about these programs carried out by the MEN and the British Council for the teaching of English, being more specifically, they do not know about the Eco Radio 2.0 tool. The information provided by the coordinator shows us that there is considerable evidence of the lack of dissemination that the MEN has made to rural teachers of the existing resources for teaching English.

Also, the outreach programs, at least in Santander, are not appropriate or accurate to bring all the information to the rural schools, which results in great inequity and gaps. Students and teachers who most need help and support are being forgotten. Ducan (2015) states that "Colombia is an extremely exclusive country. An unsuspecting glance at the inequality lists is enough to realize that in terms of income, land, state services, and many other social statistics, the gaps between the population are enormous" (p.01).

In 2012 the Inter-American Development Bank published a document called Quality, Equality, and Equity in Colombian Education (Analysis of the SABER 2009 test). This document was conducted by Duarte, Bos & Moreno who aimed to "describe the inequality in the learning process of Colombian students and analyze the equity in the distribution of resources that occur in schools and its relationship with learning". By using the SABER 2009 database, they found that "in Colombia, there are high inequalities in the academic results of students. These inequalities are associated with the socioeconomic level of their families and the type of management and geographical area of the schools they attend." (p.01). Therefore, they conclude that students in rural schools are in the lowest quintiles in the results of the fifth, ninth, and eleventh grades of the SABER 2009 test, due to inequality in Colombia.

6. Conclusions

This exploratory research allowed access to new information about teachers' knowledge of Eco Radio 2.0. We had the opportunity to collect information from 32 participants, all of them are teachers from rural schools in Santander, Colombia, these teachers work in 13 different Institutions.

According to the data obtained and analyzed, out of 32 participating teachers, only 3 of them have knowledge of Eco Radio 2.0. Thus, concerning the implementation of this material, we aimed to identify the rural schools where Eco Radio 2.0 is implemented in class and the way it is implemented.

The answers given by T9, T17, and T30, lead us to determine that some of the teachers in rural schools are aware of the resource Eco Radio 2.0. Besides, according to the testimonies of these two teachers (T9 and T30), which were positive, we also found that teachers are faced with a situation that is difficult to handle; and that situation is connectivity and electricity in the sectors where they are located. As mentioned above, although MEN tries to create several good quality educational resources using ICTs, the signal, and connectivity is not ideal in schools, and consequently, its fruits won't be as expected since it will be difficult to use the resources in their entirety.

This precarious situation leads us to think that it is necessary to make some reforms to the adjustments in rural institutions (at least) so that in this way teachers have good access to these educational materials that would be an enormous help in the development and improvement of teaching in children and adolescents from rural schools since they also deserve to have a complete and dignified education, but Soto, et al. (2017) as cited in Arango D., and Pacheco L. (2018) affirmed that "In short, in Colombia, there is still a long way to go travel in the educational field of rural areas in the 21st century. The use of ICT as a means of change, in the ways of teaching and learning the act of knowledge" (p.12).

This also allows us to have a representative sample of the reality of rural education in the region, specifically, the teaching of English with the use of resources provided by the MEN, in this case, Eco Radio 2.0. Quantitative Tables number 5, 6, 7, and 8 allow us to have an overview of the rural educational reality in Santander and provide us with valuable information to design educational policies and strategies that contribute to improving the quality of education in these areas.

The perceptions of rural English teachers towards Eco Radio 2.0, the information collected with the qualitative questions showed that three important perceptions could be found. First, Eco Radio 2.0 is difficult to access. Eco Radio is a platform that requires devices such as computers or cell phones to access it. Also, internet connection and radio signal. Most of the rural schools in Colombia are far away from the urban center, so it is difficult for signals such as radio and an internet connection to reach these places. This makes it impossible for rural teachers to use the platform.

The second perception, which was expressed by the participants, is: Eco Radio 2.0 is a resource that has not been adequately disseminated, proof of which is that only 2 out of 32 teachers interviewed knew about the instrument. It is important to mention that in the virtual booklet in PDF format called "communication policies", the objective "Commitment to the Circulation and Dissemination of Information" is mentioned, but there is no mention of how it is done, to whom or in what media they publish all the new information. In conclusion, the MEN must improve the way it disseminates information to institutions and teachers, especially those located in rural areas.

As a third perception, we can mention that Eco Radi.0 allows students to learn through the 4 skills (listening, writing, reading, and speaking). It is important to highlight that not all the information collected is negative, since this platform has a large number of resources that

facilitate the teaching of English, it is attractive, interesting, complete, and easy to use for those teachers who know how to use ICTs.

These perceptions were given by those participating teachers who were familiar with the resource, and their observations and perceptions open the door to the possibility of creating new perceptions or changing existing ones in the future.

Regarding to the pertinence of Eco Radio 2.0 with respect to the real context of rural educational institutions in Santander, we and the participants consider that although it is a source with great tools, with interesting content, that integrates the 4 skills and helps with the interaction between students and teacher, there are some adjustments that should be made to fit and be useful in a rural context. First, sources like Eco Radio 2.0 should be made to be easy to access by people in the city as well as in rural areas and distant places. This source fulfills a part of this requirement as it is broadcast by several radio stations in Colombia. However, the complementary material such as worksheets, videos, and lesson plans are on the Internet, and unfortunately, most of rural schools do not have access to the Internet. Additionally, the findings of this research show us that just 3 of 32 participants from 13 different rural institutions in Santander were aware of the existence of Eco Radio 2.0, and these 3 participants did not have considerable experience using this source due to the difficult access to the internet, connectivity, good signal and other sources in a rural context. Second, there is an evident lack of information and training to inform rural teachers about the new tools and programs developed by the MEN. As expressed by 1 of the participants, there is a need for training processes for teachers on these new tools. Not only is it necessary for rural teachers to be aware of the existence of Eco Radio, but to have real training about how to use the material, how to access it, the content they will find, the complementary resources and give them the opportunity to explore it before implementing Eco Radio in rural schools. Finally, it is necessary to support

rural institutions with connectivity and technology in order to implement the sources created by the Ministry of Education.

Eco Radio 2.0 is a great digital educational resource to teach and learn English, with meaningful content to develop English skills in children and teenagers. However, research like this shows a reality in which it is evident that resources such as Eco Radio 2.0 are not really being used and exploited in the best way. We consider that future research about the usefulness and access to Eco Radio 2.0 and other English teaching material should be made throughout the country taking into account the different contexts and geographical locations. We hope research like this will be inspiration for other Institutions and the Colombian Ministry of Education to explore the daily needs of rural institutions, adjust the material created and create new sources that can be easy to access and fit different contexts such as rural areas, and develop efficient training programs to educate teachers and communities about these resources. This will represent a major step forward in guaranteeing access to education in hard-to-reach places and will make better use of the resources invested in these educational programs.

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Annexes

Annex 1. Consent form

DOCUMENTO DE CONSENTIMIENTO INFORMADO

INFORMACIÓN

Ha sido seleccionado para participar en la investigación “*Un acercamiento a la implementación de Eco Radio 2.0 en las escuelas rurales de Santander*” que tiene como objetivo explorar cómo se implementa dicho recurso pedagógico en las escuelas rurales de Santander, para la enseñanza del inglés como lengua extranjera y cómo se implementa de acuerdo a su pertinencia en estas escuelas. Usted ha sido seleccionado(a) porque cumple con los requisitos que consideramos necesarios para brindarnos información que puede contribuir al desarrollo de la investigación..

Las investigadoras responsables de este estudio son las estudiantes Bleidy Melissa Budiño, Melanie Darlene Vasquez Rovira y Sabely Andrea Sucerquia Saldarriaga de la Escuela de Idiomas de la Universidad Industrial de Santander.

Para decidir participar en esta investigación, es importante que considere la siguiente información. Siéntase libre de preguntar cualquier aspecto que no le quede claro:

Participación: Se le entrevistará individualmente en un lugar y una hora que sea conveniente para ambos; usted y el/la entrevistador(a). En este espacio podrá aportar la información que esté dispuesto compartir con relación a las preguntas formuladas. La entrevista se compone de once (11) preguntas sobre las experiencias que ha tenido o no con el programa Eco Radio 2,0 creado por el Ministerio De Educación Nacional. Es importante tener en cuenta que en cualquier momento la entrevista puede ser pausada o detenida si el entrevistador o participante así lo desea.

Riesgos: Este proyecto no supone riesgo alguno para usted como participante del mismo al

mantener en anonimato su identidad durante todo su desarrollo y después del mismo.

Beneficios: Usted no recibirá ningún beneficio económico directo por participar en este estudio. Sin embargo, su participación permitirá generar información acerca de cuáles fueron los cambios ocasionados gracias al cambio de metodología de estudio y los resultados de las aplicaciones de estos.

Voluntariedad: Su participación es totalmente voluntaria, sin ningún tipo de obligación. Además, tendrá la libertad de contestar las preguntas que desee, como también de detener su participación en cualquier momento. Esto no implicará ningún perjuicio para usted.

Confidencialidad: Todas sus opiniones serán confidenciales y mantenidas en reserva. En las presentaciones y publicaciones de esta investigación, su nombre no aparecerá asociado a ninguna opinión particular a menos de que usted sugiera lo contrario.

Conocimiento de los resultados: Tiene derecho a conocer los resultados de esta investigación. Para ello, le enviaremos un correo electrónico en el que vamos a adjuntar dicha información.

Datos de contacto: Si requiere mayor información, o comunicarse por cualquier motivo relacionado con esta investigación, puede contactar a Bleidy Melissa Budiño, Melanie Darlene Vazquez Rovira responsables de este estudio:

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Teléfono: 3102234597

Dirección: Cra 27 Calle 9 Ciudad Universitaria. Escuela de Idiomas, Facultad de Ciencias Humanas, Universidad Industrial de Santander.

Correo Electrónico: AGREGAR

También puede comunicarse con la profesora

Laura Margarita Daza Murcia

Correo Electrónico: margaritadaza.education@gmail.com

FORMULARIO DE CONSENTIMIENTO INFORMADO

Yo, _____ acepto participar voluntariamente en el Estudio “*Un acercamiento a la implementación de Eco Radio 2.0 en las escuelas rurales de Santander.*”.

Declaro que he leído (o se me ha leído) y (he) comprendido las condiciones de mi participación en este estudio. He tenido la oportunidad de hacer preguntas y han sido respondidas. No tengo dudas al respecto.

Firma Participantes

Firmas Investigadores Responsables

Annex 2. Interview validation format**FORMATO DE VALIDACIÓN DE LA ENTREVISTA CON DOCENTES DE EDUCACIÓN RURAL**

Su objetivo es explorar cómo es implementado por los maestros de las escuelas rurales de Santander el recurso pedagógico Eco Radio 2.0 creado por el Ministerio de Educación Nacional.

Esta será una entrevista semiestructurada con preguntas abiertas, ya que en ella se encontrarán preguntas sobre experiencias, opiniones, valores y creencias, emociones, sentimientos, hechos, historias de vida, percepciones, atribuciones, etcétera. Por esa razón, las entrevistas a los docentes se llevarán a cabo por **reuniones via Zoom**, según el horario y disponibilidad de ambas partes (entrevistado y entrevistadoras).

Introducción

Nuestro proyecto de investigación *Un acercamiento a la implementación de Eco Radio 2.0 en las escuelas rurales de Santander* tiene como objetivo explorar cómo se implementa dicho recurso pedagógico en algunas escuelas rurales de Santander, para la enseñanza del inglés como lengua extranjera y cómo se implementa de acuerdo a su pertinencia en estas escuelas. Esta entrevista va dirigida a maestros de las escuelas rurales de Santander.

La información obtenida será valiosa para nuestra investigación. Asimismo, cabe señalar que la información recolectada mediante este instrumento será usada únicamente para fines académicos e investigativos. Por lo tanto, los datos e información que usted proporcione serán de carácter confidencial y protegidos por la Ley 1581 de 2012.

La duración de la entrevista será de entre 15 a 20 minutos y no hay opciones correctas o incorrectas.

Fecha: _____

Institución Educativa: _____

Vereda: _____

Municipio: _____

Entrevistadoras:

Bleidy Melissa Budiño Martinez

Melanie Darlene Vasquez Rovira

Sabely Andrea Sucerquia Saldarriaga

Información Sociodemográfica:

**Nota: Con el fin de organizar la información los docentes entrevistados se denominarán de la siguiente manera: D# (D: Docente junto con un número el cual indica el orden en que se entrevistó. E.g. D1)*

1. Género:

- a) Masculino
- b) Femenino
- c) Otro: _____

2. Edad: _____

*Nota: La siguiente pregunta busca conocer su “saber-hacer” con respecto en el idioma Inglés y su respuesta será de gran ayuda en nuestro análisis de datos. Las opciones de la pregunta fueron adaptados del **Marco Común Europeo de Referencia para las Lenguas** y sus niveles de dificultad varían de pre-intermedio a avanzado.*

3. Mencione qué cosas puede realizar con el inglés:

- a) Puedo hablar sobre temas familiares de manera simple, entiendo conversaciones cortas sobre situaciones cotidianas con personas que hablan despacio y entendible.
- b) Puedo hacerme entender en situaciones rutinarias y hablar sobre ellas. Soy capaz de formular preguntas y responderlas con información concreta sobre temas que me son familiares.
- c) Puedo comprender los puntos principales de textos complejos sobre una amplia gama de temas concretos y abstractos. Puedo comunicarme de forma clara y discutir las ventajas e inconvenientes de diversas opciones y posturas de forma bastante sofisticada.
- d) Soy capaz de entender y producir textos complejos sobre temas concretos y con cierto nivel de abstracción. Igualmente, entablar una conversación con hablantes nativos con cierto nivel de fluidez y espontaneidad, con pocos errores)

Preguntas

1. ¿Conoce usted algún recurso educativo propuesto por el Ministerio de educación para la enseñanza del inglés? ¿Podría mencionarlo?
--

2. ¿Emplea alguno de estos recursos mencionados anteriormente en su salón de clases? Si su respuesta es positiva, ¿cuáles son esos recursos?
3. ¿Conoce usted el recurso educativo Eco Radio 2.0? ¿Sí o no?. Si su respuesta es NO: <ul style="list-style-type: none"> - ¿De qué cree que se trata este recurso pedagógico? - ¿A cuál materia considera que va dirigido este material? <p>Si su respuesta es SI, continúe con las preguntas desde la 4 hasta la 11.</p>
4. ¿Cómo conoció Eco Radio 2.0? Explique su respuesta
5. ¿Qué sabe de este recurso? Descríbalo
6. ¿Ha tenido la oportunidad de implementar este recurso en sus clases? ¿Cómo lo ha hecho?
7. ¿Cómo ha sido su experiencia con la implementación de Eco radio? ¿Por qué?
8. ¿Cómo considera el acceso a este recurso? ¿Cuenta usted con los recursos en el aula para implementarlos?
9. ¿Considera que Eco Radio se ajusta a las necesidades y contexto que viven en la escuela rural donde usted trabaja?
10. En cuanto a su conocimiento y experiencia con Eco Radio 2.0, ¿Cuáles considera que son las fortalezas de este recurso pedagógico? Explique sus respuestas
11. En cuanto a su conocimiento y experiencia con Eco Radio 2.0, ¿Cuáles considera que son las debilidades del material, y qué aspectos cree que deberían ser incluidos o mejorados para ser un material conveniente?

Annex 3. Memo

MEMO # 1

DATE: May 15th, 2023

CATEGORY: Teachers' Perceptions of the Use of Eco Radio 2.0 in the Schools of Santander.

CODE: Ways to find out about Eco Radio 2.0.

Q #4 How did you hear about Eco Radio 2.0?

Findings summary

T30 answered that he learned about it through the MEN, but did not mention any further information about the source. T9 answered "Training", the participant did not say if it was a training carried out in his/her school, nor who was the person who carried it out T17 answered "Platform". The participant did not mention which platform he/she used, and he/she did not say how he/she got to know the platform. Finally, 29 teachers said that they did not know this pedagogical material.

Analysis and discussion

The results allow us to analyze that many rural teachers did not know about Eco Radio 2.0 and this could happen for many reasons, as Soto D. (2018) stated that despite the good intentions of the government and public services to improve education and progress in rural areas, a counterpart of reality stands in the way and it is the lack of media such as electricity which prevents any technological development (p.279) and also supported by Jaimes and Jaimes (2015) when they talked about the lack of training for teachers on the use and how to implement these materials together with ICT is a problem in rural schools.