

**Instructional Teacher Guide For the Critical Use of Open Educational Resources
in Learning English as a Foreign Language.**

Facultad de educación, Universidad Santo Tomás

Maestría en Ambientes Bilingües de Aprendizaje

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Abstract	5
Introduction	6
Research statement	8
Research question	9
General objective	10
Specific objectives	10
Justification	10
Method	15
Method Design	16
Population and Sample	22
Selection criteria for intentional sampling	23
Axial Coding Method	24
Evidence Supporting the Coding Process	24
1. Technology in Education: Integration of OER	27
2. Collaborative Constructivism	28
3. Learner-Centered Education	29
Instrument for data collection	30
Teacher Interview	30
Observation Guide	31
Qualitative Analysis	32
Triangulation Method	32
Validation of instruments	39
Analysis of the Results	40
Results and discussion	41
Technology in education.	42
Open Educational Resources.	42
Influence on writing in EFL	45
Influence of reading in EFL	46
Collaborative constructivism	46
Social Learning Dynamics	48
Learner-centered education.	49



Evidence from Observations and Student-Teacher Reflections	53
Conclusions and Recommendations	55
Recommendations	56
References	59
Appendixes	70
Appendix 1.	70
Appendix 2.	73
Appendix 3.	74
Appendix 4.	75
Appendix 5.	75
Appendix 6.	76
Appendix 7.	81
Appendix 8.	81



List of figures

Figure 1	26
Figure 2	27
Figure 3	28
Figure 4.	29
Figure 5	30
Figure 6.	34
Figure 7	36
Figure 8	43
Figure 9.	49
Figure 10	51
Figure 11	52
Figure 12.	53

List of tables

Table 1	38
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Abstract

This study presents an instructional teacher guide to foster reading and writing skills in English as a Foreign Language (EFL) through the critical use of Open Educational Resources (OER) with ninth-grade students in Colombia. Using a qualitative action research approach, lesson plans were implemented over ten weeks. Data were collected through interviews and observations. Results showed improved student motivation, autonomy, and literacy performance. Teachers valued the flexibility and engagement offered by OER. The study recommends including OER in the class to teach communication skills in EFL. The guide serves as a replicable model for innovative, student-centered EFL instruction.

Keywords: OER, EFL, reading, writing, instructional guide.



Introduction

In today's interconnected world, English as a Foreign Language (EFL) is crucial not just for social communication but also for accessing global knowledge, advancing in academic and career fields, and engaging in digital environments (Meyer *et al.*, 2024). Beyond the traditional teaching to develop reading, writing, listening and speaking skills, students must now navigate English in online environments, use digital resources and create new content using the language (Li, 2025).

Globally, students often struggle with EFL, due to limited formal instructional time and low autonomous learning skills (Cao, 2024). For example, in Macao, tertiary students exhibited low autonomy and motivation, hindered by traditional didactic methods and lack of curriculum standardization (Cao, 2024). These issues are echoed across many contexts where learners face passive instruction, lack opportunities for active language use, and disengage from learning (Cao, 2024).

To address this shift, integrating technology into education, (more specifically in the learning of languages), the adoption of Open Educational Resources (OER), which are online free, and adaptable resources have shown positive results to the development of the skills demanded to dominate a language. Focusing on writing and reading skills, researchers have revealed that well-designed OER can motivate students and enhance English learning process among students (Meyer *et al.*, 2023; Rattanasak, 2023).

Worldwide, OER have shown good results when implementing to enhance EFL process. In Oman, clustered digital materials like TED Talks, cartoons, and posters enhanced speaking proficiency and critical thinking, increasing learner engagement in situational English activities. In China, a flipped-classroom model combining online collaborative reading tools led to significant gains in both reading comprehension and self-regulated learning (Wang, 2023).

In Colombia, Colombian institutions report that, according to the National Ministry of Education MEN (2020), 70% of students face some level of difficulty with reading comprehension, and 65% have limited writing skills in English as a Foreign Language (EFL). However, Colombian students struggle to develop reading and writing skills in an EFL context, which may have various causes. MEN (2020), suggests that this is due to a lack of exposure to the language when they are out of the classroom and reliance on traditional teaching methods.

While Colombian education policies underscore the importance of English, it surprisingly can be found that many classrooms still depend on outdated, static resources with limited real-world language practice (MEN, 2020). According to López (2020), eight out of ten educators believe that OER have great potential to help improve skills such as writing and reading, indicating that implementing these resources in the classroom could support students' learning processes.

Local studies indicate persistent reading difficulties among secondary learners when presenting *Pruebas Saber 11*, often attributed to outdated methodologies and limited access to academic resources. For example, Larrarte, & Becerra (2023), identified that reading comprehension posed a significant challenge for students in the Cundinamarca region of Colombia, directly affecting their performance on the national exam. That is why a change is necessary to be implemented. For instance, an action research study in southern Colombia implementing critical-thinking questionnaires in virtual environments improved both reading comprehension and student reflection (Chica-Ramírez et al., 2023).

This study aims to explore whether the critical use of OER can enhance English teaching and learning in a private school, specifically for ninth-grade students. The focus will be on improving their reading and writing skills by assessing how OER can support their development in these areas. Based on the findings, an instructional guide will be designed

to help students use these resources effectively in their learning process, promoting greater skill improvement and autonomous learning.

Research statement

Learning English as foreign language in Colombia faces multiple challenges, particularly in the development of reading and writing skills. According to the Ministry of National Education “a ninth-Grade student in Colombia must reach an A2 in English based on the Common European Framework of Reference, which implies the ability to understand and produce simple texts on everyday topics” (MEN ,2006, p. 23).

Nevertheless, this target is not consistently met. At Comfandi Miraflores (High School Campus) in Cali, ninth-grade students often demonstrate low performance in reading comprehension and written expression, which is partially due to limited engagement with diverse, meaningful texts and a lack of strategies that engage students and motivate them to learn the language. Teachers at the institution report that many students struggle with interpreting texts, articulating ideas clearly, and using basic academic writing conventions.

Despite institutional efforts, English teaching at Comfandi Miraflores has traditionally relied on commercial textbooks and a proprietary digital platform which belongs to the editorial, which limits flexibility and innovation in teaching practices. Notably, OER have not been implemented, even though they hold significant potential for enhancing student-centered and differentiated instruction. The integration of OER could not only diversify classroom resources but also empower both teachers and students to engage more critically and creatively with English language content.

Although OER can be an effective alternative to enrich English teaching and improve access to quality materials, at Comfandi Miraflores, the institutional lesson plan is based on materials from a specific textbook editorial and its platform. This structured

approach has maintained a coherent pedagogical framework, though it has not widely incorporated OER as part of the teaching-learning process. Integrating these resources would require an analysis of their alignment with curricular objectives and strategies to implement them in a complementary manner.

In this context, the present study aims to design and implement an Instructional Teacher Guide to promote the critical use of OER as a pedagogical strategy for improving reading and writing skills among 9.2 EFL students at Comfandi Miraflores. Grounded in action research methodology, this study involves the design, application, and evaluation of tailored lesson plans that incorporate selected OER. The process includes designing EFL lesson plans that align OER with the school's curricular goals, implementing these plans with ninth-grade students over several weeks, and analyzing the impact on students' reading comprehension and written expression through classroom observations, performance tasks, and teacher reflections.

By documenting the process and its outcomes, the research seeks to generate practical insights into how OER can be critically and effectively integrated into EFL instruction in public-private educational settings in Colombia. Moreover, the study aims to contribute to pedagogical innovation and serve as a model for other institutions interested in bridging the gap between traditional instruction and open, participatory learning resources in language education.

Research question

How can the use of Open Educational Resources (OER) support the development of reading and writing skills in ninth-grade EFL students at Comfandi Miraflores School (High School Campus)?



General objective

To reflect on the use of Open Educational Resources (OER) in the development of reading and writing skills in ninth-grade EFL students at Comfandi Miraflores School (High School Campus).

Specific objectives

To design lesson plans that incorporate Open Educational Resources (OER), focusing on the development of reading and writing skills in ninth-grade EFL students.

To implement the designed lesson plans using Open Educational Resources in ninth-grade EFL classrooms.

To analyze how Open Educational Resources contribute to the development of reading and writing skills in ninth-grade EFL students.

To create an instructional guide that promotes the thoughtful and pedagogical use of Open Educational Resources for developing reading and writing skills in ninth-grade EFL classrooms.

Justification

This study arises in response to persistent challenges in EFL education in Colombia, particularly in the development of reading and writing skills among ninth-grade students. Despite national curriculum standards that require learners to reach an A2 level of English proficiency by the end of lower secondary school (MEN, 2006), a large proportion of students continue to struggle with reading comprehension and written expression. These difficulties, this is the case at Comfandi Miraflores School (High School Campus), where pedagogical practices remain centered around traditional methods like

only material provided by textbooks, lacking diversity in resources and flexibility in instructional strategies.

In contrast, OER offer a promising alternative. These resources support cost-effective access to rich, varied content and align well with constructivist pedagogies that promote active learning, learner autonomy, and differentiated instruction (Hilton, 2020). However, while the potential of OER has been widely acknowledged in both global and local research (Meyer *et al.*, 2023; López, 2020), there remains a significant gap in the literature and practice concerning how to integrate them meaningfully into classroom instruction, especially in EFL settings at the secondary level.

Implementing OER can bring benefits and challenges for the students and teachers as Griffiths *et al* (2022), suggest “moving away from published textbooks and curriculum materials enabled some instructors to “slow down” their pacing, emphasize deeper exploration of topics, and create space for student voices and agency, (p. 48)”, letting students to move to new methodologies and autonomous learning that has been arising as a new methodology to promote self-learning.

To address this gap, this research will design, implement, and evaluate an Instructional Teacher Guide that outlines specific methodological and didactic strategies for the critical use of OER to improve reading and writing skills in ninth-grade students. The guide will be grounded in action research methodology, enabling an iterative process that includes planning, acting, observing, and reflecting in the real classroom environment.

The integration of OER is also aligned with contemporary views on motivation and learner autonomy. Berges-Puyó (2023), emphasizes that intrinsic motivation and safe learning environments significantly influence EFL learning outcomes. The present research responds to this need by designing an instructional guide that empowers both teachers and learners to navigate OER critically, thereby fostering a more inclusive, participatory, and effective English learning experience.

Ultimately, the research aims to transform classroom practices at Comfandi Miraflores by offering a replicable and scalable model of OER integration. By providing a concrete, evidence-based instructional tool for teachers, the project will contribute to bridging the gap between traditional textbook instruction and innovative, participatory approaches to EFL teaching in Colombia and similar contexts.

Literature Review

This literature review addresses the key theoretical foundations that support this research, focusing on how Open Educational Resources (OER) can foster the development of critical literacy through reading and writing in English as a Foreign Language (EFL). The concepts of technology in education, critical literacy, constructivism, and learner-centered approaches are presented in an integrated manner, emphasizing their interrelation with the main objective of this study: to enhance students' reading and writing skills through the meaningful use of OER.

Technology and OER for Language Learning

Technological integration in education has reshaped how knowledge is accessed and shared. Digital tools not only promote educational inclusion but also support innovative pedagogical practices. UNESCO (2002), defines OER as resources that can be consulted, used, and adapted by users for non-commercial purposes, enabling a wide range of educational applications. As Tang *et al* (2020) explain, OER-enabled blended learning environments help students engage more actively, work collaboratively, and take ownership of their learning. These tools also support the development of learner autonomy and language skills, especially when students have flexible access to authentic materials and digital resources.

OER are a central component of this shift. They are free, adaptable resources that allow teachers to personalize instruction and promote autonomy. Tools such as EF SET, Edpuzzle, Canva for Education, and Book Creator offer students the opportunity to interact with authentic content and express ideas through writing and digital formats. As Tang *et al* (2020) demonstrate, OER-enabled learning environments enhance student engagement and skill development by enabling learners to access and create meaningful content beyond the limits of traditional textbooks.

Critical Literacy and Constructivism

Critical literacy empowers students to question texts, analyze perspectives, and create their own interpretations. As López-Gopar (2021) explains, critical literacy in EFL classrooms enables learners to reflect on inequalities, resist dominant narratives, and construct their own voices through reading and writing. This approach not only enhances comprehension but also supports critical thinking and student empowerment—core principles in constructivist pedagogy.

Constructivist pedagogy aligns with critical literacy by viewing learners as active participants who build knowledge through experience. According to Redecker (2020), learning becomes more meaningful when it involves authentic tasks, reflection, and collaboration—skills that are essential in today’s digital and multilingual environments. When students use OER to explore topics and express their views, they are engaging in a constructivist process. These interactions deepen their reading and writing skills by connecting language learning to personal and social experiences.

Reading and Writing Development in EFL

Reading and writing are essential components of language development in EFL contexts, particularly where learners have limited opportunities for real-life exposure to English. Reading promotes vocabulary acquisition, comprehension, and awareness of text structures, while writing enables students to process, organize, and produce language meaningfully. As Rivera & De Leon (2021), emphasize in their study with Mexican EFL learners, writing is not merely a linguistic output but a cognitive process involving planning, evaluation, and transformation of ideas. The reciprocal nature of reading and writing helps learners reinforce structures, make connections across skills, and construct knowledge in a more autonomous and reflective way.

To enhance language literacy, educators increasingly rely on varied reading materials and technology-based writing tools. Authentic and culturally relevant texts stimulate learners' interest and promote critical engagement with content. According to Brooks & Mora (2020), integrating diverse texts and digital platforms in Canadian and Latin American EFL classrooms helps students visualize language use and improves writing fluency. Tools such as collaborative editors, writing prompts, and feedback platforms foster learner agency, support iterative writing, and reduce anxiety by providing structured yet creative environments. These innovations align with constructivist principles, allowing students to co-construct meaning through active engagement and personalized learning.

Learner-Centered Education and Motivation

In learner-centered environments, students take an active role in their learning. Motivation plays a key role here. Berges-Puyó (2023), explains that motivation—both intrinsic and extrinsic—can improve participation and persistence in language learning.

When students feel supported and find value in the activities, they are more likely to engage.

Creating safe, inclusive classrooms helps students overcome fear of error and participate more freely. Araújo (2023), emphasizes that emotional safety enhances learning. In this context, OER support autonomy by allowing students to learn at their own pace and explore topics of interest. Jehangir *et al* (2024), add that learner autonomy is directly linked to academic motivation, and personalized learning increases students' confidence and self-direction.

UNESCO (2021), defines personalized learning as instruction adapted to each learner's context and needs. With appropriate guidance, students can use OER to enhance their skills autonomously. Kim (2021), found that students using e-books and audiobooks showed improved comprehension and motivation, reinforcing the importance of accessible, learner-centered resources in EFL instruction.

This literature review shows how the integration of technology, OER, and constructivist approaches can support the development of critical literacy through reading and writing in EFL settings. By emphasizing learner-centered strategies and fostering autonomy, these resources help students become active, motivated, and reflective participants in their English learning process.

Method

This research employs a qualitative action research approach to explore How Open Educational Research (OER) can support the development of reading and writing abilities in students of English as a foreign language (EFL) of the Miraflores Comfandi School (High School). Action research is understood as reflexive and cyclical, allowing

teachers to investigate systematically their practices, implement fundamental changes, and generate localized pedagogical knowledge. Mertler (2021), highlights that action research empowers teachers to become agents of change within their classrooms by engaging in a process of inquiry, implementation, observation, and reflection aimed at improving both teaching and learning.

In this study, the process begins with the identification of a pedagogical need: the necessity to improve students' reading and writing skills using resources that are accessible, adaptable, and meaningful. Open Educational Resources was selected as the central focus of the intervention due to their potential to provide diverse, engaging content aligned with the communicative goals of language learning. Hilton (2020), argues that OER not only reduces costs but also enhances educational effectiveness when they are thoughtfully integrated into lesson design. The research aims to critically reflect on how Open Educational Resources (OER) can be pedagogically embedded to foster literacy in an English as a Foreign Language (EFL) context.

Method Design

The increasing accessibility and adaptability of Open Educational Resources (OER) has generated growing interest among educators seeking to transform language teaching through more inclusive and learner-centered approaches. In English as a Foreign Language (EFL) classroom, where students often face limitations in accessing diverse and authentic materials, OER offers a powerful means to enrich instruction and promote literacy development. As part of a pedagogical initiative grounded in action research, this study explores the critical use of OER to enhance the reading and writing skills of ninth-grade students at Comfandi Miraflores School. The investigation is informed by a socio-constructivist view of language learning, which emphasizes collaboration, autonomy, and meaningful interaction with texts.

Within this framework, OER are not simply treated as supplementary materials but as core components of lesson design that can be intentionally selected and adapted to meet specific learning goals. The methodology embraces a reflective, cyclical process that integrates planning, implementation, observation, and analysis to both inform practice and generate knowledge. Drawing on recent research that highlights the pedagogical potential of OER when aligned with learners' cognitive, cultural, and linguistic needs (Tlili *et al.*, 2022), this study examines how the thoughtful integration of these resources can foster deeper engagement and tangible improvements in students' literacy skills.

The initial phase of the research involves designing lesson plans that incorporate selected OER, such as digital texts, interactive writing tools, educational videos, blogs, and open-access platforms. These resources are chosen based on their relevance to the curriculum, their linguistic accessibility for B1-level learners, and their capacity to promote active reading and writing. The design process is guided by recent findings from Tlili *et al.* (2022), who emphasize the importance of aligning OER with learners' cognitive and cultural contexts to enhance their engagement and comprehension.

Following the design stage, lesson plans were implemented in ninth-grade EFL classrooms over several weeks. During this phase, the teacher-researcher facilitates reading and writing activities using the selected OER. Students participate in tasks such as reading open-access stories or articles, composing texts based on visual and audio stimuli, providing peer feedback, and reflecting on their learning. The implementation emphasizes collaborative learning and learner autonomy and aligns with the socio-constructivist principles that underpin language education today Hodgkinson-Williams & Trotter (2021).

As the intervention is carried out, the research enters the observation phase. Data collection is conducted through three main instruments: semi-structured interviews with teachers, semi-structured interviews with students, and a classroom observation guide. The interviews with teachers are designed to explore their perceptions of OER, their experiences using these resources in the classroom, and the pedagogical adjustments they made during implementation. Interviews with students aim to capture their views on the usefulness, clarity, and motivational impact of OER in developing reading and writing skills. Both sets of interviews follow an open, flexible structure that allows participants to elaborate on their experiences, as recommended by Saldaña (2021), who emphasizes the value of qualitative data in understanding classroom dynamics and learner perspectives.

The observation guide is used by the teacher-researcher during each session to document student behavior, interaction with the resources, engagement with reading and writing tasks, and evidence of skill development. The guide includes both descriptive field notes and analytical reflections, allowing the researcher to trace changes in participation, comprehension, and written expression. This tool provides real-time insights into the effectiveness of the lesson plans and the actual use of OER in the classroom context.

Once the data has been collected, the reflection phase involves a thematic analysis of the information gathered from interviews and observations. This analysis identifies patterns in how students respond to different types of OER, the challenges encountered during implementation, and the specific ways in which reading and writing skills are supported. The results of this reflection will inform the development of a comprehensive instructional guide for teachers. This guide included principles for selecting and adapting OER, sample lesson plans, classroom strategies, and pedagogical recommendations grounded in the observed evidence. Its purpose is to provide a critical and practical framework for teachers who wish to use OER effectively in their own EFL classrooms.

This methodology is not only a means of inquiry but also a process of professional growth, as the teacher engages in a cycle of planning, acting, observing, and reflecting that leads to pedagogical innovation. The research is supported by a growing body of literature that recognizes OER as valuable tools for promoting inclusive, learner-centered education when they are critically implemented, According Tlili *et al.*, (2022), by focusing on both student development and teacher practice, this study aims to contribute to the transformation of English language teaching through sustainable and reflective use of open educational resources.

The process began with the design of lesson plans that incorporated diverse types of OER, including digital texts, educational videos, writing platforms, and open access reading materials. The resources were selected based on their alignment with curricular goals, their appropriateness for B1-level learners, and their potential to stimulate active literacy practices. Tlili *et al.* (2022), emphasize that the successful use of OER depends on their cognitive and cultural relevance, which enhances learner engagement and comprehension.

Once the materials were selected, the lesson plans were implemented over ten weeks. The teacher-researcher facilitated reading and writing activities. Students interacted with digital narratives, composed texts using prompts from open resources, and engaged in peer feedback sessions. These practices supported learner autonomy and collaborative meaning-making, consistent with socio-constructivist principles. According to Hodgkinson-Williams & Trotter, (2021).

To evaluate the impact of the intervention, data was collected through three primary instruments: semi-structured interviews with teachers, semi-structured interviews with students, and a classroom observation guide. The interviews with teachers sought to understand their pedagogical decisions, the perceived impact of OER on student literacy, and the adjustments made during implementation. Student interviews explored their

perceptions of the materials, the clarity and appeal of the resources, and the motivation they experienced when engaging with OER. The observation guide was used to document students' behavior, interactions, and engagement with literacy tasks. Field notes and analytic memos provided real-time insights into classroom dynamics and learning progress, as recommended by Saldaña (2021).

Data were analyzed using thematic coding based on three central analytical categories, each grounded in literature and aligned with the study's objectives. The first category, Technology in Education, explored how the integration of OER influenced the learning process. Its subcategory, Influence on Content Understanding, included codes such as clarity of instructional input and multimodal content access. The subcategory Influence on Reading Comprehension in EFL focused on students' engagement with OER-based texts and their ability to identify main ideas, make inferences, and summarize. The final subcategory Influence on Writing Production in EFL captured improvements in textual organization, vocabulary use, and coherence in students' written outputs. Recent studies confirm that the thoughtful use of OER can significantly enhance language comprehension and production Huang *et al.*, (2020).

The second analytical category, Collaborative Constructivism, was grounded in Vygotskian theory and emphasized the social nature of learning. The subcategory Social Learning Dynamics included codes such as Students' Participation and Interaction and Collaboration and Teamwork, reflecting the cooperative aspects of classroom learning. This dimension was particularly relevant during peer review activities and group writing tasks, where students co-constructed knowledge and supported one another's language development. Research by Tlili *et al.* (2022) and Dooly (2021) highlights that digital resources, when embedded in collaborative learning environments, foster stronger participation and deeper conceptual understanding.

To evaluate the impact of the intervention, data was collected through three primary instruments: semi-structured interviews with teachers, semi-structured interviews with students, and a classroom observation guide. The interviews with teachers sought to understand their pedagogical decisions, the perceived impact of OER on student literacy, and the adjustments made during implementation. Student interviews explored their perceptions of the materials, the clarity and appeal of the resources, and the motivation they experienced when engaging with OER. The observation guide is used to document students' behavior, interactions, and engagement with literacy tasks. Field notes and analytic memos provided real-time insights into classroom dynamics and learning progress, as recommended by Saldaña (2021).

The third analytical category, Learner-Centered Education, examined the extent to which the use of OER encouraged student agency and meaningful engagement. The subcategory Extrinsic Motivation included the codes of Autonomy in Learning, Lesson Relevance, and Individualized Learning. These codes captured students' sense of ownership over their learning, their interest in content, and their ability to move at their own pace. According to Tait (2021), learner-centered approaches supported by open resources enable more flexible, personalized, and motivating learning experiences, particularly in language education contexts.

The analysis of interview transcripts and observation data revealed patterns and emerging themes within these categories. Students demonstrated increased confidence in writing, greater willingness to read unfamiliar texts, and deeper involvement in collaborative learning tasks. Teachers reported a greater sense of flexibility and innovation in their instructional design. These findings informed the development of an instructional teacher guide, which offers practical strategies for integrating OER into EFL classrooms.

The guide includes sample lesson plans, recommendations for resource selection, suggestions for promoting learner autonomy, and collaborative literacy practices.

Lastly, this methodological process affirms that action research was not only a vehicle for investigating educational phenomena but also a means of ongoing professional development. The reflective cycle enabled the teacher-researcher to interrogate their assumptions, refine instructional practices, and document pedagogical change. As Tlili *et al.* (2022) argue, when used critically and contextually, Open Educational Resources can support sustainable educational innovation that responds to local needs and fosters equitable access to quality learning.

Population and Sample

The school offers academic instruction from sixth to eleventh grade, providing a comprehensive curriculum with a strong emphasis on English language development. This research focuses specifically on ninth-grade English teachers, who deliver instruction for five hours per week. The English department comprises ten educators five men and five women who collaboratively contribute to the language learning process. For this study, data collection instruments were implemented by two English teachers who serve as dual instructors in classes 9-2.

This study adopts a qualitative research approach, utilizing open-ended questionnaires to gather rich and detailed data. The teachers selected through intentional sampling, a non-probabilistic technique in which participants are chosen based on their direct relevance to the research focus. This method enables the researcher to gain in-depth insights into the phenomenon under investigation, rather than drawing generalizable statistical conclusions.

Intentional sampling is a non-random sampling method used to select participants who are representative of the population's objective. According to Ahmad & Wilkins (2024), purposive sampling is best suited for qualitative research because it enables researchers to deliberately choose information-rich cases that align closely with the study's objectives, ensuring rigor and coherence throughout the data collection process. This approach allows the researcher to gain deep insight into how OER is used pedagogically in real classroom contexts, rather than drawing generalizable statistical conclusions.

Selection criteria for intentional sampling

1. The English as a Foreign Language (EFL) teachers participating in this study are from Comfandi Miraflores High School. They have prior experience in using Open Educational Resources (OER) to support language instruction and are actively engaged in adapting these materials to meet the needs of their students.

2. The participants in this study are ninth-grade students from Class 9.2, who are currently learning English as a foreign language.

3. Miraflores School is a private institution with access to technology and digital resources, providing a supportive environment for integrating Open Educational Resources (OER) into English language instruction.

4. Teachers who teach in ninth grade 9-2 are willing to participate in the research, demonstrating interest and commitment to exploring the use of Open Educational Resources (OER) to enhance English language learning.



This section presents a detailed and pedagogically grounded explanation of the axial coding process implemented in this research. Axial coding was fundamental to interpreting the qualitative data gathered from interviews, observation guides, classroom artifacts, and the implementation of the instructional teacher guide. The objective was to understand the interconnections between categories and subcategories that emerged during the study, aligned with the goal of fostering reading and writing through the critical use of Open Educational Resources (OER) in English as a Foreign Language (EFL) context.

Axial coding, as defined by Saldaña (2021), enables the researcher to refine and relate initial codes by exploring their conditions, context, actions, and consequences. This study used axial coding to identify the connections between three central categories: Technology in Education, Collaborative Constructivism, and Learner-Centered Education. These categories emerged through the interpretative process as key factors influencing students' motivation, autonomy, and literacy development.

Evidence Supporting the Coding Process

The coding process was supported by triangulated data sources, ensuring reliability and credibility, below there is a summary of how each instrument contributed to the formation of categories and subcategories:

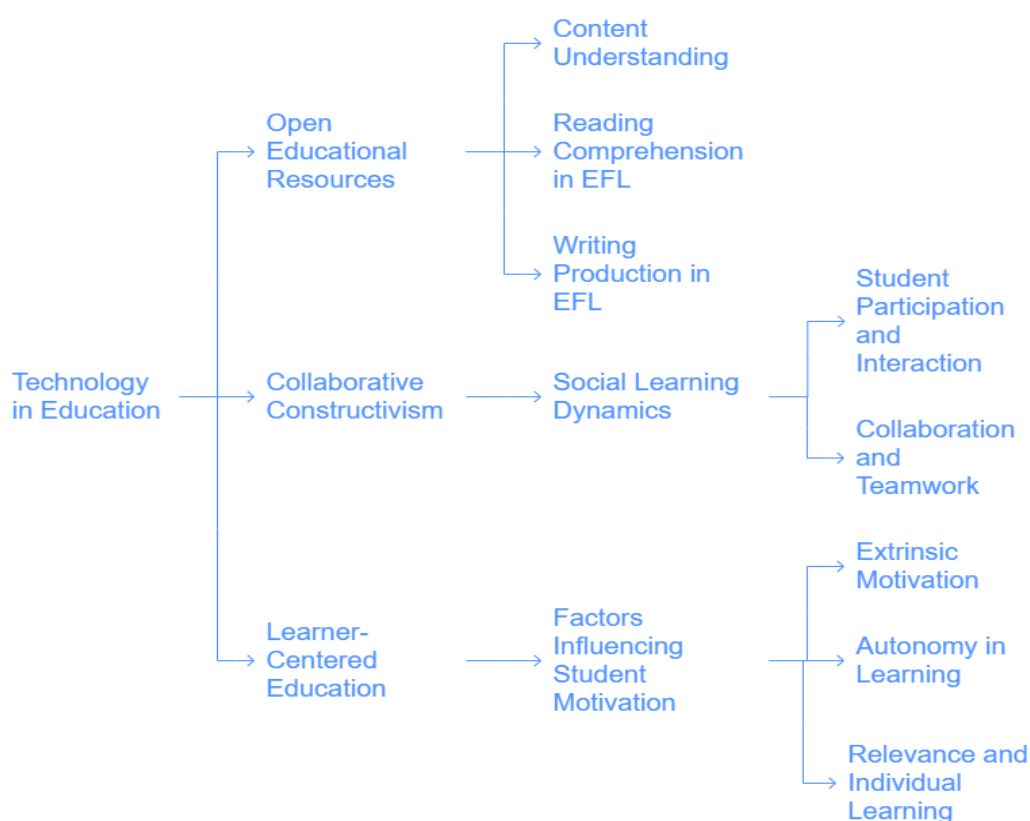
1. [Observation Guide](#)
 - a. Documented real-time behaviors, interactions, and resource use.
 - b. Allowed identification of how OER impacted comprehension, participation, and collaboration.

- c. Example: increased participation during activities using EF SET, Canva, and Edpuzzle.
2. [Instructional Teacher Guide](#)
 - a. Reflected the theoretical framework in classroom practice.
 - b. Activities were designed to promote social interaction, autonomy, and multimodal literacy.
3. [Teacher Interviews](#)
 - a. Provided insight into how OER facilitated differentiated instruction and enhanced writing performance.
 - b. Common codes included "student engagement," "digital flexibility," and "collaborative writing."
4. [Student Interviews](#)
 - a. Collected learner reflections on digital material use.
 - b. Emergent themes: learner autonomy, preference for audiovisual content, and rejection of rigid textbook formats.
5. [Examples of OER](#)
 - a. Included digital texts, Edpuzzle videos, Book Creator, Canva, and AI tools.
 - b. Supported multimodal input and student output.

Figure 1

Axial coding in educational technology showing emerging categories related to the use of OER in EFL contexts. The diagram includes the relationships between technology in education, constructivism, learner-centered education, and motivation.

Axial Coding in Educational Technology



Source: Own elaboration with Napkin AI assistance

Analysis of the Categories

This section presents an analytical synthesis of the main categories and subcategories that emerged from the axial coding process conducted in this study. Based on qualitative data obtained through the observation guide, teacher and student interviews,

the implementation of the instructional guide, and the analysis of artifacts and classroom evidence, three primary categories were identified: Technology in Education, Collaborative Constructivism, and Learner-Centered Education. These categories reflect the pedagogical, technological, and motivational dimensions that characterize the critical integration of Open Educational Resources (OER) in the EFL classroom.

1. Technology in Education: Integration of OER

This category explores the role of digital tools and platforms in enhancing language learning. Through the instructional guide, students interacted with OER such as Edpuzzle, Book Creator, and Canva for Education, which provided access to multimodal and contextualized content. Teacher interviews emphasized that these tools supported flexible lesson planning, adaptation to students' interests, and the delivery of authentic input. Observations confirmed that students demonstrated greater comprehension when engaged with interactive and audiovisual resources.

Figure 2

Influence on Content Understanding: Students better understand complex topics when presented through multimodal materials.

ENGLISH TASK – Using Passive Voice (OER Activity)

Objective: Create a short, fun, and creative activity using the passive voice in English.

Instructions: Choose one of the free platforms below. These are OER (Open Educational Resources) – free and open for everyone.

- Create one of the free platforms below:
 - A digital poster
 - A short comic
 - A mini story or book
 - A presentation or infographic
- Use at least 5 sentences in the passive voice in your creation.
 - "The pyramids were built by the Egyptians"
 - "The cake was baked in the morning."
 - "The room was cleaned by the students."
- When you're done, copy the public link and send it to your teacher for verification.


Platforms (click or search):

Platform	What you can do	Link
Canva	Posters, comics	https://www.canva.com
Book Creator	Digital books or audiobooks	https://www.bookcreator.com
StoryJumper	Illustrated stories	https://www.storyjumper.com
Plotion	Digital comics with avatars	https://www.plotion.com
Genially	Presentations, infographics	https://www.genial.ly
Edpuzzle	Interactive tasks with videos	https://www.edpuzzle.com

Deadline: You have 40 minutes to complete this task.

Remember: Be creative and use English correctly.

Send your link to: (insert your email or platform)




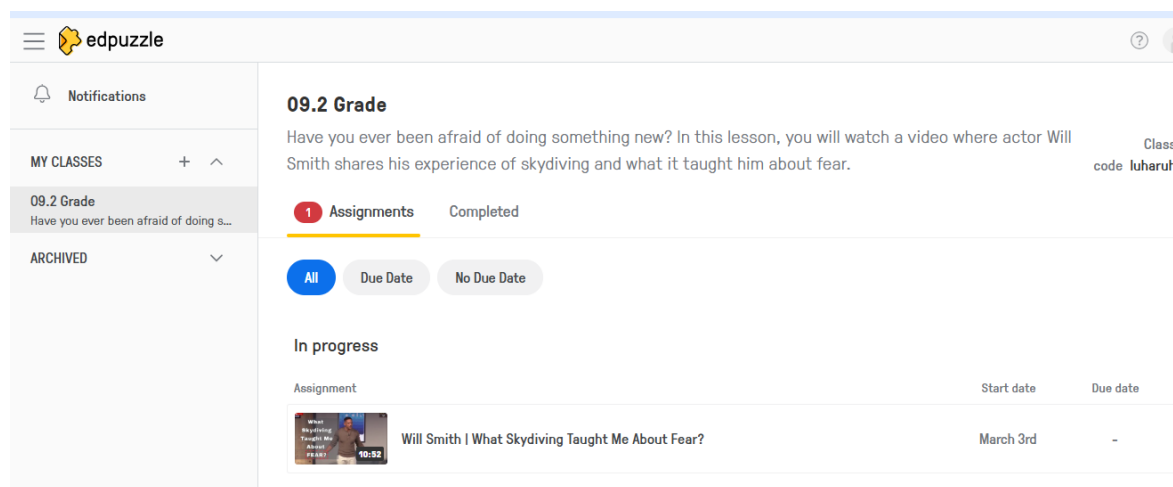


Figure 3

Reading Comprehension in EFL: LMS-based tools and reading logs
improved inference-making and vocabulary retention



2. Collaborative Constructivism

This category highlights the importance of social learning processes in the EFL classroom. The instructional guide promoted collaborative tasks such as co-editing digital documents, commenting on peers' work, and participating in group discussions. Interviews and classroom observations demonstrated that students felt more engaged and confident when given the opportunity to construct knowledge collectively.

Figure 4.

Collaboration and Teamwork: Teachers reported enhanced critical thinking and vocabulary development through group activities using shared platforms

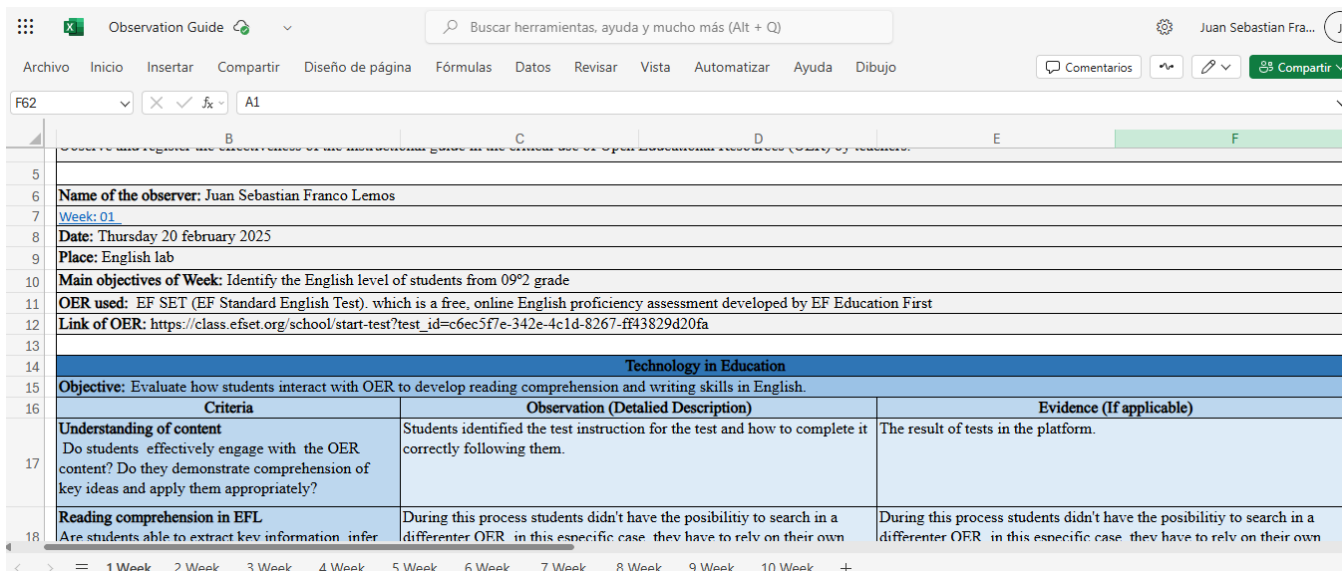


3. Learner-Centered Education

This category focuses on students' agency, motivation, and personal connection to learning. The instructional guide was intentionally designed to allow topic choice, self-paced work, and critical engagement with materials. Interviews with students revealed a preference for personalized and interactive activities over textbook-based instruction.

Figure 5

Observation guide log.Lesson Relevance and Individual Learning: Materials tailored to learners' cultural and personal interests improved their connection to academic tasks



Technology in Education		
Objective: Evaluate how students interact with OER to develop reading comprehension and writing skills in English.		
Criteria	Observation (Detailed Description)	Evidence (If applicable)
Understanding of content Do students effectively engage with the OER content? Do they demonstrate comprehension of key ideas and apply them appropriately?	Students identified the test instruction for the test and how to complete it correctly following them.	The result of tests in the platform.
Reading comprehension in EFL Are students able to extract key information infer	During this process students didn't have the possibility to search in a different OER in this specific case they have to rely on their own	During this process students didn't have the possibility to search in a different OER in this specific case they have to rely on their own

Instrument for data collection

Teacher Interview

Teacher interviews were used to gather qualitative insights into how Open Educational Resources (OER) support the development of reading and writing skills in EFL classrooms. The instrument was a semi-structured interview focused on three key categories: *Technology in Education*, *Collaborative Constructivism*, and *Learner-Centered Education*. The questions were open-ended, allowing teachers to reflect on their experiences with OER use, particularly in adapting content and motivating students.

Participants reported that OER provided greater flexibility than commercial textbooks, allowing teachers to adapt materials to students' linguistic and cultural needs. This flexibility enabled the inclusion of diverse perspectives, real-life contexts, and tasks aligned with learners' interests and proficiency levels. As Hilton (2020) explains, OER empower educators to design relevant and inclusive learning experiences by modifying content and integrating open pedagogical practices. Similarly, Petrides *et al.*, (2021) found that teachers in under-resourced schools used OER to support student identity and engagement by incorporating culturally affirming texts and multilingual materials. These practices fostered inclusive literacy development and created learning environments where students could see themselves represented in the curriculum.

In addition, the interviews highlighted how OER fostered collaboration, creativity, and critical thinking, both among students and educators. These findings suggest that teacher perspectives are essential not only to understanding classroom practices but also to improving future OER-based instruction.

Observation Guide

The observation guide was developed to analyze how Open Educational Resources (OER) were implemented in ninth-grade EFL classrooms and their impact on students' reading and writing skills. This qualitative tool focused on three main categories: Technology in Education, Collaborative Constructivism, and Learner-Centered Education.

Observations were conducted weekly and allowed for the identification of student engagement, motivation, and interaction with digital resources. As Creswell (2021) states, observing learners in their natural environment provides valuable insights into their behavior and learning processes. The guide helped evaluate not only the effectiveness of

OER-based instruction but also students' responses and the pedagogical strategies used to foster language development through critical and digital literacy.

Qualitative Analysis

The qualitative analysis in this study was guided by the principles of content analysis and axial coding, allowing for the identification of emerging patterns across the data collected through teacher interviews, classroom observations, and student artifacts. This approach focused on three core categories: Technology in Education, Collaborative Constructivism, and Learner-Centered Education, each connected to reading and writing development through the use of Open Educational Resources (OER). As suggested by Nowell *et al.*, (2017), qualitative analysis seeks to interpret meaning from data by observing behaviors, perceptions, and interactions within real classroom settings. Through constant comparison and triangulation of sources, the analysis provided a deeper understanding of how students engage with OER, how teachers implement them, and how these practices impact language learning in EFL contexts.

Triangulation Method

Methodological triangulation was employed in this study to enhance the validity and reliability of findings by combining different qualitative data collection and analysis techniques. As noted by Asogwa *et al* (2023), triangulation allows researchers to obtain a more comprehensive understanding of a phenomenon by integrating multiple methods and perspectives.

In the context of this research, triangulation was essential to analyze the critical use of Open Educational Resources (OER) for improving reading and writing skills in EFL classrooms. The process involved three core methods:

1. **Desk Research:** Analysis of existing OER and EFL instructional guides.
2. **Participant Observation:** Weekly observations of student interaction with OER during English classes.
3. **Teacher Interviews:** Reflections and insights from educators regarding implementation and student response.

These methods were analyzed through three complementary lenses:

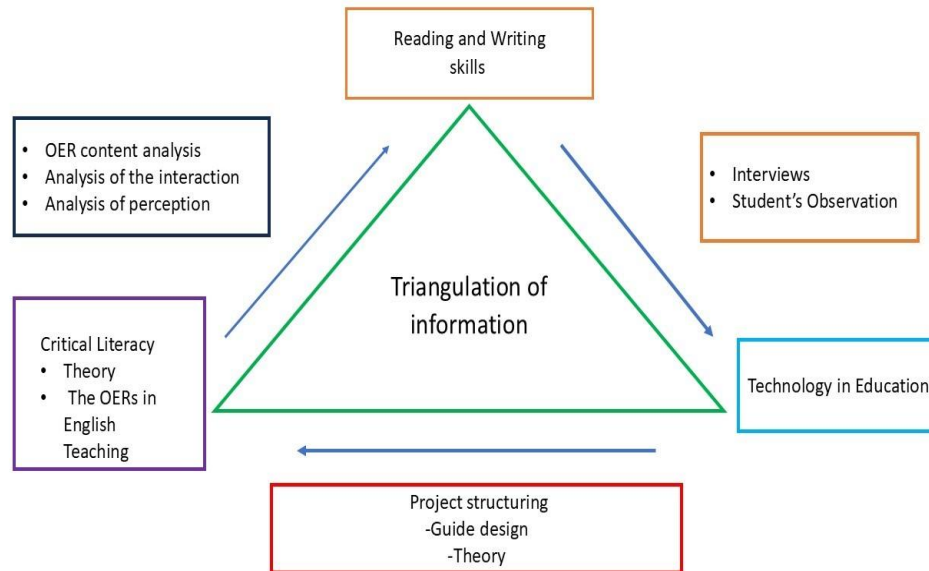
- **Content Analysis:** Evaluating the quality and relevance of OER materials.
- **Interaction Analysis:** Understanding how students engage with digital tools and collaborative tasks.
- **Perception Analysis:** Exploring teacher perspectives on the pedagogical impact of OER.

Additionally, theoretical triangulation was applied by integrating three frameworks: communication skills, technology in education, and critical literacy, which together supported the design and interpretation of this instructional guide.

The study ensured validity through the alignment of instruments with the research categories and expert validation. Reliability was addressed by maintaining consistency in the use and application of observation protocols, interview structures, and coding procedures. As emphasized by Sirvent & Monteverde (2022), methodological triangulation strengthens the interpretive depth of qualitative research and contributes to a more grounded and reflective educational intervention.

Figure 6.

Triangulation method used to analyze the critical integration of OER in EFL learning.



Source: Own elaboration based on the methodological structure of the study

The data analysis in this study followed a methodological triangulation approach, combining three core methods: desk research, participant observation, and interviews. Desk research focused on analyzing existing OER and instructional materials; observations captured classroom dynamics and OER implementation; and interviews gathered teachers' and students' perceptions.

These methods were analyzed through three perspectives:

- **Content analysis** (materials and guides),
- **Interaction analysis** (student use of OER),

- **Perception analysis** (interviews and attitudes).

Additionally, theoretical triangulation was applied by integrating perspectives from critical literacy, technology in education, and communication skills. These frameworks grounded the study in a holistic view of OER's role in developing EFL reading and writing skills. Validity and reliability were ensured through expert-validated instruments and consistent data analysis procedures.

Pedagogical Strategy - Design and implementation

This pedagogical strategy is presented as an instructional guide aimed at supporting ninth-grade EFL teachers in the critical and effective use of OER to enhance reading and writing skills. Based on constructivist principles Gembaruk, (2022), the guide emphasizes student autonomy, inquiry, and reflection through active and contextualized learning.

The design was structured in **four phases**:

1. **Researching and selecting** suitable OER,
2. **Adapting lesson plans**,
3. **Implementing the resources** in classroom instruction, and
4. **Evaluating learning outcomes** and compiling the final guide.

Learning is viewed as a **social and problem-solving process**, where students engage collaboratively with real-life challenges. The strategy encourages critical thinking, creativity, and continuous self-assessment. It also supports **autonomous learning**, allowing students to continue exploring materials beyond the classroom.

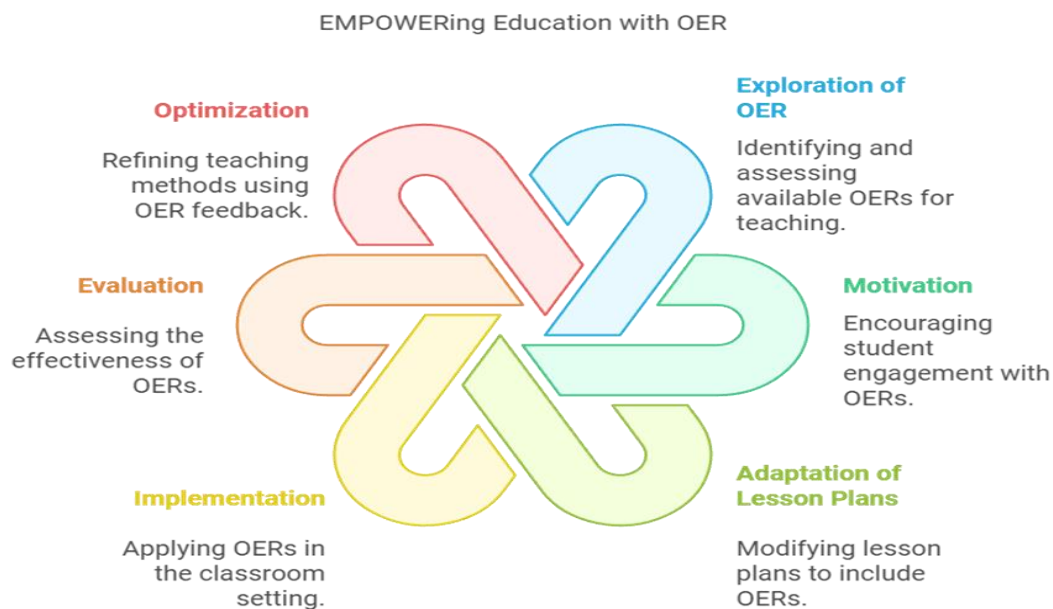
Aligned with inclusive and participatory pedagogies, the guide promotes the use of technology to improve access, participation, and educational quality in EFL contexts. As

Wiley and Hilton (2021) argue, OER enables teachers to adapt resources for diverse learners, fostering engagement and transforming traditional teaching practices to meet the demands of 21st-century education.

As shown in Figure 7, the EMPOWER Framework outlines essential dimensions for integrating Open Educational Resources (OER) into EFL instruction. This model supports teachers in planning and delivering lessons that promote autonomy, critical thinking, and meaningful engagement through technology-enhanced strategies.

Figure 7

Empowering Education with OER



Source: Created with Napkin AI.

To achieve the goals of this instructional strategy, teachers follow a five-phase constructivist cycle: research, adaptation, execution, evaluation, and development. This

model guides the critical integration of Open Educational Resources (OER) to enhance reading and writing skills in ninth-grade EFL students.

The cycle begins with the research phase, where teachers explore and select high-quality OER aligned with curriculum goals and student needs. As Burger *et al.* (2025) state, exploring relevant OER is a fundamental first step in meaningful implementation. The second step is adaptation, where teachers modify the selected materials to match learners' language proficiency and cultural context. This ensures that the content is accessible and engaging.

During the execution phase, OER-based lessons are implemented in the classroom to encourage student engagement, motivation, and collaborative learning. This phase emphasizes active participation through tasks such as strategic reading, authentic writing, and project-based interaction. As Tlili *et al.* (2021) explain, when students perceive OER as meaningful and relevant, their intrinsic motivation increases, leading to deeper learning experiences and stronger language development.

Next is the evaluation phase, where teachers collect feedback and observe how students respond to the materials. According to Zhang *et al.* (2023), continuous assessment is necessary to improve teaching practices with OER. This step allows educators to identify challenges and opportunities for improvement. Finally, the development phase focuses on refining the strategy.

Teachers use insights from the evaluation to adjust future lessons, share successful practices with peers, and expand OER use in other subjects. This process promotes teacher collaboration and sustainable innovation in EFL education. This iterative cycle reflects the principles of constructivist and reflective teaching, supporting teachers in aligning OER use with student needs, educational goals, and literacy development.



Table 1

Format of the instructional teacher guide

THE USE OF OPEN EDUCATIONAL RESOURCES FOR TEACHERS	
Instructional guide.	
Pedagogical Intent:	In this space, the pedagogical objective of the activity is to develop.
Activity Flow	It suggests a general activity flow to implement during the class with suggested time; you can adjust it as you consider it.
Critical Literacy Integration	Since this is important to integrate critical literacy into the development of the activities, here is a suggested activity for students to engage reflectively with texts and tools.
Constructivist Strategies	It offers strategies to help students learn using constructivist learning methods.
Teacher's Role	Here is suggested what teachers should do to guide properly students in the development of the activities.
Evaluation Criteria	It provides some ideas to use to evaluate students' activities. At the end of the document a rubric is suggested to evaluate reading, writing and speaking skills.



Differentiation

Since it is important to be inclusive in the classroom according to the education needs and the ways to learn, it suggests how to adapt activities for varied learner levels

Teacher tips

Sometimes teachers can feel overwhelmed without knowing what to do, or how to adapt during the sessions, so some tips were added to help teachers manage lesson management better.

Go deeper activities

It is helpful to have some extra activities to do if we want to go deeper with the knowledge of our students or simply need to assign extra activities to some students who finished quickly the suggested assignments.

It is presented as an instructional guide, where the factors with the highest degree of relevance for the design, implementation, and closure of a type III project are evidenced based on the interests and ideas of the student population. The strategy design consists of 10 sessions of two hours each, working for a total of 20 hours; divided into consultation, preparation, implementation, and evaluation. During this academic space, five strategies will be designed to help teachers to implement better suggested activities.

Validation of instruments

The instruments used to collect qualitative data in this study were validated through expert review, as confirmed by official approval letters. These instruments were based on

standardized formats provided by Universidad Santo Tomás, ensuring their methodological appropriateness. Therefore, additional assertiveness testing was not required.

Specifically, the academic monitoring rubric, observation guides, and teacher interview protocol were all designed in alignment with the main categories and subcategories established in the data analysis framework. Each instrument was functionally structured to support the objectives of the research and ensure consistency in the collection of meaningful and reliable data.

Analysis of the Results

This qualitative research employed thematic analysis as its main methodological approach, allowing for a detailed exploration of participants' experiences with the integration of Open Educational Resources (OER) in English as a Foreign Language (EFL) teaching. According to McLeod (2024), thematic analysis enables the identification and interpretation of recurring patterns within qualitative data, providing a structured framework for analyzing meaning across different sources.

The analysis was guided by three central categories:

1. Development of critical literacy and language skills
2. Integration of OER and technology in EFL teaching
3. Assessment, equity, and student engagement

To examine these categories in depth, two complementary coding strategies were applied: deductive and inductive coding.

Deductive coding was based on predefined categories derived from the theoretical framework and existing literature. This approach helped validate assumptions related to student-centered learning, digital resource integration, and constructivist practices. As noted

by Nowell et al. (2017), deductive analysis provides a solid structure for confirming research hypotheses and aligning findings with prior studies.

Inductive coding, in contrast, allowed categories and subcategories to emerge organically from the data. This included teacher interviews, classroom observations, and student artifacts. By analyzing responses and behaviors without imposing preconceived frameworks, this approach ensured that the coding process remained open to unexpected insights and participant perspectives.

To strengthen the interpretation of findings, the data was also examined through axial coding, which established connections between categories and subcategories. This process revealed how the development of critical reading and writing skills intersected with the use of technology, OER implementation, and students' levels of engagement and equity in the classroom.

Through this layered coding strategy, the analysis provided a comprehensive understanding of how OER can enhance literacy instruction in EFL contexts, supporting both the pedagogical goals of the study and the broader aim of fostering critical, autonomous learning.

Results and discussion

The following chapter presents the results and potential of the analysis of the use of OER worked in class, (reference to observation guide), which aims to build an instructional teacher guide. Through research, OER were used to improve the writing and reading skills among the students by developing activities that involved the use of these resources during every class for ten weeks, following the constructivism approach adopted

by the school. The main categories to analyze are Technology in education, collaborative constructivism, and learner-centered education.

Technology in education.

Observation guide data revealed consistently integrated technology into classroom routines focusing on the use of the OER in every planned class. Tools such as videos (Youtube), interactive whiteboards (Canva), digital platforms (EdPuzzle), and collaborative apps like Padlet were used to present, practice, and reinforce content. The use of these digital tools fostered greater engagement, particularly during warm-up and practice phases.

Teacher interviews confirmed this finding. On the interview 4, the interviewee emphasized, “Con los REA puedo enseñar de distintas maneras... utilizando juegos, videos, plataformas digitales y recursos interactivos,” reflecting a strategic pedagogical shift towards more dynamic and tech-enhanced instruction that the rest of the teachers should also start to implement to have better and funnier classes that provides a better environment for the students.

This aligns with recent research that emphasizes the value of technology in language learning. Pérez-Jorge et al. (2025), highlight that technology can enhance the development of vocabulary and communicative skills due to the motivation that it generates among students, since these are new tools, the students can feel more motivation for the inclusion of modern tools to learn.

Open Educational Resources.

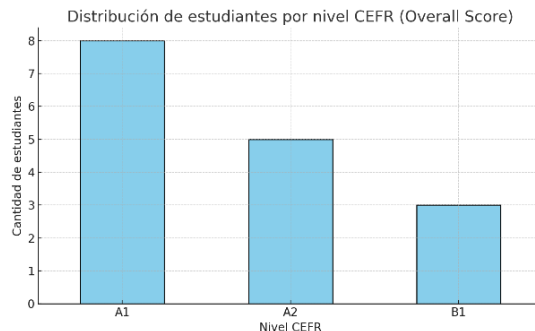
When teaching it is important to have a variety of resources of material to achieve better results among students and be an innovative teacher. A big number of resources are available on the web, some of them are paid and others are available with free access

and are named like open educational resources. According to Tang *et al* (2021), the use of OER can allow teachers to “retain, reuse, revise, remix, and redistribute high-quality educational resources at no costs, can be a viable option for teachers”, (p. 3209), due to the for free access that it has, it does not implies a cost but a benefit for the students.

OER were embedded in nearly every observed session, often used to introduce new vocabulary, activate prior knowledge, or guide writing tasks. The observation guide shows that students were more participative during OER supported activities, and teachers scaffolded content effectively with videos, infographics, and gamified content. Students took an online English proficiency test (EF SET) before start using to know their level and the results are shown as it follows in figure 8:

Figure 8

Students' English proficiency



As it can be observed, the half of the students show to be under the expected English proficiency level according to the Common European Framework which is expected to have an A2 level for the grade, that shows the importance of implementing strategies like the use of OER to continue developing and enhancing the English skills to help students have better development and master the language.

According to the interviews, teachers unanimously agreed on the pedagogical value of OER. As one participant explained: “Los estudiantes aprenden de diferentes

maneras y se divierten mucho con este tipo de recursos... permiten acercar el conocimiento de forma más atractiva.” These insights are supported by empirical research. For instance, de los Arcos *et al.* (2021), found that K-12 educators who implemented OER in their classrooms reported greater flexibility, ease of access to current materials, and improved student engagement. Because these resources are freely available online, teachers can adapt them to fit the interests and levels of their learners, enriching the learning experience.

The teachers believes that OER are valuable because they can expand upon the information presented in class is more attractive and understandable for students, this observation made by the interviewee is aligned with Hilton (2020), who suggested that OER can improve students’ academic performance by offering accessible and adaptable material tailored to their needs, this taking into account that every student has a different way to learn and thanks to the big variety of resources available on the web they can find the ones that better fit for them.

In interview two, the interviewee mentions something important to highlight, and it is the challenge that EFL teachers face avoiding the use of translators in the classroom. This situation is common among students who find easier to make use of the technology to translate in seconds something that could take a longer time by doing with their own knowledge, in this aspect, Jamoom (2021), emphasize the importance of writing practice and appropriate materials like OER that offer contextualized exercises to improve these skills, and here comes another relevant advantage of the OER due to they provide different engaging tools that can catch the students attention and interest to continue learning.

Influence on content understanding

The integration of OER into EFL classrooms has shown a positive influence on students' comprehension and engagement. According to classroom observations and student interviews, learners expressed greater comfort and interest when working with open resources compared to traditional, non-digital methods. Rifari & Masrin (2024), support these findings, stating that students view OER as more accessible and interactive, which enhances reading comprehension and increases overall motivation. These outcomes highlight the importance of incorporating digital tools and open materials into language instruction to meet the evolving needs of 21st-century learners.

Influence on writing in EFL

Writing activities based on OER included journal reflections, descriptions, and collaborative tasks using digital platforms. The observation guide noted that students showed better coherence and vocabulary range when working with OER compared to textbook-only tasks. It was reported that it increased student confidence and creativity in writing. This observation is corroborated by Zulaiha & Triana (2023), who found that students perceive OER as beneficial in improving writing skills, particularly when materials are interactive and contextually relevant. Additionally, Oraif (2024), advocates for a competence-based approach in EFL writing courses, underscoring the importance of integrating sustainable and adaptable resources like OER to foster writing proficiency.

On interview one, it was noted: “los REA enriquecen la enseñanza... permiten una enseñanza más abierta y flexible,” which supports the development of expressive language skills, the statement agrees with the suggested by Bhowmik (2021), emphasizes the significance of writing skills in professional development and

standardized assessments, that can influence the performance of the learners in future scenarios.

Influence of reading in EFL

OER significantly influenced reading motivation and outcomes. The teacher used short digital articles, story-based videos, and interactive reading platforms. These resources provide scaffolding that supports vocabulary acquisition and textual understanding. On interview 2, it was indicated that traditional texts were often “tediosos,” whereas digital stories and articles “motivated students to engage actively”.

This finding is supported by Mulatu and Regassa (2022), who advocate for the use of engaging and relatable content to enhance reading skills. Similarly, Rifari & Masrin (2024), emphasize the importance of providing students with accessible and stimulating reading materials through OER to maintain their interest and improve comprehension. Considering the previous annotation, it is important to innovate in the classroom with materials that awaken interest among the students where they can feel engaged to use the target language as reported by themselves

Collaborative constructivism

Implementation of Open Educational Resources (OER) in the English as a Foreign Language classroom, through a collaborative constructivist approach, revealed significant transformations in ninth-grade students at Comfandi Miraflores High School engaged in reading and writing. This category emphasizes learning as a social construction of knowledge, where students and teachers participate actively in meaning-making. The data obtained from the teacher interview and observation guide indicated that OER fostered collaborative scenarios. In these settings, students not only accessed authentic and

diverse content but also interacted with peers to interpret texts, build ideas, and co-create written work.

These findings support well-designed digital environments that can enhance knowledge co-construction through ongoing interaction. The open digital platforms encouraged peer learning, promoting spaces where students worked together, exchanged feedback, and engaged in meaningful dialogue. As Dooly & Sadler (2021) argue, technology-mediated collaboration supports the development of more complex communicative and cognitive skills. This was observed in writing tasks where students reviewed and edited each other's work based on shared criteria, strengthening a culture of constructive feedback.

Data collected during the implementation phase revealed significant progress in several areas. According to records from observation guide, there was a notable increase in student participation and the ability to sustain written arguments with clarity. Between weeks 6 and 10, students improved reading comprehension skills, especially in identifying main ideas and drawing inferences. These gains were attributed to consistent practice with authentic materials and the scaffolded use of OER. Puska & Peltonen (2023) emphasize that critical engagement with Open Educational Resources (OER) fosters learner autonomy, reflective practice, and meaningful contextual learning, key components observed throughout this phase of the project.

Moreover, the adaptability of OER allows tasks to be tailored to students' interests and proficiency levels. This personalization increased students' intrinsic motivation and fostered more active engagement. According to Wilson (2020), this flexibility is fundamental to constructivist environments, which view knowledge not as something transferred but as something built from personal and social experiences. This aligns with the observed results, where students showed greater autonomy and interest in learning.

Social Learning Dynamics

Integration of Open Educational Resources (OER) into the English as a Foreign Language (EFL) classroom at Comfandi Miraflores School revealed meaningful developments in social learning dynamics. This subcategory focuses on how students learn from and with others through interaction, observation guide, and participation in group activities, learning occurs not only through direct experience but also through social modeling, which was evident in the observed classroom environments

Data collected through teacher interviews and observation guide showed that the use of OER encouraged cooperative learning structures. Students frequently engaged in group reading and writing activities, peer feedback sessions, and collaborative projects, which fostered the exchange of ideas and co-construction of knowledge. As noted by Clilliers (2021), learning with technologies can facilitate deeper engagement when they provide opportunities for dialogue, reflection, and shared meaning-making.

One of the key findings was that students appeared more motivated and confident when working alongside peers. The concept of the Zone of Proximal Development (ZPD) was particularly relevant, as students with stronger language skills supported those still developing, allowing for mutual growth through interaction. This dynamic was amplified by the collaborative use of OER, which provided authentic content and multimodal resources to stimulate group discussion and learning.

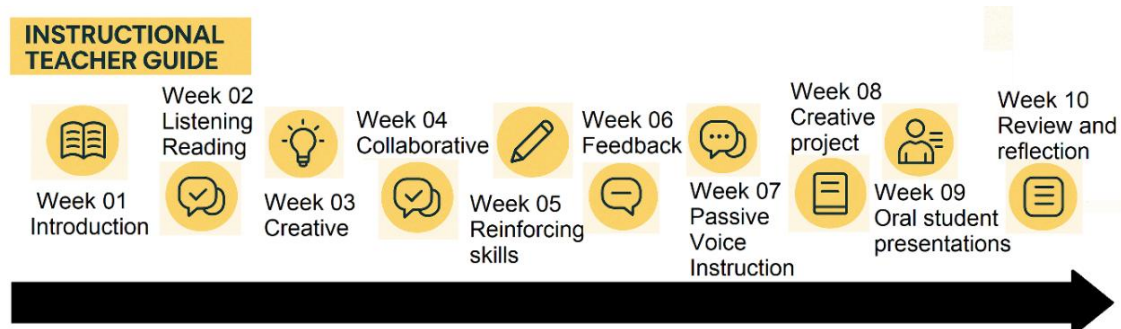
Teachers also reported changes in classroom participation. Students who were typically passive became more involved when learning occurred in social contexts, supported by open digital resources. According to Huang *et al* (2020), who argue that networked learning environments empower learners to take part in knowledge-creation

processes. The collective exploration of topics through OER helped create a learning community where students felt a sense of belonging and responsibility for group success.

Interviews with students 1 to 4 further illustrated this transformation. One student shared that “I used to be shy, but working in groups made me speak more and help others”. Another mentioned, “My classmates explained things I didn’t understand, and that made me want to keep learning.” Weekly observations echoed these sentiments, as students were regularly seen guiding peers, engaging in collaborative writing, and expressing ideas openly in both English and Spanish. The increased interaction not only enriched language development but also strengthened interpersonal relationships and mutual support among learners.

Figure 9.

Implementation of the designed lesson plans.



Learner-centered education.

Learner-centered education has increasingly gained relevance in foreign language education as an effective response to the challenges presented by traditional, teacher-centered models. In the context of English as a Foreign Language (EFL) learning, this approach repositions students as active participants in constructing knowledge and developing communicative competence. It aligns with pedagogical frameworks such as

constructivism and critical literacy and is strengthened by the integration of digital tools and Open Educational Resources (OER). This alignment not only redefines the role of the teacher but also promotes student autonomy, creativity, and reflection within dynamic learning environments. In this study, learner-centered education was implemented through an instructional guide specifically designed for 9.2 grade students at Comfandi Miraflores. The pedagogical intervention prioritized activities that encouraged learners to explore topics of personal relevance through reading and writing tasks. These activities were complemented by digital tools and OERs such as Edpuzzle, pixton, bookcreator, EF SET etc., which facilitated both individual exploration and collaborative inquiry. The guide emphasized flexibility, allowing students to work at their own pace while fostering the development of key language skills. According to the field notes registered in the observation guide and sequencing matrix, activities were scaffolded progressively over ten weeks, starting from diagnostic assessments, leading to collaborative production tasks, and ending with critical reflections and visual projects.

Motivation played a pivotal role throughout the intervention and proved to be a determining factor in student engagement. Many learners initially expressed disinterest in English, shaped by previous encounters with rigid, teacher-dominated instruction. However, as they were exposed to meaningful learning experiences that offered choice, relevance, and voice, their attitude began to change. Students reported feeling more confident and eager to participate in classroom discussions and written tasks. This transformation was supported by a safe and inclusive classroom environment that reduced fear of making mistakes and allowed room for experimentation and peer support.

Figure 10

9th-grade students taking the EF SET at the English lab. Photos taken by the author.



The critical use of OER emerged as a powerful catalyst for learner autonomy. Rather than simply consuming digital content, students were encouraged to analyze and evaluate it. For instance, when watching motivational videos with closed captions, students identified relevant vocabulary, connected it to prior knowledge, and applied it in new communicative contexts. Similarly, the EF SET diagnostic provided both students and the teacher with insights into reading comprehension challenges, which informed targeted strategies for improvement. These practices fostered critical thinking and personalized learning paths. As recorded in week 5, students returned to EF SET to monitor their progress and were able to reflect on areas that showed improvement.

Figure 11

Screenshot of the Edpuzzle assignment: Will Smith | What Skydiving Taught Me About Fear?



Data collected during the implementation phase revealed significant progress in several areas. According to records from the observation guide, there was a notable increase in student participation and the ability to sustain written arguments with clarity. Between weeks 6 and 10, students improved reading comprehension skills, especially in identifying main ideas and drawing inferences. These gains were attributed to consistent practice with authentic materials and the scaffolded use of OER. Puska & Peltonen (2023) emphasize that critical engagement with Open Educational Resources (OER) foster learner autonomy, reflective practice, and meaningful contextual learning, key components observed throughout this phase of the project

Ultimately, learner-centered education—when supported by carefully selected digital resources and reflective teaching practices—enables students to take ownership of their learning. It transforms the classroom into a space where inquiry, autonomy, and meaningful communication are prioritized. Teachers, in turn, adopt the role of facilitators and co-learners, guiding students with empathy and strategic intervention.

Figure 12.

Activity made by the students.



This pedagogical shift reflects a broader commitment to inclusive and responsive education at Comfandi Miraflores. It aligns with global educational trends that call for the empowerment of learners, particularly in under-resourced EFL contexts. As this experience demonstrates, a thoughtfully implemented learner-centered approach can lead to measurable academic growth and deeper student engagement.

Evidence from Observations and Student-Teacher Reflections

Preliminary findings gathered from both student interviews and classroom observation guides further support the effectiveness of learner-centered education. Observational data showed that students responded positively to the flexibility and creativity promoted by the instructional guide. They remained consistently engaged in lessons that incorporated digital tools and allowed them to work at their own pace. Activities such as visual storytelling, interactive quizzes, and creative writing—especially when supported by platforms like *Canva* and *Edpuzzle*—fostered a noticeable increase in focus and motivation.

Audio-based interviews with students confirmed these trends. Learners expressed feeling more comfortable and involved in the learning process when given the opportunity to choose topics of personal interest or work collaboratively with classmates. One student shared that working in groups “made learning feel less like an obligation and more like something enjoyable.” Others appreciated using multimedia tools to present their ideas, noting that these platforms “helped them feel more confident using English creatively.”

Teacher interviews also aligned with these perceptions. Educators reported that students became more autonomous and proactive in completing tasks, frequently asking meaningful questions, independently exploring additional resources, and even suggesting changes to class activities. One teacher highlighted a significant shift in classroom dynamics: “When I stepped aside and let students lead certain parts of the process, I noticed they took more responsibility and became more invested in the outcome.” This transformation, as documented in the observation guide, was especially evident in writing activities and peer feedback sessions.

Moreover, the safe and inclusive classroom environment contributed significantly to this change. Teachers emphasized that learner-centered strategies reduce students’ fear of making mistakes, encouraging them to take risks and experiment with the language. This was key not only to foster participation but also to developing persistence—students were more willing to try, fail, and try again, a mindset essential for language acquisition.

In summary, data collected through classroom observations and student-teacher interviews consistently demonstrated the positive impact of learner-centered education when combined with meaningful content and digital tools. This approach not only increased participation and motivation but also encouraged learners to take ownership of their language development. The integration of OER, collaborative work, and differentiated

activities respected students' individual learning styles and transformed the classroom into a space for autonomy, reflection, and meaningful communication.

Conclusions and Recommendations

The design of new lesson plans that included the integration of OER was successfully done and implemented for ten weeks in the proposed grade; a good approach from the students' side was observed and the inclusion of new digital tools to develop classes awaken their interest and motivation to develop the communicative skills in the target language.

The implementation of OER for the development of the classes, besides the textbooks already used in the institution, significantly increased student motivation, participation, and engagement in reading and writing activities as it was observed the motivation of the students to complete the suggested assignments for the class using the proposed OER.

The flexibility and diversity of OER, especially multimedia-based resources like videos and interactive platforms, allowed students to work with topics of personal interest, enhancing relevance and comprehension. Students' autonomy, supported by constructivist and learner-centered pedagogy, fostered higher levels of critical thinking and creativity, especially in writing tasks.

According to this study, it can be confirmed that the integration of technology in education and implement it in the classroom and used with pedagogical intent, OER can support critical literacy by enabling learners to question, analyze, and reconstruct texts, this aligns with the goals of critical pedagogy and reinforces the importance of guiding students in critical evaluation and adaptation of open content.

It is important to remark that while teachers expressed a high appreciation for OER and used them regularly (especially for warm-ups, reading activities, vocabulary, and grammar practice), they also reported limitations in web literacy and digital content creation, this points to a gap between access to OER and the ability to critically curate or produce them for advanced instructional goals.

Students and teachers both identified traditional textbook content as a demotivating factor due to the use of personally, relevant, culturally resonant materials through OER being more effective in promoting reading comprehension and writing fluency which were the target skills in this study, considering that visually supported texts and topic-driven writing projects were especially successful.

The instructional teacher guide to be implemented for ten weeks was created based on the observations made in class and the suggestions obtained from interviews conducted with the participants. Extra activities were included in the guide, and the development of critical thinking is also presented in the development of plans. The teacher who decides to implement it can feel free to make as many adjustments as necessary considered.

Recommendations

It was found important to conduct ongoing training for teachers in both technical skills (e.g., searching, curating, and modifying OER) and pedagogical strategies (e.g., applying critical literacy or task-based learning with OER). Special focus should be placed on enhancing their competence in identifying and using multimodal resources aligned with student needs since modern education is demanding more integration of digital resources and artificial intelligence in the classroom.

Teachers must not forget the importance of including the students' opinions when planning their classes. According to the study, regularly involving students in the selection of topics and types of materials used in class should help to enhance the process by encouraging them to propose topics, choose articles or videos from curated lists, or co-create tasks using platforms like Canva, Padlet, or Genially. This will enhance motivation and allow for culturally responsive teaching.

To address time and quality barriers, schools or English departments should collaboratively build a repository of OER aligned with curricular objectives (not only for reading and writing skills but the development of all the skills). This collection should include reviews, usage suggestions, and sample activities in a way that all members of the educational community can benefit from this resource.

Activities like comic creation, writing about personal interests, or analyzing media content proved effective, that is why it should become regular parts of the curriculum. It can be also a great idea to implement Project-based learning using OER which can culminate in digital presentations, short films, or reflective essays integrating the interest of students and integrating digital resources in the classroom.

Despite the instructional teacher guide created with the development of this study aims to cover only ninth-grade students, it can also be adapted to be used with students in high school settings according to the criteria of the teacher and mentor who is in charge of the groups, always looking for the development of the communicative skills in English with the proper integration of technology.

For future investigations of this project, it could include tools to measure not only engagement but also language gains in more detailed ways, rubrics that assess the depth of reading comprehension and the quality of written output (organization, vocabulary,

grammatical accuracy) will support more precise improvements in instruction. This also can extend to the development of all the skills when learning a new language for a longer period and with more grades to have more specific and detailed data collection.



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Appendix 1.

Carta de intencionalidad y aval institucional

Santiago de Cali, Lunes, 18 de noviembre de 2024

Señora
Paola Andrea Toro Largacha
Rectora Comfandi Miraflores

Reciba un cordial saludo.

Nos dirigimos a usted con el fin de solicitar su consentimiento institucional para llevar a cabo el proyecto de grado titulado:
"Guía instructiva para docentes para el uso crítico de los Recursos Educativos Abiertos en el aprendizaje de inglés como lengua extranjera"

Este proyecto se realiza como parte de la Maestría en Ambientes Bilingües de Aprendizaje de la Universidad Santo Tomás y tiene como objetivo diseñar una guía docente de instrucción para el uso crítico de los Recursos Educativos Abiertos (REA), centrada en el desarrollo de habilidades de lectura y escritura en estudiantes de noveno grado que aprenden inglés como lengua extranjera en un entorno escolar privado.

Detalles del Proyecto

- Participantes del Proyecto: Juan Sebastian Franco Lemos, Jesús Antonio Mendoza Gil y Nancy Pérez Vargas.
- Metodología: Observaciones en sesiones de clase de inglés y entrevistas con grupos focalizados de docentes de noveno grado.
- Confidencialidad: Se garantiza el manejo confidencial de la información y el anonimato en las encuestas, según lineamientos éticos.
- Duración: Año académico 2024-2025.
- Validación: Se cuenta con el visto bueno (VoB) otorgado por la Jefe de Educación Formal, Viviana Serrano Santos, como se evidencia en los correos adjuntos.

Evidencias de Aprobación Institucional

Se anexa en el presente documento la evidencia del consentimiento institucional, representado en las comunicaciones por correo electrónico recibidas de la jefe de Educación Formal, donde se indica el visto bueno para proceder con las actividades del proyecto.

Adjuntamos a continuación:

1. Pantallazo del correo electrónico de la rectora Paola Andrea Toro Largacha del 11 de diciembre de 2024.
2. Pantallazo del correo electrónico de Viviana Serrano Santos del 13 de diciembre de 2024.

Estas comunicaciones validan la autorización para el desarrollo del proyecto y la recolección de datos en el Colegio Comfandi Miraflores.

Agradecimiento

Agradecemos su apoyo y disposición para la realización de este proyecto, el cual contribuirá al fortalecimiento de las prácticas pedagógicas en el aprendizaje del inglés como lengua extranjera.

Cordialmente,

Juan Sebastian Franco Lemos

Jesús Antonio Mendoza Gil

Nancy Pérez Vargas

Maestrantes en Ambientes Bilingües de Aprendizaje**

Universidad Santo Tomás

Anexos:

1. Pantallazo del correo electrónico de la rectora Paola Andrea Toro Largacha.

Documentación y solicitud de revisión para el proyecto con grado 9.2

Estimada Rectora Paola Andrea Toro Largacha,

Reciba un cordial saludo.

En atención a la respuesta recibida, le envío adjunta la documentación relacionada con el proyecto titulado "Guía Instructiva para el Uso Crítico de Recursos Educativos Abiertos en el Aprendizaje del Inglés como Lengua Extranjera". Este proyecto forma parte de mi trabajo de grado para la Maestría en Ambientes Bilingües de Aprendizaje, que actualmente curso en la Universidad Santo Tomás.

A continuación, detallo los documentos proporcionados para su amable revisión:

- 1. Carta de intencionalidad y aval institucional:** Explica los objetivos del proyecto, su metodología y la participación requerida por parte de la institución.
- 2. Instrumentos de recolección de datos:** Incluyen cuestionarios, observaciones y guías de actividades diseñadas para estudiantes y docentes.
- 3. Formatos de consentimiento informado:** Dirigidos tanto a los estudiantes como a sus acudientes, detallando el propósito del proyecto, sus beneficios, aspectos éticos, y los derechos de los participantes.

Además, este proyecto será realizado con el grupo de grado 9.2, solicitando también el consentimiento informado de mi compañera del área de inglés, la profesora María Isabel Rojas, quien también es docente del mismo grado.

Es importante resaltar que este proyecto se llevará a cabo sin interferir con el plan de aula establecido. Las actividades se realizarán una vez por semana en el laboratorio de inglés, respetando los objetivos del plan de estudios y el uso regular de la plataforma Edi Santillana (Richmond Vitality Digital). Al finalizar, se elaborará un análisis detallado de los resultados, que será compartido con la institución como una contribución para futuras experiencias significativas.

En caso de que este proyecto sea avalado, me comprometo a realizar las solicitudes de consentimiento a padres de familia, estudiantes y la docente involucrada, siempre bajo la supervisión y el acompañamiento de ustedes, asegurando el cumplimiento de los protocolos y requisitos establecidos por la institución.

Quedo a su disposición para aclarar cualquier inquietud, realizar ajustes o coordinar los pasos necesarios para continuar con este proyecto. Estoy comprometido en asegurar que se desarrolle de manera ética y en beneficio tanto de los estudiantes como de la comunidad educativa.

Agradezco de antemano su atención y apoyo en este proceso.

Cordialmente,

Juan Sebastian Franco Lemos
English Teacher
Homeroom 08° 3
Comfandi, Miraflores



2. Pantallazo del correo electrónico de Viviana Serrano Santos.

Documentación y solicitud de revisión para el proyecto con grado 9.2

De: Paola Andrea Toro Largacha <colegiomiraflores@comfandi.com.co>
Enviado: miércoles, 11 de diciembre de 2024 11:07
Para: Viviana Katherine Serrano Santos <vivianaserrano@comfandi.com.co>
Cc: Claudia Milady Alvarez <claudiaalvarez@comfandi.com.co>
Asunto: RV: Documentación y solicitud de revisión para el proyecto con grado 9.2

Viviana: Recibe un cordial saludo.

Teniendo en cuenta la orientación que recibimos de Claudia Milady y que guarda relación con la solicitud realizada por el docente de inglés de Miraflores, con quién desea realizar algunas encuestas con los estudiantes para documentar su trabajo de grado. Considero que el la línea de fortalecimiento de los procesos en el área puede ser útil lo gestionado en el aula.

Quedo atenta al VoB o no, de esta necesidad manifestada por el docente.

Gracias por la atención.

Paola Andrea Toro Largacha
Rectora Comfandi Miraflores

3. Confirmación del VoB por parte de la jefe de Educación Formal.

Documentación y solicitud de revisión para el proyecto con grado 9.2

De: Viviana Katherine Serrano Santos <vivianaserrano@comfandi.com.co>
Enviado: viernes, 13 de diciembre de 2024 12:59 p. m.
Para: Paola Andrea Toro Largacha <colegiomiraflores@comfandi.com.co>
Cc: Claudia Milady Alvarez <claudiaalvarez@comfandi.com.co>
Asunto: RE: Documentación y solicitud de revisión para el proyecto con grado 9.2

Paola buenas tardes, espero te encuentres muy bien. De mi parte cuenta con Vo Bno, solo te pido por favor hablar con el docente para que las encuestas sean anónimas (no toma de datos de los menores) y en caso de requerir evidencia fotográfica pido por favor que estés atenta para que no queden retratadas las caras de los estudiantes. gracias y quedo atenta a cualquier inquietud.

Viviana Serrano Santos
Jefe de Educación Formal



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Appendix 2.

Consentimiento informado

The document where the students, parents and teachers admit that they are conscious about the participation in the project can be found in the following [link](#).

Appendix 3.

Carta de conflicto de intereses

Bogotá, D.C, 07 de noviembre de 2024

Señores

Comité de Ética, Bioética e Integridad Científica de la Investigación

Universidad Santo Tomás

Sede principal,

Bogotá, D. C

Ref. Carta conflicto de interés “Guía instruccional para el maestro para el uso crítico de Recursos Educativos Abiertos en el aprendizaje del inglés como lengua extranjera. ”

Respetados Señores,

De manera atenta nos permitimos manifestar que “Jesús Antonio Mendoza Gil, (Docente investigador), Juan Sebastián Franco Lemos (Docente Investigador) y Nancy Pérez Vargas (Docente Investigador)”, “rol” adscritos a la facultad de Educación declaramos que, por un lado, entendemos las posibles situaciones y causales de conflicto de interés para la Investigación “Nombre del proyecto” y, por otro, damos fe de que NO tenemos ninguna situación de conflicto de interés en relación con la ejecución del proyecto, que nos pueda impedir llevar a cabo nuestras tareas como investigadores. Igualmente, entendemos que tendremos acceso a información confidencial, por lo cual NO podremos:

- Copiar, citar, usar o divulgar los contenidos de la investigación.
- Hacer uso de la información a la que tengamos acceso (como divulgación de resultados previo a su publicación, divulgación del nombre de los participantes en la investigación) para beneficio personal, darla a conocer o ponerla en disposición del beneficio de cualquier otra persona y organización.

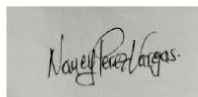
Atentamente,

Jesús A. Mendoza G.

Jesús Antonio Mendoza Gil (Docente investigador)



Juan Sebastián Franco Lemos (Docente Investigador)



Nancy Pérez Vargas (Docente Investigador)



Appendix 4.

Instruments: Observation guide.

The development of the teacher guide with the requested information week by week and some attachments for every session can be found in the following [link](#).

Appendix 5.

Instruments: Teacher's interview

These are the suggested questions for the interview with the teachers.

- 1. What is your teaching experience in English as a Foreign Language (EFL)?*
- 2. What is your level of familiarity with Open Educational Resources (OERs)?*
- 3. Have you used OERs in your teaching practice before?*
- 4. How often do you integrate OERs into your lesson plans?*
- 5. Do you think OER are a valuable resource for the students? Why or why not?*
- 6. How do you think OER can enhance your teaching experience?*
- 7. What challenges do you face in teaching reading and writing skills?*
- 8. What professional development opportunities would you like to improve your use of OERs?*
- 9. Can you describe your experience with OERs in the classroom?*
- 10. How do OERs support your own learning of English?*

What type or OER (e.g., articles, videos, post casts) do you think is most effective for improving writing and writing skills?

The transcription of the interview can be checked in detailed in the following [link](#)



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Appendix 6.

Validation of the instruments



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Universidad Santo Tomás Abierta y a Distancia
Maestría en Ambientes Bilingües de Aprendizaje.

Bogotá, 11 de diciembre de 2024.

Profesor,
Pablo Antonio Albarracín Cordon.

Cordial saludo,

Nos dirigimos a usted con la finalidad de solicitar su valiosa colaboración en la validación de contenido de los ítems que conforman el instrumento *“Observation guide* que se utilizará para recolectar la información requerida en la investigación titulada: *“Instructional teacher guide for the critical use of Open Educational Resources in learning English as a Foreign Language”*.

Por su experiencia profesional nos permitimos seleccionarlo para la validación de dicho instrumento, sus observaciones y recomendaciones contribuirán para mejorar la versión final del trabajo.

El objetivo de este trabajo es diseñar una guía instruccional dirigida a los docentes del área de inglés para que implementen de forma crítica el uso de los Recursos Educativos Abiertos en el aula de clase para el desarrollo de las habilidades de lectura y escritura, a través de este instrumento se propone realizar una observación de las clases para conocer mejor el desarrollo de habilidades comunicativas de lectura y escritura, el uso y aplicación de los recursos educativos abiertos en las clases y el contenido de los temas que se está trabajando durante clases.

La guía de observación se realiza con el fin de iniciar el proceso de análisis y adaptación para dar respuestas al objetivo *“To adapt the lesson plans of the ninth grade with the adaptation of the use of the open educational resources in class”* a través del cual se observará y posteriormente analizará el estado actual de los procesos que se están llevando a cabo en el aula y proceder a la adaptación de los planes de clase donde se incluyan los recursos educativos abiertos que permitan el desarrollo de las habilidades de lectura y escritura.

Por lo cual, se requiere de su conocimiento para evaluar de manera objetiva en la siguiente rejilla el alcance de la propuesta realizada de guía de observación para medir los aspectos anteriormente mencionados, el cual se adjunta al correo remitido con la presente.

Agradecemos de antemano su valioso aporte.

Atentamente,

Nancy Pérez Vargas.
Estudiante de MABA
Universidad Santo Tomás

Juan Sebastián Franco Lemos.
Estudiante de MABA
Universidad Santo Tomás

Jesús Antonio Mendoza Gil
Estudiante de MABA
Universidad Santo Tomás

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Maestría en Ambientes Bilingües de Aprendizaje.
Rejilla de validación del instrumento

A continuación, encontrará la rejilla de validación del instrumento "observation guide"
Marcar en la casilla de puntuación de 1 a 5 su concepción de esta, siendo 1 (uno) la puntuación mínima y 5 (cinco) la puntuación máxima.

Aspecto	Descripción de asertividad	Puntuación
Objetivo: <i>To adapt the lesson plans of the ninth grade with the adaptation of the use of the open educational resources in class.</i>	El instrumento presenta cohesión y coherencia con el objetivo.	5
Intencionalidad	Las categorías e ítems presentados tienen el alcance necesario para la recolección de información requerida en el objetivo.	4
Objetividad	Los ítems propuestos a observar permiten realizar un análisis objetivo del estado actual del uso de recursos educativos abiertos en el aula para el desarrollo de las habilidades de lectura y escritura.	4
Claridad	La información permite el análisis profundo para dar cumplimiento del objetivo.	5
Evaluabilidad	La propuesta permite desarrollar la observación y posterior análisis significativo y enriquecedor a través de los ítems propuestos a observar durante las clases.	4
Diseño	El diseño de la guía de observación permite entender y analizar claramente cada una de sus ítems e intencionalidad para suplir la necesidad de análisis en cumplimiento del objetivo. Su estructura es clara y objetiva.	5

Observaciones y/o sugerencias

¿Considera o sugiere que se debe agregar otro tipo de pregunta?

Las sugerencias hechas fueron publicadas en la guía de observación directamente.

Pablo A Albarracín C

Pablo A Albarracín C
Magister in Bilingual Education
Firma
Nombres y apellidos del experto

Acreditación Institucional
Internacional



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Universidad Santo Tomás Abierta y a Distancia
Maestría en Ambientes Bilingües de Aprendizaje.

07 de abril de 2025.

Profesor,
Pablo Antonio Albarracín Cordón.

Cordial saludo,

Nos dirigimos a usted con la finalidad de solicitar su valiosa colaboración en la validación de contenido de los ítems que conforman una entrevista a docentes del área de inglés sobre como los maestros perciben el uso de recursos educativos abiertos como implementación pedagógica, la cual se utilizará para recolección de datos en la investigación titulada: **"Instructional teacher guide for the critical use of Open Educational Resources in learning English as a Foreign Language"**.

Por su experiencia profesional nos permitimos seleccionarlo para la validación de dicha encuesta, sus observaciones y recomendaciones contribuirán para mejorar la versión final de esta.

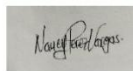
El objetivo de este trabajo es diseñar una guía instruccional dirigida a los docentes del área de inglés para que implementen de forma crítica el uso de los Recursos Educativos Abiertos en el aula de clase para el desarrollo de las habilidades de lectura y escritura, a través de este instrumento se propone realizar una observación de las clases para conocer mejor el desarrollo de habilidades comunicativas de lectura y escritura, el uso y aplicación de los recursos educativos abiertos en las clases y el contenido de los temas que se está trabajando durante clases, conforme a esto la opinión recopilada en las entrevistas de algunos docentes nos será de gran ayuda a la realización adecuada de esta guía.

La entrevista se realiza con el fin de iniciar el proceso de análisis y adaptación para dar respuestas al objetivo *"To adapt the lesson plans of the ninth grade with the adaptation of the use of the open educational resources in class"* a través del cual se observará y posteriormente analizará el estado actual de los procesos que se están llevando a cabo en el aula y proceder a la adaptación de los planes de clase donde se incluyan los recursos educativos abiertos que permitan el desarrollo de las habilidades de lectura y escritura.

Por lo cual, se requiere de su conocimiento para evaluar de manera objetiva en la siguiente rejilla el alcance de la propuesta realizada de guía de observación para medir los aspectos anteriormente mencionados, el cual se adjunta al correo remitido con la presente.

Agradecemos de antemano su valioso aporte.

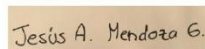
Atentamente,



Nancy Pérez Vargas.
Estudiante de MABA
Universidad Santo Tomas



Juan Sebastián Franco Lemos.
Estudiante de MABA
Universidad Santo Tomas



Jesús Antonio Mendoza Gil
Estudiante de MABA
Universidad Santo Tomas

Universidad Santo Tomás Abierta y a Distancia
Maestría en Ambientes Bilingües de Aprendizaje.
Rejilla de validación de instrumento

A continuación, encontrará la rejilla de validación del instrumento "Interview to teachers"
Marcar en la casilla de puntuación de 1 a 5 su concepción de esta, siendo 1 (uno) la puntuación mínima y 5 (cinco) la puntuación máxima, se incluye casilla de observación.

Criterio	Descripción de asertividad	Calificación (1-5)	Observación
Claridad de las preguntas	Evalúa si las preguntas son fáciles de entender y están libres de ambigüedades.	4	Hay que evitar ambigüedades y ser más específico.
Relevancia con el Objetivo de la Investigación	Determina si las preguntas se alinean con los objetivos del estudio sobre el uso de REA en la enseñanza del inglés.	4	Si se alinea con el objetivo expuesto en la explicación, sin embargo, desconozco cuales son los objetivos específicos...
Integralidad del Contenido	Verifica si se han considerado todos los aspectos importantes relacionados con el uso de REA o las prácticas pedagógicas.	2	Considero que las preguntas están enfocadas a realizar un diagnóstico y no a considerar aspectos específicos del uso de REA, en ese caso les sugiero apoyarse en un teórico y realizar preguntas por categorías de acuerdo al uso de REA, o en su defecto
Flujo Lógico de las Preguntas	Examina si las preguntas siguen un orden lógico que facilite el progreso del encuestado.	3	Se debe tener un mejor orden, lo pueden hacer estableciendo categorías ...por ejemplo: las 3 primeras preguntas hacer referencia al uso de REA, de la 4 a la 6...Los recursos utilizados en la implementación de la REA etc...
Adecuación del Lenguaje	Confirma si el lenguaje utilizado es apropiado para los docentes de inglés.	4	Siempre es bueno hacer aclaración sobre el uso de metalenguaje para que el participante responda de manera adecuada o con lo que busca la investigación.
Tiempo Necesario para Completarla	Valora si la longitud del cuestionario es razonable para completarla sin dificultad.	3	En ningún espacio de la encuesta se menciona el tiempo para implementar la encuesta...En relación a la longitud me parece apropiada, sin embargo, esta sujeta a modificaciones si se establecen las categorías...
Factibilidad de las Respuestas	Determina si las preguntas están diseñadas para que los docentes puedan proporcionar respuestas precisas y significativas.	3	Hay preguntas ambiguas, les sugiero revisar el documento, allí se les hicieron algunas sugerencias...
Apertura a Comentarios	Analiza si el cuestionario incluye espacio para sugerencias o comentarios adicionales de los encuestados.	3	Si se da para preguntas abiertas, sin embargo, no se evidencia un espacio para



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vigencia por seis años

		comentarios adicionales a las preguntas las cuales pueden ser al final de la encuesta.
--	--	--

Observaciones y/o sugerencias

¿Considera o sugiere que se debe agregar otro tipo de pregunta?

Las sugerencias hechas reposan en el documento adjunto.

Pablo A Albarracín C

Pablo A Albarracín C

Magister in Bilingual Education

Firma

Nombres y apellidos del experto



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Appendix 7.

Photographic evidence

The photographic evidence can be found in the following [link](#) where some pictures that show the evidence of the process where uploaded.

Appendix 8.

Instructional teacher guide

In the following link is available the [link](#) to the instructional teacher guide developed as a final product of this study.