



**An English Language Teaching Booklet for Fifth-Grade Students at
La Hondita Rural School**

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Licenciatura en Lenguas Extranjeras Inglés Decanatura

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Facultad de Educación

June 2026

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Abstract

This research project, entitled *An English Language Teaching Booklet for Fifth-Grade Students at La Hondita Rural School*, aimed to analyze the contribution of a contextualized English flipbook to the teaching and learning of English as a Foreign Language (EFL) in a rural multigrade classroom under the *Escuela Nueva* model. The project addressed the need for instructional materials adapted to rural contexts, where students have limited access to technology and few opportunities to practice English outside school. The flipbook was designed around topics related to students' daily lives, including family members, daily routines, school supplies, classroom objects, and farm animals.

This study followed a qualitative approach based on Action Research, allowing researchers to identify educational needs, implement a pedagogical intervention, and reflect on its outcomes. Data were collected through interviews, classroom observations, a materials checklist, and a student satisfaction survey. Findings showed that the flipbook increased students' motivation, participation, and confidence in using English. It also improved vocabulary acquisition, basic grammar skills, collaborative work, autonomous learning, and active participation, demonstrating its effectiveness as a resource for rural primary education.

Keywords: *Escuela Nueva*, digital resource flipbook, co-design of didactic materials, rural education, English Language foreign.

Resumen

Este proyecto de investigación, titulado Cartilla para la Enseñanza del Inglés para Estudiantes de Quinto Grado de la Escuela Rural La Hondita, tuvo como objetivo analizar la contribución de un *flipbook* contextualizado al proceso de enseñanza y aprendizaje del inglés como lengua extranjera (EFL) en un aula multigrado rural bajo el modelo *Escuela Nueva*. El proyecto respondió a la necesidad de contar con materiales didácticos adaptados al contexto rural, donde los estudiantes tienen acceso limitado a la tecnología y pocas oportunidades de practicar inglés fuera de la escuela. El *flipbook* fue diseñado en torno a temas relacionados con la vida cotidiana de los estudiantes, incluyendo miembros de la familia, rutinas diarias, útiles escolares, objetos del aula y animales de granja.

Este estudio siguió un enfoque cualitativo basado en la Investigación Acción, permitiendo identificar necesidades educativas, implementar una intervención pedagógica y reflexionar sobre sus resultados. Los datos se recopilaron mediante entrevistas, observaciones de aula, una lista de verificación de materiales y una encuesta de satisfacción estudiantil. Los hallazgos demostraron que el *flipbook* aumentó la motivación, la participación y la confianza de los estudiantes al utilizar el inglés. Además, mejoró la adquisición de vocabulario, las habilidades gramaticales básicas, el trabajo colaborativo, el aprendizaje autónomo y la participación, evidenciando su efectividad como recurso para la educación primaria rural.

Palabras claves: Escuela Nueva, recurso digital *flipbook*, codiseño de material didáctico, educación rural, inglés como lengua extranjera.

1. Contextualization

Education in rural schools in Colombia is governed by the model known as *Escuela Nueva*. This model provides learning guides for both basic and complementary areas: Language, Mathematics, Natural Sciences and Environmental Education, Social Sciences and Citizenship Competencies, Ethics and Peace Education, Technology, and Entrepreneurship. The *Escuela Nueva* model emerged in the 1970s through the work of Victoria Colbert and Óscar Mogollón, with the aim of ensuring consistent educational support for rural communities; it was developed for multigrade schools, where a single teacher, or in some cases up to three teachers, serves an entire school and teaches multiple grade levels at the same time; this pedagogical approach is grounded in three core principles: active learning, flexible student promotion, and the reinforcement of ties between the school and the community.

According to the *Ministerio de Educación Nacional de Colombia (MEN)*, *Escuela Nueva* is “a formal educational model with responses to rural multigrade schools and the heterogeneity of students’ ages and cultural backgrounds,” whose purpose is to provide complete primary education with quality in rural areas. The MEN also highlights that this model integrates curricular strategies, teacher training, community participation, and administrative management to improve educational opportunities for children in the countryside. Additionally, the MEN recognize *Escuela Nueva* as one of the most important flexible educational models in Colombia because it promotes student-centered learning and adapts to the social and cultural realities of rural communities. This educational approach was officially adopted through Decree 1490 of 1990, which established the *Escuela Nueva* methodology for rural education in Colombia.

Another essential component of this model is the integration of the school with the community, encouraging family participation and aligning educational processes with the social and productive dynamics of the rural environment (CIPPEC, 2016). Through this perspective, rural schools are understood from broader viewpoints, with efforts aimed not only at improving access to education but also at promoting student retention through a curriculum that recognizes the differences between rural and urban contexts and proposes methodological alternatives to address their particular characteristics.

This pedagogical proposal was developed at La Hondita Rural School, a rural institution that operates under the *Escuela Nueva* model, which promotes active learning, student autonomy,

flexible classroom organization, and collaborative work in multigrade settings. The principles of this model are closely related to the ideas of John Dewey, a central figure of the progressive education movement (Dewey, 1938). Furthermore, studies in the region emphasize that pedagogical tools such as learning guides play a key role in organizing instruction and facilitating autonomous and collaborative learning processes in rural settings (Urrea & Figueiredo de Sá, 2018) Gezuraga Amundarain and García Pérez (2020) explain that Dewey's experiential pedagogy continues to influence contemporary educational approaches focused on active learning, student participation, problem solving, and the relationship between school and social context. In this sense, *Escuela Nueva* adopts a student-centered approach in which learners actively construct knowledge through meaningful activities linked to their social and cultural context.

This research arises from the need to strengthen English learning among fifth-grade students at La Hondita Rural School within the *Escuela Nueva* model, as well as from the lack of appropriate and context-specific instructional materials, as evidenced by the interview conducted with the teacher. One of the main findings revealed that although the institution has some technological resources—such as seven desktop computers, five old laptops with limited memory capacity, three tablets, and a projector—these tools are used only once a week during English classes; in addition, internet service was available only during the latter half of the school year, and there is no guarantee it will continue into the next academic year. Another important finding showed that most students demonstrate an A1 level of English proficiency, characterized by limited vocabulary and difficulties in understanding and producing simple oral and written messages. According to the national standards for English language learning, students at this educational stage should progressively develop basic communicative skills that enable them to interact in familiar contexts. Therefore, it is necessary to design and implement instructional materials adapted to students' linguistic proficiency level, learning needs, and rural context, to foster meaningful learning experiences and support the development of communicative competence in English.

The school educates students from farming families whose everyday experiences are deeply rooted in agricultural work, the natural environment, and community life. While the institution is firmly committed to offering inclusive and well-rounded education, it faces constraints in terms of educational resources; the school does have some technological devices; however, limited internet access hinders the effective integration of Information and

Communication Technologies (ICT) into English instruction; furthermore, English classes are taught by a general rural teacher rather than a specialist in the subject in week the students have to study three hours for English classes, the school offers a specialization in commerce, which poses difficulties for lesson design, the selection of teaching strategies, and the adaptation of content.

This proposal focuses on fifth-grade students between 10 and 12 years old in a rural multigrade classroom, who are part of a rural and often multigrade classroom. These students have limited exposure to English outside school and show different learning paces, which requires flexible teaching strategies, flexible and differentiated instructional strategies, aimed at strengthening their communicative competence. Considering the information presented above, the target population of this study consists of fifth grade students, including 3 girls and 3 boys, enrolled at La Hondita Rural School. The students are part of a multigrade classroom where they share the learning space with peers from other grade levels. Most of them come from rural families whose main economic activities are related to agriculture, and their exposure to English is largely limited to the school setting. In terms of language proficiency, students demonstrate basic or emerging levels of English, with noticeable differences in learning pace, participation, and prior knowledge. These characteristics highlight the need for contextualized, flexible, and student-centered teaching strategies that respond to their specific learning conditions.

2. Research Statement

English language teaching in Colombian rural schools has historically represented a significant challenge. In many rural institutions, English is taught by generalist teachers who, despite their pedagogical experience, do not have specialized training in English language teaching. This situation affects lesson planning, the implementation of curricular guidelines, and the creation of motivating learning environments, limiting students' opportunities to develop communicative competence.

Regarding English as a Foreign Language (EFL), the institution follows the guidelines established by the *Ministerio de Educación Nacional de Colombia*, including the Basic Standards of Competences in Foreign Languages and the suggested English Curriculum. However, contextual factors such as limited instructional time, scarce didactic resources, and little exposure to English outside the classroom often reduce instruction to basic vocabulary and isolated language structured. Although bilingualism has been promoted through initiatives such as the National Bilingualism Program (2004-2019) and the National English difficulties related to teacher training, pedagogical support, and the availability of contextualized materials.

In this framework, learning guides play a fundamental role and can be defined as manuals of permanent presence. Understanding learning guides as a type of school textbook, according to Choppin (2004), there is a wide variety of terms used to designate school textbooks, which generally refer to the same concept; however, when he refers to the term, he recognizes it as a manual with an additional characteristic: its instructional nature. Therefore, more recent studies highlight that learning guides constitute a central element of the *Escuela Nueva* model, as they organize and orient both teaching and learning processes, functioning as the backbone of the curriculum and guiding classroom practices in rural contexts (Urrea & Figueiredo de Sá, 2018). Therefore, authors such as Schiefelbein and colleagues (1993) argue that the use of learning guides enhances academic success within the model, because by detailing what and how to teach, they achieve the standardization of content at the national level. This represents the economic feasibility of designing and distributing the guides in rural primary schools, thereby strengthening the curricular component of the model.

This research arises from the need for rural primary education students to enhance their learning of the English language, within the framework of the *Escuela Nueva* methodology, as

well as from the lack of appropriate and context-specific instructional materials, as evidenced by the interview findings.

Consequently, this proposal seeks to improve the development of the four linguistic skills of students: listening comprehension, oral expression, reading and writing, with special emphasis on listening comprehension and basic oral interaction. In addition, it seeks to expand students' vocabulary related to their everyday rural environment (e.g., agricultural activities, animals, nature, family and community life), reinforce fundamental grammatical structures appropriate to their level, and promote accurate pronunciation through repetitive and meaningful practice.

In this context, the strategies aim to promote the student's autonomy, motivation and confidence in the use of English, encouraging their active participation in collaborative tasks, games, songs, role-playing games and problem-solving activities, in accordance with the principles of the *Escuela Nueva* model. These approaches also support differentiated instruction, allowing students to progress at their individual learning pace while benefiting from interaction with peers in multigrade settings.

In another hand, the teacher stated that the existing classroom materials (a booklet, a CD used mainly for pronunciation support, printed worksheets, dictionaries, and some self-purchased brochures) only enable students to reach a basic level of performance. She pointed out that if the aim is to foster stronger command and ownership of the language, more effective instructional materials tailored to the rural setting need to be developed, especially a contextualized English booklet; she also noted that the school lacks language labs, a media room, and other adequately equipped areas dedicated to English instruction; as a result, the only resources currently available are the projector and computers, which restrict the use of more interactive and immersive learning. Classroom observation further indicated the absence of a specialized language classroom, a media room, and a structured English program tailored to multigrade teaching; the shortage of contextualized materials and resources differentiated by proficiency level limits the possibility of responding effectively to the varied language abilities that coexist within the same classroom.

In this setting, developing an English teaching booklet for fifth grade becomes a pedagogical response intended to strengthen the teacher's classroom practice and enrich students' learning; the booklet is conceived as a practical, accessible, and context-based resource that is consistent with the Basic Standards of Competence in Foreign Languages: English (Ministerio de

Educación Nacional [MEN], 2006), which establish in Colombia, and the suggested Curriculum for English (MEN, 2006), which provides pedagogical guidelines for English language teaching. In addition, the booklet follows the principles of the *Escuela Nueva* model; its purpose is to support lesson planning and organization while giving students opportunities to learn independently, meaningfully, and step by step through familiar topics connected to their rural context.

Access to suitable instructional resources is essential to this study because it gives the teacher tangible pedagogical support for planning, facilitating, and assessing the English teaching and learning process; a well-organized, context-based booklet helps the teacher make more effective instructional choices, respond to classroom demands, and apply strategies that match students' learning paces and particular needs. Concerning instructional resources, the teacher reported having a booklet, a CD used primarily for pronunciation practice, printed worksheets, videos, independently purchased brochures, and a dictionary; even so, these materials were described as sufficient only for supporting basic student performance.

The teacher identified the need for a contextualized English booklet adapted to the realities of a rural multigrade classroom; this need emerges from the challenge of planning for different grades simultaneously while ensuring coherence, progression, and meaningful learning opportunities.

This study arises from the need for rural elementary students to strengthen their English learning within the *Escuela Nueva* framework, as well as from the shortage of suitable, context-specific teaching materials, as revealed in the interview with the English teacher. One of the main findings revealed that although the institution has some technological resources—such as seven desktop computers, five old laptops with limited memory capacity, three tablets, and a projector—these tools are used only once a week during English classes. Furthermore, internet access was only available during the second half of the academic year, and its continuity for the following year is uncertain.

In conclusion, the teaching of English in rural Colombian schools continues to face important challenges related to limited resources, multigrade classrooms, insufficient instructional time, and the lack of specialized teacher training in EFL methodologies. Although national bilingualism policies have promoted the importance of English learning, rural institutions still require more contextualized support that responds to their educational realities. Within the *Escuela*

Nueva framework, learning guides and contextualized materials become essential tools to support both teaching practices and students' autonomous learning processes. The proposed booklet seeks not only to foster the development of the four language skills, but also to increase students' motivation, participation, confidence, and autonomy through meaningful and interactive activities connected to their everyday rural environment. Ultimately, the study highlights the importance of creating practical, context-sensitive, and pedagogically grounded materials that can help bridge the gap between national educational policies and the realities of rural education in Colombia.

2.1. Research Question

Considering all the above, the research question that guides this study is: How can the creation and implementation of an English teaching booklet enhance the teaching and learning process of English as a Foreign Language (EFL) for fifth-grade students at La Hondita Rural School?

3. Research Objectives

3.1. Main objective

To analyze whether the English booklet contributes to the English language learning processes of fifth-grade students at La Hondita Rural School in accordance with the *Escuela Nueva* model.

3.2. Specific objectives

To identify the characteristics, needs, and learning context of fifth-grade students at La Hondita Rural School in relation to EFL learning.

To design contextualized activities aligned with national English standards and the principles of the *Escuela Nueva* model.

To implement the English teaching booklet as a pedagogical resource in the classroom.

To evaluate the pedagogical impact of the contextualized English teaching booklet on students' learning experiences, participation, and perceptions of English language learning.

4. Literature Review

This section addresses the teaching of English in rural schools, focusing on reflective teaching as a pedagogical approach through which teachers critically and systematically analyze their classroom practices to improve the teaching and learning of English as a foreign language. Additional analytical categories addressed in this section include professional development, defined as the continuous acquisition of pedagogical and language-related knowledge required for effective English teaching; the section also examines the impact of the rural school setting, understood as the geographic, social, cultural, and infrastructural factors that influence the teaching and learning of English in rural environments; another category concerns the challenges of teaching English in rural schools, referring to the obstacles teachers face when delivering instruction in settings characterized by scarce resources, multigrade classrooms, and limited access to specialized training. These categories are discussed with reference to relevant literature, providing a coherent conceptual framework to support the analysis of English language teaching in rural education contexts.

Nevertheless, the essence of reflective practice—taking the student into account and consciously adapting teaching strategies— can have a positive impact in these contexts if it is adapted to local realities, using available resources and promoting collaboration among teachers; its relevance to the present study is supported; however, substantial contextual adaptation is necessary for it to effectively support teaching and learning in rural environments.

Materials Development in ELT

Norton and Buchanan (2022), in “*The Routledge Handbook of Materials Development for Language Teaching*”, present one of the most comprehensive and up-to-date references on the development of language teaching materials. The handbook aims to bridge the gap between theory and practice by bringing together the contributions of 34 international experts who examine the principles, processes, challenges, and future directions of materials development in diverse educational contexts. Rather than viewing materials development as a purely practical activity, the editors argue that it is a research-informed field that requires theoretical foundations, needs analysis, materials evaluation, adaptation, and contextualization. Among its main contributions, the volume emphasizes that effective language teaching materials should be designed according to learners' needs,

teaching objectives, sociocultural contexts, and technological conditions, while also promoting meaningful language learning and teacher professional development. The editors conclude that materials development is a dynamic and reflective process in which teachers play an essential role as designers and adapters of resources, integrating pedagogical theory with classroom practice. This handbook provides a strong theoretical foundation for the present study because it supports the design of a context-based English teaching booklet for fifth-grade students, highlighting the importance of developing materials that respond to learners' characteristics, the rural educational context, and the institutional conditions of *Escuela Nueva*.

Rodríguez Bermúdez, Pesantez Medranda, Zambrano Ramírez, and Zambrano Muñoz (2025), in their article *Impact of the Use of Digital Resources in the Teaching of English in Rural Areas of Ecuador*, examine the opportunities and challenges associated with integrating digital resources into English language teaching in rural educational contexts. The study aims to analyze the impact of digital technologies on the teaching and learning of English by conducting a systematic review of academic literature and official documents published between 2014 and 2024. The authors highlight that, although digital resources have the potential to enhance students' motivation, promote autonomous learning, and improve communicative competence, their implementation in rural areas remains limited due to structural and pedagogical constraints. Among the main findings, the study identifies insufficient technological infrastructure, poor internet connectivity, and limited teacher training in the pedagogical use of digital tools as the principal barriers affecting English language instruction in rural schools. Furthermore, the authors argue that the effectiveness of digital resources depends not only on access to technology but also on the development of contextualized teaching strategies and continuous professional development opportunities for teachers. The study concludes that improving English language teaching in rural settings requires comprehensive educational policies that combine infrastructure investment, teacher training, relevant digital content, and community participation. This article provides valuable support for the present study because it emphasizes the importance of adapting teaching resources to rural educational realities and highlights the need for contextualized materials and pedagogical practices that respond to students' local needs and learning conditions.

Contextualized Teaching Materials for Rural EFL Learning.

This study examines the co-design of instructional materials for English teaching in multigrade rural schools and one mixed urban school in Cundinamarca, targeting second- and third-grade elementary students; the study is grounded in the educational disparities between rural and urban settings, especially the limited availability of specialized materials, pedagogical resources, and institutional support for English as a foreign language instruction in rural contexts. It follows a qualitative approach framed within the pragmatic paradigm and uses the projective research method to examine the educational context, identify existing needs, and formulate practical solutions; the findings point to constraints related to infrastructure, teaching resources, teacher preparation, and public policies that do not explicitly prioritize English instruction in rural areas, despite national initiatives such as *Escuela Nueva*, PER, and Colombia Bilingüe.

In the study entitled “*Estrategias de enseñanza de inglés a niños de tercero de primaria de tres colegios rurales en Cundinamarca*”, Betancourt Pérez and Martínez Vásquez (2016) analyze the English teaching strategies used with third-grade primary students in three rural schools in Cundinamarca (two public and one private), within the framework of the Colombia Bilingüe program. The study, conducted under a qualitative and exploratory–descriptive approach, employed interviews, surveys, and classroom observations to identify the use of pre-instructional, co-instructional, and post-instructional strategies. The results show that the teacher in the private rural school, who has bilingual training, systematically applies these strategies, promoting motivation, interaction, and meaningful learning.

Unlike the private rural school, where the bilingual teacher applied instructional strategies in a systematic and intentional manner, public rural schools showed a more limited and less structured use of these practices. In those settings, English instruction was carried out by primary teachers without specialized preparation in the subject, which reduced the pedagogical clarity with which the strategies were implemented and hindered students’ progress toward the proficiency levels established by the Common European Framework of Reference (CEFR); the study identifies the teacher’s role, specialized preparation in foreign language teaching, and ongoing professional development as decisive elements for strengthening English instruction in rural contexts; it also emphasizes the need to reinforce institutional support and teacher education policies in these

settings. For the present research, this study offers relevant support by underscoring the value of organized pedagogical strategies and specialized teacher preparation in rural English education; its results also justify the design of instructional materials that deliberately incorporate activities before, during, and after instruction to promote motivation and meaningful learning. From this perspective, the creation of an English guide for fifth-grade students in a rural school directly responds to the shortcomings identified in public rural contexts.

Instructional Resources and ICT in Rural English Education.

López Castilla and Ramos Krebber (2020), in their study “*La enseñanza del inglés en dos contextos rurales colombianos bajo el modelo Escuela Nueva*”, analyze the teaching of English as a foreign language in two Colombian rural contexts under the *Escuela Nueva* Model, specifically in one institution in the department of Antioquia and another in Cesar. The study is based on the longstanding disparity between rural and urban education, particularly in access, educational quality, teacher preparation, and the availability of resources, especially for foreign language instruction; in response, the authors propose context-sensitive teaching strategies to strengthen English instruction in rural schools, stressing the importance of relevant teacher preparation, the use of local context as a pedagogical asset, and the adaptation of the *Escuela Nueva* model to the specific demands of foreign language learning in rural settings; this study makes an important contribution to the present research by offering a contextual foundation for understanding both the challenges and the possibilities of teaching English in rural environments within the *Escuela Nueva* framework; its findings underscore the need to adjust pedagogical strategies to local conditions, which directly supports the design of a contextualized instructional booklet in this study. In addition, the emphasis on teacher preparation and the pedagogical value of context reinforces the importance of developing materials that reflect students’ sociocultural environment. Therefore, López Castilla and Ramos Krebber’s (2020) work offers both theoretical and practical foundations that guide the design and implementation of contextualized didactic materials in rural EFL education.

Carvajal Carvajal (2021), in the study “*La enseñanza de inglés como segunda lengua a estudiantes de primaria del sector rural a través de la virtualidad*”, analyzes the teaching of English as a second language to preschool and primary school students in the rural sector, specifically at the Santa Bárbara rural school in the municipality of San Miguel, Santander, within the context of virtual education resulting from the COVID-19 pandemic. The study stems from the

recognition of persistent structural barriers in rural education, including poor connectivity, scarce technological resources, limited teacher preparation in foreign language instruction, and a heightened risk of school dropout; the author concludes that, even under technological and socioeconomic constraints, English teaching in rural settings can be effectively carried out when it is supported by pedagogical reflection, student motivation, and ongoing teacher guidance; from this perspective, English instruction becomes a means of advancing educational equity and fostering the inclusion of rural communities in foreign language learning.

This study contributes to the present research by underscoring the relevance of adapting pedagogy to rural contexts marked by scarce resources and structural inequality. Carvajal Carvajal's (2021) results strengthen the argument that successful English teaching in rural schools depends not only on access to technology, but also on well-planned instruction and continuous teacher support; these contributions support the design of a contextualized teaching booklet as a practical strategy for strengthening English learning despite contextual limitations. In addition, the focus on equity and inclusion is consistent with the purpose of this research, which aims to offer meaningful and accessible learning opportunities for rural students.

Lizasoain, Ortiz de Zárate, and Becchi Mansilla (2018) examine how the ICT resource *It's My Turn* influenced English as a foreign language instruction in rural areas of Chile; the study took place in seven rural schools in the Los Ríos Region and measured the learning progress of 76 fifth- and sixth-grade students through pretests, posttests, and classroom observations; the research addresses the issue of educational inequality between rural and urban contexts, particularly in access to English language instruction and specialized teacher training. Finally, Lizasoain et al. (2018) conclude that *It's My Turn* is an effective tool for promoting autonomous English learning in rural areas where opportunities to access the language are limited. Nevertheless, they emphasize that the teacher's role remains essential and that strengthening pedagogical and linguistic training is necessary to maximize the potential of ICT in the teaching of English in rural contexts. This study supports the present research by showing that innovative, context-sensitive resources can improve English learning in rural settings where access to specialized instruction is limited. The results reported by Lizasoain et al. (2018) indicate that well-structured didactic materials can encourage autonomous learning while also helping reduce educational disparities; their discussion of the teacher's complementary role further underscores the value of pedagogical guidance in the use of instructional resources; taken together, these contributions provide stronger support for the

design and implementation of the contextualized teaching booklet proposed in this study as a strategy to promote meaningful and equitable English learning in rural contexts.

Multiple studies underscore the value of visual and hands-on resources in primary English as a Foreign Language (EFL) instruction. Cameron (2001) explains that young learners respond especially well to concrete and visual supports, including flashcards, posters, realia, and illustrated worksheets, because these materials help relate abstract language content to their daily experiences; this is particularly significant in rural settings, where students often depend on contextual cues and familiar references to make sense of a foreign language. In such contexts, visual resources serve not only a linguistic purpose but also a cultural one, as they can represent aspects of students' immediate environment, such as family life and the natural world. As a result, English learning is understood as more accessible and practical, which tends to strengthen motivation and encourage active classroom participation. However, Cameron (2001) also warns that the use of visual materials must be accompanied by careful selection of content to avoid decontextualized learning. The author points out that resources that do not reflect the sociocultural reality of students can generate confusion or disinterest. Therefore, the need for teachers to adapt or design materials that respond to the characteristics of the context, integrating local cultural elements and significant experiences is emphasized. In rural schools, this kind of adaptation becomes an essential strategy for turning visual resources into effective supports for English learning.

This contribution is especially relevant to the present study because it supports the development of a contextualized instructional booklet grounded in students' everyday experiences. By stressing the importance of culturally relevant visual materials, Cameron's (2001) work offers a theoretical foundation for choosing topics such as family, animals, food, and the natural environment, all of which are familiar to rural learners. In addition, *Teaching Languages to Young Learners* emphasizes the need to adapt educational materials to local conditions and to the cultural contexts in which students live.

In the same way, Tomlinson (2013) states that effective instructional materials need to be relevant, engaging, and intricately linked to students' lived experiences. His work on language teaching materials indicates that resources built around learners' immediate context, including family life, food, animals, and everyday routines, can increase both motivation and long-term retention; although this framework can be applied across different educational settings, its use in

rural schools must be adjusted because access to commercial materials is often limited. This situation highlights the importance of teacher-designed or low-cost resources as practical alternatives.

Tomlinson's (2013) discussion of meaningful and relevant materials in *Developing Materials for Language Teaching* supports the use of familiar topics to promote participation and strengthen long-term retention. His framework also supports the development of teacher-created resources as an effective alternative to commercial textbooks that often fail to represent rural contexts; by prioritizing accessible and flexible materials, the proposed booklet is intended to offer pedagogical support and create meaningful learning opportunities for students. Accordingly, this study applies Tomlinson's principles to ensure that the instructional booklet responds to the sociocultural setting and learning needs of fifth-grade students in rural contexts.

Beyond the literature on teaching materials and instructional tools, research has also explored the role of information and communication technologies (ICTs) in rural English as a Foreign Language (EFL) setting, pointing to both their possibilities and their constraints. In the study *An ICT Tool in a Rural School: A Drawback for Language Students at School?*, Rojas (2019) examines the use of an ICT resource in a rural Colombian school and maintains that, while technology can expand opportunities for English learning through access to diverse online materials, its educational value is often restricted by structural conditions typical of rural contexts; the study indicates that insufficient access to functional devices, reliable internet service, updated software, and continuous teacher preparation weakens the effectiveness of ICT use in language instruction and deepens a digital gap that limits its pedagogical contribution. Rojas further states that, in the absence of strong institutional backing and public policy support, the availability of technological tools by itself does not guarantee meaningful learning; instead, it may reveal existing inequalities and generate frustration among both teachers and students; this study adds to wider discussions on educational equity and the importance of contextual relevance in rural schooling by showing that technology should not be viewed as a complete solution to language-learning difficulties, but rather as a resource that must be supported by contextualized teaching strategies and sustained capacity-building processes.

Rojas's (2019) findings justify prioritizing a printed instructional booklet as the primary pedagogical resource, since it guarantees access regardless of internet availability or digital infrastructure; by drawing attention to the digital divide, the study emphasizes the importance of

low-cost, context-sensitive materials that teachers and students can use effectively in their educational setting; it also stresses the need for pedagogical alternatives that do not depend entirely on technology to support meaningful English learning. In this way, the proposed booklet responds to local conditions and, at the same time, supports communicative language development.

5. Conceptual Framework

This section presents the main theoretical foundations that support the present research. It explores key concepts related to the *Escuela Nueva* Model, the use of didactic and digital materials, and the development of bilingualism in rural contexts. These theoretical perspectives provide the conceptual basis for understanding how contextualized teaching resources can strengthen English as a Foreign Language (EFL) learning in rural primary education. By examining these constructs, the framework establishes the relationship between pedagogical models, instructional materials, and the sociocultural realities of rural communities, which guide the design and implementation of the proposed teaching booklet.

5.1. New school

The New School is a system of primary education curricular, community, administrative-financial, that integrates and training the program is designed to make it possible to provide complete primary education strategies and to improve the effectiveness of the nation's rural schools. Essentially, this system provides active instruction, a stronger relationship between the school and the community, and a flexible promotion mechanism adapted to the lifestyle allows students to of the rural child. Flexible promotion advances from one grade or level to another at their own pace. Parents' reason, in addition, in agriculture without children can leave school temporarily, jeopardizing in case of illness, the chance of returning with their education.

Colbert, Chiappe, and Arboleda (1993) state that learning guides enable students to advance according at their own pace, thereby encouraging responsibility and autonomous learning. This strategy is especially suitable for multigrade classrooms, where students show considerable differences in learning levels and rhythms. The studies cited in the chapter also report that this model contributes to lower dropout rates and better academic performance when compared with conventional rural schooling models (Psacharopoulos, Rojas, & Velez, 1993). The integration of the community into the educational process also strengthens students' sense of belonging and reinforces the social value of education.

The principles of *Escuela Nueva* provide an important foundation for the present study. The English booklet designed for this research is aligned with the methodology of the model, as it encourages active participation, autonomous learning, and self-paced progress. Through

contextualized activities and learning tasks connected to students' rural realities, the booklet seeks to promote meaningful learning experiences and increase students' engagement with English.

5.2. Use of didactic materials

Digital resources have emerged in recent decades as powerful means of expression and knowledge construction through a multimodal language based on image, sound, and interactivity, elements that enhance students' understanding, creativity, and motivation (García-Valcárcel, 2016). Audiovisual resources support multisensory communication by combining different semiotic forms that engage multiple channels of perception and learning. Within this framework, a wide range of didactic materials have emerged, such as interactive e-books, instructional videos, digital slide presentations, learning platforms, infographics, multimedia manuals, and gamified applications, all of which encourage active and self-directed learning. These resources align with the characteristics of contemporary learners, who are increasingly familiar with dynamic and visually oriented modes of communication. Therefore, incorporating innovative resources such as a digital flipbook becomes pedagogically relevant, as it combines visual design, structured content, and interactivity, aligning with current educational demands while supporting meaningful learning processes.

In the present study, the digital flipbook serves as a contextualized teaching resource designed to support the learning of English among fifth – grade students in a rural school setting. Its content integrates topics, images, and activities connected to students' daily lives and local environment, promoting meaningful learning experiences. Moreover, the flipbook encourages active participation and autonomous learning, allowing students to progress at their own pace in accordance with the principles of the Escuela Nueva model.

5.3. Digital resources

In the last two decades, the rapid development and diffusion of new technologies have brought about the transformation of language acquisition (Carraro and Trinder, 2021). At every stage of the modernization of education, the necessity of training primary school teachers and of the relevant pedagogical staff has emerged in order to build a new type of education in a multilingual environment, including the development of theoretical and technological support (Zhumabayeva et al., 2020). Technological developments, which have an impact in almost all areas

in the world we live in, have become an indispensable tool that meets the needs of students in language education. For this reason, it is extremely important to carry out studies on the effective use of innovative technologies that touch the life and time of learners in language education (Kukulska-Hulme, 2012).

The integration of technological developments into language education has created the understanding of modern language education. Language education within this understanding has ceased to be a teacher-oriented education and has aimed to create a new understanding of education in which digital resources provide students with a more efficient and active education opportunity. For this purpose, the use of modern education methods, the use of technology and digital resources in the development of students' language didactics has become important for teachers (Lai, Yeing & Hu, 2016).

In the context of the present study, the digital resource flipbook was selected as the main teaching tool because it integrates contextualized content, visual elements, and interactive activities that respond to the characteristics of rural learners. Through the booklet, students are encouraged to engage actively with English learning while connecting new knowledge to their everyday experiences and local environment. Furthermore, the flipbook supports autonomous and self-paced learning, which is consistent with the principles of the Escuela Nueva Methodology.

5.4. Development of bilingualism in rural contexts

In late 2023, the first national Conference on Rural English Learner Education and Research (CREER, which means “to believe” in Spanish) was held in the U.S. state of North Carolina. The two-day conference convened 53 educators, scholars, and community advocates from diverse fields including education, federal and state government agencies, mental health and community development organizations, and public libraries. Participants gathered and shared their work, experiences, advocacy, and needs, much of which centered on the invisibility of rural non-English speaking students and families who work in crop agriculture, poultry and hog processing, construction, restaurants, and other essential industries. As laborers, they contribute to rural community thriving, but for them, thriving is elusive. We left the 2023 event with actionable ideas and a collective sense of hope that equitable education for rural English learner students (ELs) could be more systematically addressed in educational programs, scholarly work, and advocacy on the ground. For those of us working at the intersection of rural and EL education, the conference

put rural English learners and families literally and figuratively “on the map.”

The need to understand rural EL education is pressing. Existing education research has not adequately captured the languages, cultures, and contributions of ELs in rural community functioning and well-being. For example, scholars of rural education have identified rural cultural wealth (Crumb et al., 2022) as an extension of community cultural wealth (Yosso, 2005), theories that undergird new movements in rural education research. Yet while these ideas inform current scholarships, they remain underdeveloped for linguistically diverse speakers in rural communities, in and beyond the US. Yosso (2005), for instance, points out that Chicana scholars describe how *educación* and education hold “dual meanings” in their communities. The concept of being well-educated among Latinos can mean “una persona bien educada or a well-mannered, kind, fair-minded, respectful (moral) individual” (p. 83).

The ideas presented in this discussion are particularly relevant to the present study, as they highlight the importance of recognizing and valuing the linguistic, cultural, and social realities of students in rural contexts. In response to this need, the digital flipbook designed for this research incorporates contextualized content that reflects learners’ everyday experiences and community environment. By doing so, the resource seeks to make English learning more meaningful and accessible while promoting students’ rural identities.

5.5. Teaching materials

Teaching materials play a fundamental role in the educational process since they serve as mediation tools between the teacher, the content and the student. These resources support the explanation of concepts, facilitate understanding, and create opportunities for meaningful interaction in the classroom. In the context of English as a foreign language (EFL), teaching materials are especially important because they provide concrete references that help students understand and use a language that is not part of their immediate environment.

Omabe (2006) asserts that instructional materials are central in the teaching and learning of English language because they are used to compliment efficiency of a teacher, and effectiveness in lesson delivery. Esu, Enukoha and Umoren (2004) affirmed that instructional materials facilitate learning of abstract concepts by helping to concretize ideas and stimulate learners’ imagination. Moreover, instructional materials help to increase active participation in the learning process while

saving teacher's energy, reducing the teacher centeredness in teaching. In the same vein, Mathew (2012) states that the use of instructional materials makes teaching effective as it enables learners to participate actively in classroom instruction. All these views suggest that the use of instructional materials can improve students' performance.

In this study, the digital resource flipbook was conceived as a teaching material that supports the learning of English through contextualized and interactive activities adapted to the rural educational setting. As an instructional resource, it provides students with visual and practical references that facilitate the understanding of vocabulary and language structures. Additionally, the flipbook promotes active participation and autonomous learning by encouraging learners to engage with the content at their own pace. Its design aligns with the principles of meaningful learning, as the activities are connected to students' daily experiences and local context, making English learning more relevant and motivating.

6. Research Design

6.1. Approach

This research follows a qualitative approach, which seeks to provide a comprehensive and detailed account of participants' experiences, perceptions, and perspectives regarding a particular phenomenon. According to Sandelowski (2000), qualitative descriptive studies aim to provide a straightforward and comprehensive summary of a phenomenon in everyday terms, staying close to participants' accounts and experiences. This approach allows researchers to explore and describe perceptions, practices, and experiences within their natural contexts. In the present study, a qualitative approach was adopted to gain a deeper understanding of teachers' reflections and experiences regarding English language teaching in a rural education setting.

The qualitative approach was selected for this research due to its relevance in the educational context of La Hondita school; this approach allows us to understand the specific reality of the process of teaching English as a foreign language from a holistic and contextualized perspective, valuing the experiences of the teacher and students in their natural environment. Furthermore, about the qualitative paradigm, Sampieri (2014) claims that it models an inductive process contextualized in a natural environment; this is because, in data collection, a close relationship is established between the research participants, subtracting their experiences and ideologies to the detriment of the use of a predetermined measurement instrument. In this approach, the variables are not defined with the purpose of experimental manipulation, and this indicates that a subjective reality is analyzed in addition to having research without potential for replication and without statistical foundations. This approach is also characterized by the incomplete conceptualization of the research questions and by the non-reduction to numbers of the conclusions drawn from the data. It also seeks, above all, the dispersion of information in contrast to the quantitative approach that seeks to delimit it (p. 26).

6.2. Method

The methodological approach adopted in this study is Action Research, as it provides a suitable framework for addressing educational challenges while promoting reflection and improvement in teaching practices. Action Research enables researchers to generate knowledge from real classroom situations and to implement changes aimed at transforming educational

processes. According to Latorre (2003), “the method of action research, so modest in its appearance, hides and implies a new vision of man and science, more than a process with different techniques” (p.28). Following this approach, the study was developed through four interconnected phases: planning, action, observation, and reflection. During the planning phase, the contextualized teaching materials were implemented in the English classes. The observation phase involved collecting data through semi – structured interviews and the teacher reflective journal. Finally, in the reflection phase, the collected data were analyzed to evaluate the impact of the intervention and identify opportunities for improving the teaching and learning process.

Participatory action research is further defined by Fals Borda (2008) as a necessary experience to progress in democracy, as a set of attitudes and values, and as a work method that gives meaning to praxis on the ground. Participatory Research should be seen not only as a research methodology, but at the same time as a philosophy of life that turns those who practice it into reflective people. (p. 3)

6.2.1. Ethical Considerations

Informed consent is obtained from the educational institution and the participating teacher. It is explicitly stated that the teacher’s professional integrity would be safeguarded throughout the entire process. Participation in the research was voluntary, and the objectives of the study are clearly explained. All data collected were handled confidentially and used solely for academic and improvement purposes, ensuring respect, privacy, and ethical commitment in every stage of the research. The informed consent form for parents can be seen in Annex 3.

6.3. Scope of the research

This study has a descriptive scope, since it examines the educational needs identified in the rural classroom and the implementation of a contextualized pedagogical proposal, as it is the most suitable to go beyond a description of the characteristics of the scenario and phenomena of our research work. According to Sampieri (2014), explanatory studies go beyond the description of concepts or phenomena or the establishment of relationships between concepts; they aim to answer the causes of physical or social events and phenomena, and their focus is on explaining why a phenomenon occurs and under what conditions it manifests or why two or more variables are related (p. 128).

Within the framework of the research proposal “An English Language Teaching Booklet for Fifth-Grade Students at La Hondita Rural School” this scope allows for interaction with the target population, beginning with the observation stage, where some difficulties related to English language teaching were identified. Therefore, an intervention proposal was designed with the aim of transforming and improving the teacher’s pedagogical practice regarding how English as a subject is planned and taught. As a result, by implementing the intervention, reflection and conclusions were made about the outcomes generated, thus contributing to a process of pedagogical practice enhancement.

Within the framework of the research proposal entitled “*An English Language Teaching Booklet for Fifth-Grade Students at La Hondita Rural School*,” this study focuses specifically on the educational needs of fifth-grade students in a rural primary school context. The study was initiated with a classroom observation phase in which several challenges associated with the teaching and learning of English were identified. In response to these findings, an intervention proposal was developed to address the conditions and demands of rural education, with the purpose of supporting both students’ learning development and the teacher’s pedagogical work; following the implementation of the booklet, reflections and conclusions were generated concerning its influence on student engagement and learning achievement, thereby contributing to the strengthening of English teaching practices in a rural fifth-grade classroom.

6.4. Population and Sample

The La Hondita School is in the municipality of Sonsón, a municipality in the southern part of Antioquia, Colombia, characterized by the mountainous topography of the Central Mountain range and several other significant geographical features. La Hondita is a coeducational rural public school of social status 1, operating on an A-block calendar and a full day schedule, providing education from grades preschool through 5th grade, and observing the *Escuela Nueva* Model. The school is located directly in the rural village of the same name; it employs 1 teacher responsible for instructing students from preschool through 5th grade and has a total enrollment of 15 students.

The population under study consists of the fifth-grade students at La Hondita Rural School, located in the rural village of La Hondita in the municipality of Sonsón, Antioquia. The institution operates under the *Escuela Nueva* Model and follows a multigrade classroom structure,

where a single teacher is responsible for teaching students from preschool to fifth grade. The study population is made up of fifth-grade students at La Hondita Rural School, within a school community of 15 enrolled learners. This grade includes a small number of students between approximately 10 and 12 years of age; their families belong to socioeconomic level 1 and are primarily engaged in farming and other forms of rural labor. Because of the school's rural setting, students have limited access to technological resources, internet service, and opportunities to encounter English beyond the classroom. Additionally, students present heterogeneous learning rhythms, as is common in multigrade settings. Therefore, the design of the English teaching booklet considers their contextual realities, learning needs, prior knowledge, and the pedagogical principles of the *Escuela Nueva* Model, promoting autonomous, meaningful, and contextualized learning experiences. Given the qualitative nature of our research work, the sample is to be obtained until a saturation point is reached; this means that no further data is available to be collected as it becomes reiterative.

6.5. Instruments

To achieve the main objective of designing and implementing the booklet, several instruments were selected to collect relevant information about the rural educational context that favors the process of teaching English as a foreign language at the La Hondita school, various instruments were selected based on the specific objectives that allow collecting relevant and contextualized information. This combination of techniques allows us to obtain a comprehensive vision of the conditions, needs, and opportunities present in the educational context. Specifically, the instruments used in this research are a semi-structured interview, a checklist and classroom observation, each of which provides complementary data on teaching practices, available resources and the learning dynamics within the school.

Table 1.

Relationship Between Objectives and Data Collection Instruments

An English Language Teaching Booklet for Fifth-Grade Students at La Hondita Rural School
Question: How can the creation and implementation of an English-teaching booklet enhance the teaching and learning process of English as a Foreign Language (EFL) for fifth-grade students at La Hondita Rural School?

Main objective: To analyze whether the English booklet contributes to the English language learning processes of fifth-grade students at La Hondita Rural School in accordance with the *Escuela Nueva* model.

Objectives	Instruments
To identify the characteristics, needs, and learning context of fifth-grade students at La Hondita Rural School in relation to EFL learning.	Semi-structured interview with the teacher.
To design contextualized activities aligned with national English standards and the principles of the <i>Escuela Nueva</i> model.	Field Journal. Checklist
To implement the English teaching booklet as a pedagogical resource in the classroom.	
To evaluate the pedagogical impact of the contextualized English teaching booklet on students' learning experiences, participation, and perceptions of English language learning.	Satisfaction Survey

Note. The table is self-created. It presents the information related to the project objectives and the data collection instruments.

Data collection was conducted through a semi-structured interview, a checklist of available teaching materials and classroom observation supported by an observation guide. Semi-structured interviews allow for in-depth exploration of participants' perspectives while maintaining flexibility (Kvale & Brinkmann, 2009; Cohen, Manion, & Morrison, 2018) and were applied to gather information about pedagogical practices and contextual challenges in English teaching. The checklist made it possible to identify the didactic resources already available in a systematic way (Hernández-Sampieri, Fernández, & Baptista, 2014), which helped establish the material requirements that supported the development of the booklet. In addition, the teacher's reflective journal encouraged critical self-examination and professional development (Schön, 1983; Richards & Farrell, 2005), whereas classroom observation allowed for the organized documentation of student participation, interaction, and the effectiveness of the strategies implemented in class (Cohen et al., 2018). The following data collection instruments were used in this study:

6.5.1. Semi-structured interview

The semi-structured interview was employed as a complementary data collection instrument to gain a deeper understanding of the educational context and the availability of

resources for English language teaching in the rural school. According to Hernández Sampieri, Fernández, and Baptista (2014), a semi-structured interview is characterized by a flexible guide of previously established questions that allows the researcher to explore emerging topics and obtain detailed information from the participants. Likewise, Kvale and Brinkmann (2009) argue that this type of interview facilitates the construction of knowledge through a conversational process, enabling participants to express their perceptions and experiences in their own words.

For the purposes of this study, the interview was designed around three main categories: technological resources, classroom materials, and infrastructure conditions related to English language teaching. The intention of organizing the questions according to these categories was to identify the educational resources available in the institution, recognize the existing limitations, and determine the specific needs that could be addressed through the implementation of contextualized didactic materials. This structure also allowed the researchers to establish a clearer connection between the realities of the rural educational setting and the objectives of the research.

The interview guide was designed by the researchers and subsequently reviewed by an external expert to ensure its clarity, coherence, and relevance to the study objectives. After incorporating the expert's recommendations, the instrument was approved for implementation. A total of one semi-structured interview was conducted with the English teacher of the institution, whose insights provided valuable contextual information for the development of the project. The complete interview protocol and transcript are included in the Annex section of this research paper.

6.5.2. Field Journal

The participant observation strategy, fundamental to this research, allowed for direct contact with the students and the dynamics of their learning environment. According to Bisquerra (2004), this technique involves “observing while simultaneously participating in the activities of the group being investigated” (p. 332), which enriches the understanding of the phenomenon. To instrumentalize this observation, a field diary was designed whose structure was deliberately aligned with the study's categories of analysis.

Specifically, the intention of completing this field diary according to these categories was to verify how the implemented materials influenced the students, to identify emerging particularities in their interactions and responses, and to ensure that these detailed findings would be of great utility for the present research paper. In this way, the field diary served not only as a

repository for raw data but also as a reflective tool. In this regard, DeWalt and DeWalt (2002) suggest that participant observation can be used to increase the validity of the study, as the observations help the researcher gain a better understanding of the context and the phenomenon under study. This process of preliminary recording and analysis was key to the systematization of observations and the consolidation of findings.

The researchers designed the format for the field journals. This instrument was then submitted for review and approval by an external expert. The expert used an evaluation rubric to offer key suggestions before formally approving the journal for implementation. In total, 4 field journals were diligently filled out over the course of the project, and all are included as an attachment in the Annex of this document.

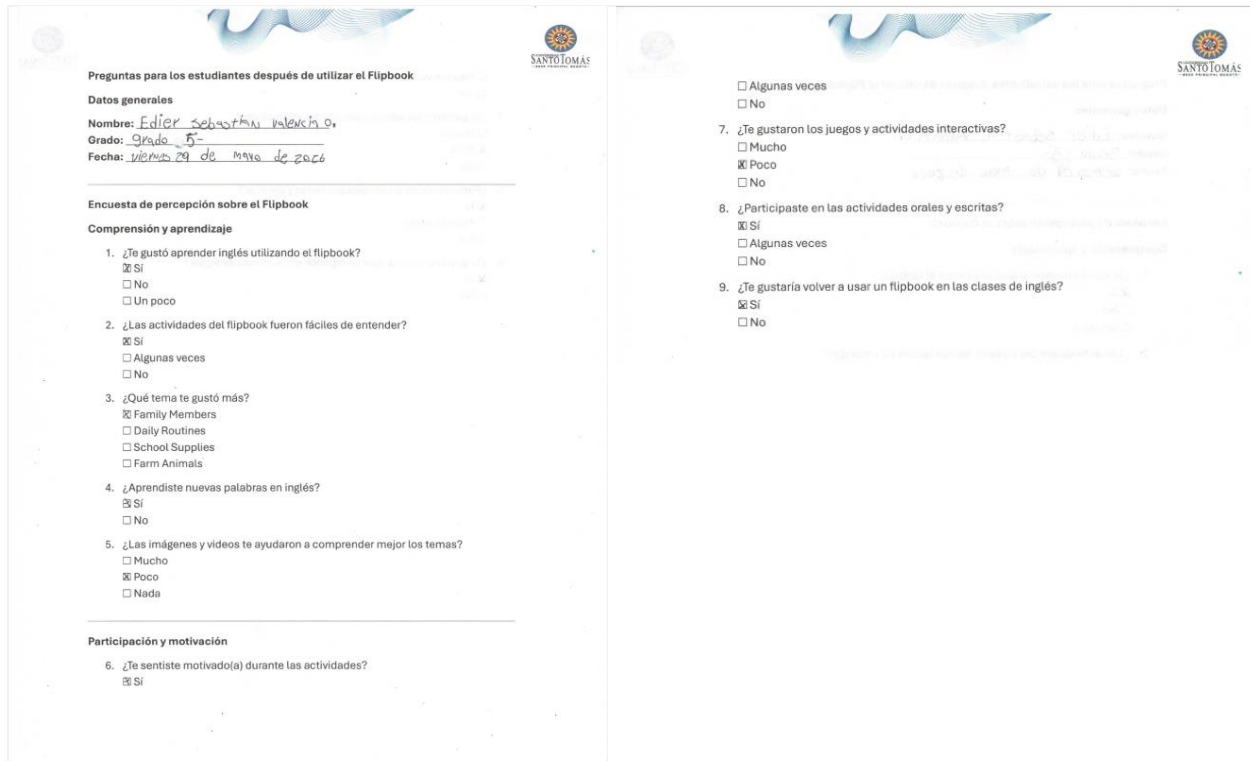
6.5.3. Satisfaction Survey

The satisfaction survey was designed as a complementary instrument to capture the students' perceptions regarding the activities and materials implemented. As Cohen, Manion, and Morrison (2018) explain, surveys are valuable tools for gathering attitudinal data, since they allow researchers to access participants' subjective evaluations in a structured manner. In this case, the survey included both closed and open-ended questions, enabling a balance between quantitative measurement and qualitative insights. It is important to clarify that the survey was conducted in Spanish because the students do not have a sufficient level of English to respond adequately if it were administered entirely in English.

The purpose of applying this survey was to identify levels of motivation, enjoyment, and perceived usefulness of the pedagogical strategies. According to Dörnyei and Taguchi (2010), well-constructed questionnaires can provide reliable information about learners' attitudes and experiences, especially when combined with other methods such as observation. Thus, the survey served not only as a diagnostic instrument but also to triangulate data with the field journals, strengthening the validity of the research findings. The survey was conducted with six students in fifth-grade primary school students who participated in the implementation of the flipbook. It consisted of nine questions, which were divided into two thematic areas: questions 1 to 5 focused on comprehension and learning, while questions 6 to 9 addressed participation and motivation.

Figure 1.

Satisfaction survey realized by students



Preguntas para los estudiantes después de utilizar el Flipbook

Datos generales

Nombre: Edier Sebastián Melchior

Grado: Grado 5°

Fecha: viernes 29 de mayo de 2020

Encuesta de percepción sobre el Flipbook

Comprensión y aprendizaje

- ¿Te gustó aprender inglés utilizando el flipbook?
☒ Sí
☐ No
☐ Un poco
- ¿Las actividades del flipbook fueron fáciles de entender?
☒ Sí
☐ Algunas veces
☐ No
- ¿Qué tema te gustó más?
☒ Family Members
☐ Daily Routines
☐ School Supplies
☐ Farm Animals
- ¿Aprendiste nuevas palabras en inglés?
☒ Sí
☐ No
- ¿Las imágenes y videos te ayudaron a comprender mejor los temas?
☐ Mucho
☒ Poco
☐ Nada

Participación y motivación

- ¿Te sentiste motivado(a) durante las actividades?
☒ Sí

Note. This survey provides information about the students' feelings about the flipbook application.

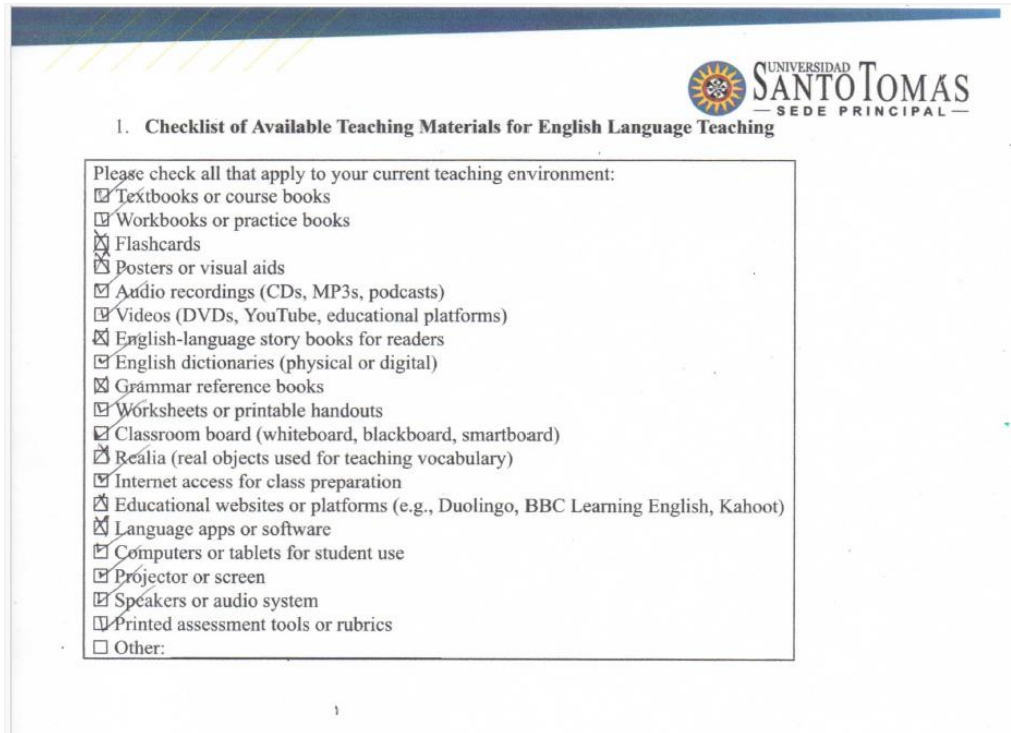
6.5.4. Checklist

The checklist was employed as a systematic tool to monitor the implementation of planned activities and ensure fidelity to the instructional design. As Oppenheim (1992) points out, checklists are practical instruments that help researchers and educators maintain consistency in data collection, as they provide clear criteria for observation and evaluation.

In this study, the checklist was structured around specific indicators aligned with the categories of analysis, such as student participation, use of materials, and achievement of learning objectives. Fraenkel, Wallen, and Hyun (2015) emphasize that checklists are particularly effective in educational research because they allow for the recording of observable behaviors in a concise and organized manner. By using this instrument, the researchers were able to verify the degree to which the activities were carried out as intended, identify deviations, and document recurring patterns in classroom dynamics.

Figure 2.

Checklist of available teaching materials for English language teaching.



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1. Checklist of Available Teaching Materials for English Language Teaching

Please check all that apply to your current teaching environment:

- ☒ Textbooks or course books
- ☒ Workbooks or practice books
- ☒ Flashcards
- ☒ Posters or visual aids
- ☒ Audio recordings (CDs, MP3s, podcasts)
- ☒ Videos (DVDs, YouTube, educational platforms)
- ☒ English-language story books for readers
- ☒ English dictionaries (physical or digital)
- ☒ Grammar reference books
- ☒ Worksheets or printable handouts
- ☒ Classroom board (whiteboard, blackboard, smartboard)
- ☒ Realia (real objects used for teaching vocabulary)
- ☒ Internet access for class preparation
- ☒ Educational websites or platforms (e.g., Duolingo, BBC Learning English, Kahoot)
- ☒ Language apps or software
- ☒ Computers or tablets for student use
- ☒ Projector or screen
- ☒ Speakers or audio system
- ☐ Printed assessment tools or rubrics
- ☐ Other:

Note. This checklist provides information about materials for teaching English language.

7. Analysis Categories

The analysis of the current context of the research setting, together with the review and validation of previous studies on English language teaching through a guidebook in rural areas, led to the identification of two main categories of analysis considered the most appropriate for this study. The selection of these categories was informed by the information collected through the field journals and semi-structured interview, which provided valuable insights into the participants' experiences and the realities of the educational context. According to Saldaña (2021), categories are analytical constructs that emerge from the systematic examination and interpretation of qualitative data, enabling researchers to organize findings and identify meaningful patterns. Based on this process, the following categories were established: Use of Contextualized Teaching Materials and Teaching and learning Process of English as a Foreign Language (EFL).

Table 2.

Relationship between categories, meaning and subcategories.

Category	Meaning	Subcategories
C1. Use of Contextualized Teaching Materials	Refers to the role of a contextualized English teaching booklet in supporting the teaching and learning process in a rural setting. It examines the relevance of its content to students' daily lives, culture, and the principles of the <i>Escuela Nueva</i> model, as well as its contribution to meaningful, autonomous learning and the improvement of the <i>Escuela Nueva</i> model, as well as its contribution to meaningful, autonomous learning and the improvement of available instructional resources.	Teacher Reflective Practice. Relevance to Students' Rural Context and Daily Life.
C2. Teaching and Learning Process of English as a Foreign Language (EFL)	Refers to the influence of the teaching booklet on the English learning process of fifth-grade students. It examines its contribution to the development of communicative skills, vocabulary, and basic grammatical structures.	Student Autonomy and Active Participation. Alignment with the <i>Escuela Nueva</i> Model and the National English Standards

Note. Researcher's own elaboration.

7.1. Data Analysis

For the purposes of this research, the data analysis process was conducted through manual coding and color-coding techniques. Manual coding involved carefully reading and reviewing the data collected through the four field journals to identify relevant patterns, recurring ideas, and meaningful themes related to the research objectives. This procedure allowed the researchers to organize the information into categories and subcategories derived from the data.

Furthermore, a color-coding system was applied directly to field journals to facilitate the analysis and interpretation of the information. During the review of each field journal, segments of text were highlighted using specific colors according to the categories and subcategories established in the analytical framework. Category 1 (C1) was identified with yellow, Subcategory 1 (SC1) with blue and green, Category 2 (C2) with pink, and Subcategory 2 (SC2) with gray and brown. By highlighting the field journal entries with these colors, the researchers were able to visually identify patterns, group similar ideas, compare findings across the four observations, and ensure consistency in the coding process. This combination of manual coding and color coding

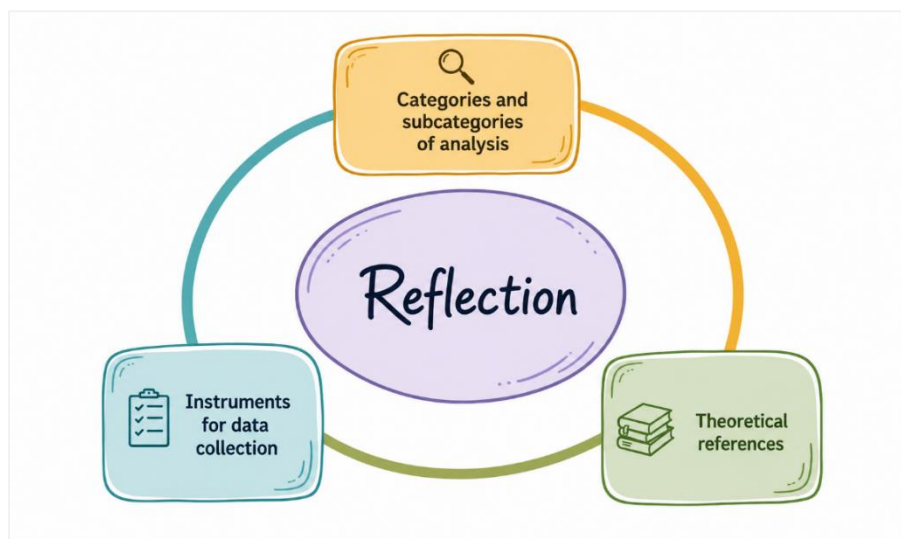
strengthened the rigor of the analysis and supported the systematic identification of the themes that emerged from the classroom observations.

7.2. Reflection Phase

The purpose of this phase is to conduct a triangulation of the information gathered during the observation stage, considering the most relevant data derived from interviews, field journals, satisfaction surveys, checklists, theoretical references, categories of analysis, and illustrations. These elements serve as supporting evidence to ensure the rigor and trustworthiness of the researchers' interpretations. The findings will be presented according to the following order.

Figure 3.

Model for Presenting Information in the Reflection Phase



Source: Researcher's own elaboration.

Following the model presented above, the reflection process is conducted by analyzing the data collected during the observation phase together with external sources considered relevant by the researcher, with the purpose of ensuring the rigor, validity, and trustworthiness of the study.

7.3. Analysis categories and subcategories identified

For the analysis and interpretation of the collected data, a coding system was established using categories (C) and subcategories (SC). The code C1 corresponds to the category *Use of Contextualized Teaching Materials*, which refers to the implementation of teaching resources

adapted to students' rural context to promote meaningful English learning. C2 refers to the category *Teaching and Learning Process of English as a Foreign Language (EFL)*, which encompasses the classroom strategies, activities, and pedagogical practices that facilitate English language acquisition. The subcategory SC1 was used to identify aspects related to *Teacher Reflective Practice* and *Rural Context and Daily Life*, highlighting the importance of reflective teaching and the integration of students' local realities into the learning process. Finally, SC2 refers to *Student Autonomy and Active Participation* as well as *Alignment with the Escuela Nueva Model and the National English Standards*, emphasizing students' active role in their learning and the need to ensure that English instruction is consistent with national educational guidelines and the pedagogical principles of the Escuela Nueva model.

C1: Use of Contextualized Teaching Materials: The use of contextualized teaching materials in English language instruction promotes meaningful learning, especially when these resources are specifically designed for the real context in which they are implemented. According to Keith Folse (2002), authentic materials enrich the learning process while playing a significant role in strengthening and developing primary school students' linguistic and communicative skills.

C2: Teaching and Learning Process of English as a Foreign Language (EFL): The teaching and learning process of English as a foreign language takes place in the classroom through different structured activities that promote meaningful learning. According to Valle (2018), innovative teaching strategies, when applied creatively and appropriately, foster better academic performance in accordance with students' age and needs. This constitutes the main alternative for achieving meaningful learning.

SC1: Teacher Reflective Practice: Teachers should consider the importance of engaging in reflective practice while implementing the proposed classroom activities and evaluating the strategies they have designed. According to Farrell (2007), reflection is a systematic and holistic process that encompasses teachers' principles, emotions, beliefs, and personal theories, allowing them to make informed pedagogical decisions and continuously improve their teaching practice.

SC1: Rural Context and Daily Life: English language teaching should always be connected to the learners' context to achieve more meaningful and effective learning outcomes, especially in rural settings where students need to relate new knowledge to their daily experiences. According to García and García (2013), teaching English in rural areas should be grounded in an

intercultural perspective that values local traditions and cultural practices, reduces educational inequalities, and enables students to connect with the global world without losing their own identity.

SC2: Student Autonomy and Active Participation: Students in rural schools should assume a role of autonomy and active participation in each of the learning activities, as the *Escuela Nueva* methodology promotes the use of learning guides across different subject areas. According to Fernández and Quingiasa (2021), rural students value the places where they live through a sense of identity and belonging, which fosters active and autonomous participation in their educational process.

SC2: Alignment with the *Escuela Nueva* Model and the National English Standards: English language teaching in rural areas should always be guided by the National English Standards and integrated with the *Escuela Nueva* methodology. According to Guerrero (2010), competency standards promote an image of the English teacher as a visible and technical practitioner, emphasizing the importance of structured and goal-oriented language instruction.

7.4. Daily Field Journal Notes

For data organization and analysis purposes, the information collected through the field journals was coded using the abbreviation FJN, which stands for Field Journal Notes. The numerical sequence assigned to each code identifies the specific journal entry corresponding to each stage of the implementation process. Thus, FJN1 refers to the observations and reflections recorded during the first implementation session, FJN2 corresponds to the second session, FJN3 to the third session, and FJN4 to the fourth and final implementation session. These codes facilitated the systematic organization, categorization, and analysis of the qualitative data collected throughout the research process, allowing the researchers to identify patterns, reflections, and evidence related to the implementation of the contextualized English flipbook in the rural multigrade classroom.

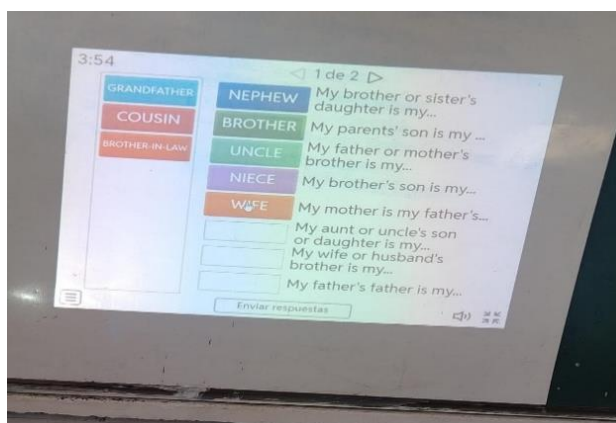
FJN1: The lesson focused on helping students identify and describe members of their families using basic English vocabulary. Students showed enthusiasm when talking about their relatives and sharing personal information. Various activities such as discussions, matching exercises, drawing family trees, and oral presentations encouraged active participation.

Most students were able to recognize and use family-related vocabulary correctly. They demonstrated interest in connecting the topic to their own experiences and families. Collaborative work promoted interaction among classmates, and students supported each other during speaking activities. Visual aids and examples provided by the teacher facilitated comprehension and engagement. It was also possible to teach the verb "to be" and possessive adjectives. Although some students were confused at the beginning, after the explanation and the completion of the activities, they understood the topics and carried out the tasks with enthusiasm. Pronunciation was one of the aspects that needed improvement, as most students had difficulties pronouncing English words correctly. However, through practice, repetition, and guidance, they gradually improved their pronunciation skills and participated actively in the activities.

According to Pola Moreno (2015), for Vygotsky, the teacher's role is crucial in creating the necessary conditions to provide students with essential experiences for concept formation. In this sense, teaching materials become mediators that support the learning process. This idea supports the use of visual aids, collaborative activities, and interactive tasks during the lesson, since these strategies helped students understand vocabulary and grammatical structures more effectively. In addition, communicative activities such as discussions, family trees, and oral presentations allowed students to practice English in authentic and engaging contexts, supporting the development of their speaking and comprehension skills.

Figure 4.

Activity in word wall about family



Note. students can practice the family vocabulary.

During the activities, SS expressed positive comments. For example, S1 said, "I really like

to draw and I'm going to draw my family tree," while S2 commented, "It is fun to talk about my family in English".

Figure 5.

Preservice teacher support during a guided writing activity



Note. Preservice teacher Jeremy Andrea Ruiz Peinado provides personalized guidance while students work on a family tree in her notebook.

FJN2: The lesson focused on daily routine vocabulary and expressions. Students participated in activities designed to help them identify common actions such as waking up, having breakfast, going to school, doing homework, and going to bed. Through games, matching exercises, reading activities, and oral practice, students demonstrated understanding of the sequence of daily events. Watching a video about daily routines initially helped them understand new vocabulary and improve their pronunciation. Most students were interested and willing to share information about their own routines. They used simple sentences to describe their daily activities and compared their routines with those of their classmates. The group activities encouraged collaboration and active participation throughout the lesson.

The Simple Present tense and time expressions were also taught during the lessons. Although some students were initially confused, they were able to understand the concepts after receiving explanations and completing the activities. They participated enthusiastically and showed a positive attitude toward learning. Pronunciation was one of the aspects that required

further attention, as most students experienced difficulties pronouncing English words correctly. However, through practice, repetition, and teacher guidance, they gradually improved their pronunciation skills.

According to Stephen Krashen's Input Hypothesis (1985), language acquisition is more effective when students are exposed to meaningful and understandable input in a low-anxiety learning environment. This idea supports the use of games, videos, matching exercises, and oral practice during the lesson, since these activities encouraged students to participate naturally and develop their communicative skills in English. In addition, interactive tasks helped students strengthen vocabulary retention, pronunciation, and confidence when expressing their daily routines using the Simple Present tense.

Figure 6.

Students watch a video about daily routines



Note. Students practice daily routines and they try to speak about it.

During the lesson, S1 said, "It is the first time we do these activities online." S2 commented, "I like the games because they help me learn new words," while S3 expressed, "The video about daily routines was fun and easy to understand." These reactions reflected students' motivation and interest in the activities.

FJN3: The lesson focused on helping students identify and describe school supplies and objects found in the classroom using basic English vocabulary. Students participated actively in activities such as watching videos, completing interactive worksheets, playing games, and writing short paragraphs about their classroom and school objects.

Figure 7.

Preservice Teacher support during a guided writing activity



Note. Preservice teacher Sandra Milena Pineda Mora provides personalized guidance while students work on daily routines in her notebook.

The students showed enthusiasm and confidence when naming school supplies and describing objects using the structures "there is" and "there are". Although they mentioned that the topic was unfamiliar to them, they found it easy to understand and participate in the activities. Visual resources, games, and guided exercises helped students understand the difference between singular and plural forms in English.

The students especially enjoyed the interactive activities and demonstrated motivation by participating in the games. Although the students made small mistakes when forming sentences, they were able to improve through the teacher's guidance and repetition. Pronunciation and sentence organization still required reinforcement, but students showed a positive attitude and willingness to participate throughout the lesson.

According to Díaz and Suárez (2011), "If the student develops the ability to listen to the foreign language and pronounce it correctly, then they will be in a better position to read it, write it, and also better fix the grammatical patterns, pronunciation, and basic vocabulary of the language." This perspective highlights the importance of oral practice, listening activities, and pronunciation exercises in the English learning process. The use of videos, games, guided exercises, and interactive activities during the lesson supported students in improving their speaking and listening abilities while reinforcing grammatical structures such as "there is" and

“there are.” These strategies also promoted participation, confidence, and the development of communicative skills in meaningful classroom contexts.

S1 said: “It was easy to learn ‘there is’ and ‘there are’ with classroom objects.” And S2 said: “It’s the first time I’ve felt confident reading an English text aloud, regardless of pronunciation”.

Figure 8.

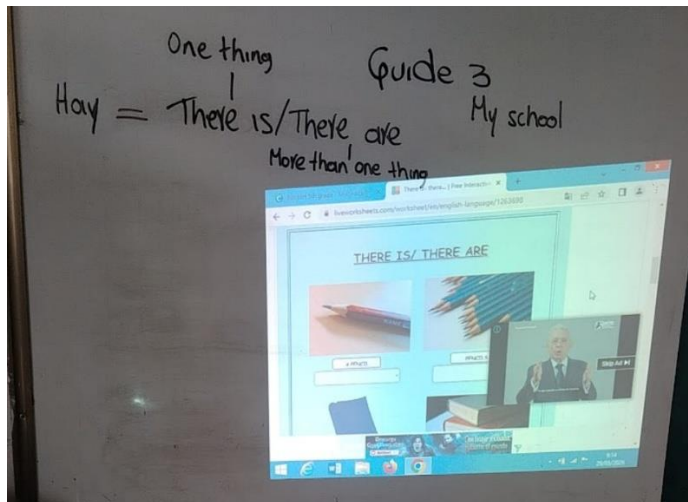
Students watch a video about school supplies



Note. Students practice school supplies and they try to speak about it.

Figure 9.

Students practice about there is and there are



8. *Note.* Students practice there is and there are with a game There is- there are school supplies

FJN4: The lesson focused on helping students identify farm animals and describe their abilities using the modal verb can. Students participated in activities such as watching videos,

matching animals with their abilities, listening exercises, and completing practice activities related to animals and the environment.

The students showed great interest and enthusiasm for the topic of farm animals. They enjoyed participating in activities where they matched animals with actions and abilities, using expressions such as “A bird can fly” or “Dolphin can swim across oceans”. The interactive activities encouraged participation and collaboration among classmates, and students demonstrated curiosity and motivation throughout the lesson.

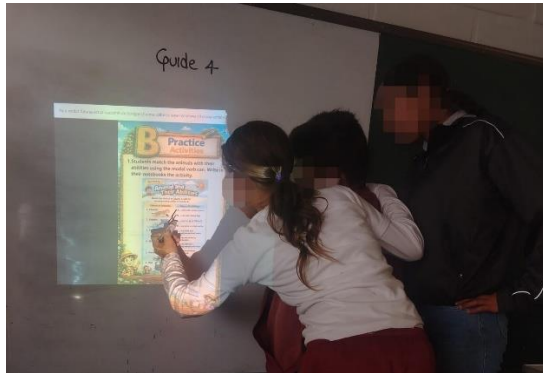
At first, the students had difficulty understanding the modal verb "can", both in its affirmative and negative forms. However, after explanations, examples, and guided practice, most students were able to use the structure correctly in simple sentences. Students gradually improved their confidence when speaking and participating orally.

During the practical activities, particularly the audio listening comprehension exercise, the students had difficulty identifying specific words and understanding the information presented. Listening comprehension was one of the most challenging aspects for the group, mainly because students were not fully familiar with English pronunciation and vocabulary. However, through repetition and classroom interaction, students were able to complete the activities and remain engaged in the learning process. According to Soto (2019), “with the phenomenon of technology, traditional education has had to be modified, including the use of information and communication technologies (ICTs) as essential material for the learning process.”

This statement supports the use of videos, interactive worksheets, games, and digital resources during the lesson, since technological resources help students improve their listening, speaking, and vocabulary skills in a more dynamic and meaningful way. In this lesson, the use of multimedia activities and games encouraged students’ participation and motivation while facilitating the understanding of the modal verb “can” and vocabulary related to animals and their abilities. There were evident interest and enthusiasm for the topic, which helped to create an interactive and positive learning environment, as students expressed comments such as: "I like learning about animals" and "The video helped me understand what animals can do."

Figure 10.

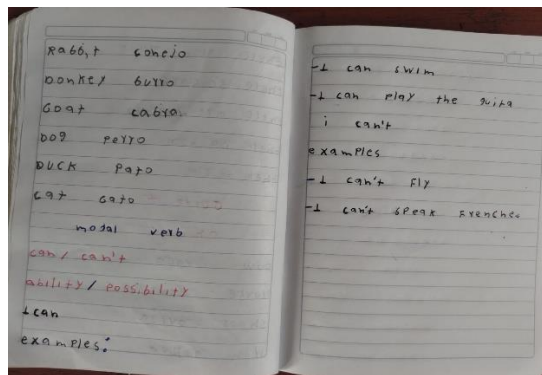
Students doing some exercises about farm animals and modal verb can



Note. Students practice farm animals and modal verbs can in the 4th guide on the flipbook.

Figure 11.

Students write vocabulary about farm animals



Note. Students write the farm animals' vocabulary in their notebooks.

9. Conclusions

This research study concluded that the design and implementation of a contextualized English teaching booklet (flipbook) was an effective pedagogical strategy for strengthening the teaching and learning process of English as a Foreign Language (EFL) among fifth-grade students at La Hondita Rural School. The topics included in the booklet, such as family members, daily routines, school supplies, and farm animals, were closely related to students' daily lives and rural context, which promoted meaningful and contextualized learning.

Regarding the first objective, aimed at identifying the needs and available resources for English language teaching in the rural context, the findings revealed a limited availability of instructional materials for English classes. The information collected through interviews, checklists, and field journals made it possible to identify the necessity of designing a teaching resource adapted to the characteristics of the rural setting and the principles of the *Escuela Nueva* model. This diagnosis served as the foundation for the development of a relevant and contextualized pedagogical proposal.

Concerning the second objective, focused on the co-design and implementation of the instructional material, it was concluded that the flipbook successfully integrated linguistic content, visual resources, games, and practical activities that facilitated students' comprehension and use of English. Furthermore, the booklet promoted active participation, collaborative learning, and student autonomy, which are essential principles of the *Escuela Nueva* methodology. The use of contextualized activities encouraged learners to connect new knowledge with their everyday experiences and environment.

In relation to the third objective, which aimed to implement the contribution of the flipbook to the English learning process, the results revealed significant progress in students' vocabulary acquisition and their use of basic grammatical structures, including the verb *to be*, possessive adjectives, the Simple Present tense, the structures *there is/there are*, and the modal verb *can*. Furthermore, learners demonstrated increased motivation, confidence, and active participation during classroom activities. Although some challenges persisted in pronunciation and listening comprehension, students gradually improved through guided practice, repetition, and interactive tasks.

Regarding the fourth objective, which sought to evaluate the pedagogical impact of the

contextualized English teaching booklet on students' learning experiences, participation, and perceptions of English language learning, the findings indicated that the booklet had a positive influence on students' engagement and attitudes toward English. Learners perceived the activities as meaningful and closely connected to their context, which fostered greater interest, participation, and willingness to communicate in English. In addition, the use of contextualized materials contributed to a more enjoyable learning experience and strengthened students' confidence and positive perceptions of the language-learning process.

Finally, the study confirmed that contextualized teaching materials are valuable resources for English language instruction in rural multigrade settings. The flipbook not only contributed to the development of students' communicative competence but also fostered meaningful learning, autonomy, and active participation. Therefore, this instructional resource can be considered an effective pedagogical tool for improving English language teaching and learning processes within the framework of the *Escuela Nueva* model.

Limitations

One of the main limitations encountered during the implementation of the flipbook was the lack of internet access on the computers available at the rural school. This situation initially restricted students' direct interaction with the digital material, since the flipbook was designed to be accessed through technological devices. However, this challenge was successfully addressed by projecting the booklet from the researchers' computer using a video beam, which allowed all students to see the activities and participate collectively in the learning process. While this limitation reduced opportunities for individual exploration of the resource, it did not prevent the achievement of the proposed objectives, as the activities were adapted and implemented effectively through guided instruction and collaborative participation.

Recommendations

For future research, the long-term impact of these resources on students' communicative competence, particularly their listening and speaking skills, could be explored in greater depth. The effectiveness of contextualized teaching resources in

different rural schools could also be compared to identify best practices and contribute to improving English language teaching in similar educational settings.

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Annexes

Annex 1.

Semi-structured interview with the teacher

Link:

<https://drive.google.com/drive/folders/18cZTM53lk1c1u5R2yIDcQ5Uw9KfgWAs6?usp=sharing>

Annex 2.

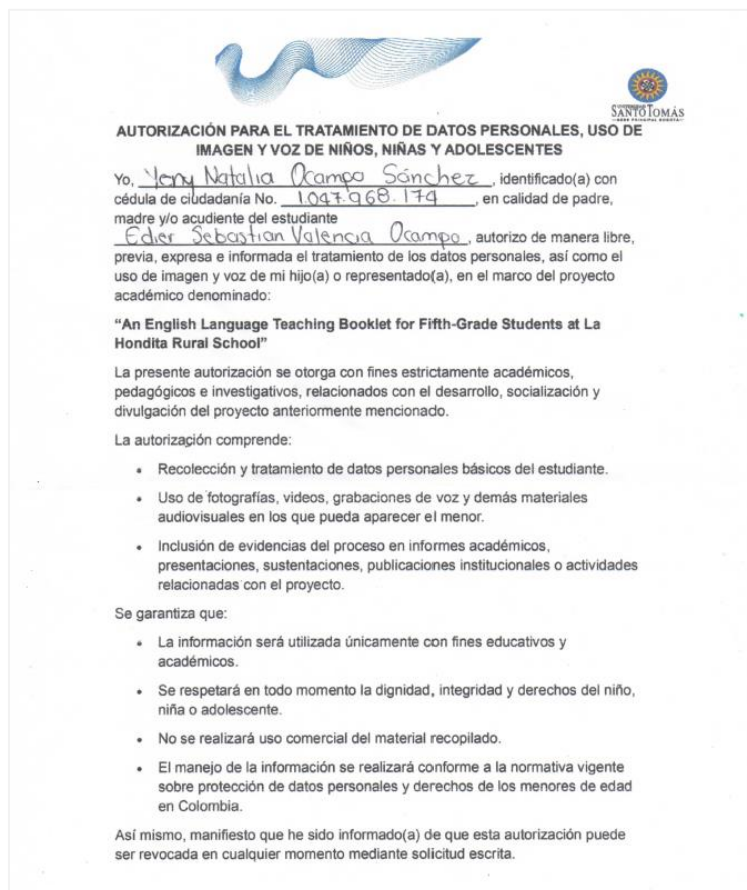
Checklist of available teaching materials

Link:

<https://drive.google.com/drive/folders/18cZTM53lk1c1u5R2yIDcQ5Uw9KfgWAs6?usp=sharing>

Annex 3.

Inform consent form for parents





AUTORIZACIÓN PARA EL TRATAMIENTO DE DATOS PERSONALES, USO DE IMAGEN Y VOZ DE NIÑOS, NIÑAS Y ADOLESCENTES

Yo, Yony Natalia Ocampo Sánchez, identificado(a) con cédula de ciudadanía No. 1047968179, en calidad de padre, madre y/o acudiente del estudiante Edier Sebastian Valencia Ocampo, autorizo de manera libre, previa, expresa e informada el tratamiento de los datos personales, así como el uso de imagen y voz de mi hijo(a) o representado(a), en el marco del proyecto académico denominado:

"An English Language Teaching Booklet for Fifth-Grade Students at La Hondita Rural School"

La presente autorización se otorga con fines estrictamente académicos, pedagógicos e investigativos, relacionados con el desarrollo, socialización y divulgación del proyecto anteriormente mencionado.

La autorización comprende:

- Recolección y tratamiento de datos personales básicos del estudiante.
- Uso de fotografías, videos, grabaciones de voz y demás materiales audiovisuales en los que pueda aparecer el menor.
- Inclusión de evidencias del proceso en informes académicos, presentaciones, sustentaciones, publicaciones institucionales o actividades relacionadas con el proyecto.

Se garantiza que:

- La información será utilizada únicamente con fines educativos y académicos.
- Se respetará en todo momento la dignidad, integridad y derechos del niño, niña o adolescente.
- No se realizará uso comercial del material recopilado.
- El manejo de la información se realizará conforme a la normativa vigente sobre protección de datos personales y derechos de los menores de edad en Colombia.

Así mismo, manifiesto que he sido informado(a) de que esta autorización puede ser revocada en cualquier momento mediante solicitud escrita.

Link: https://drive.google.com/drive/folders/19fs5tpRN1cS9zioKi5ebj1qimijWn_cR?usp=sharing

Annex 4.

Approval of the Application of the instruments

Link:

<https://drive.google.com/drive/folders/16TANd2dwxtZuzBlzZCLiu30oxlmVxM3Z>

Annex 5.

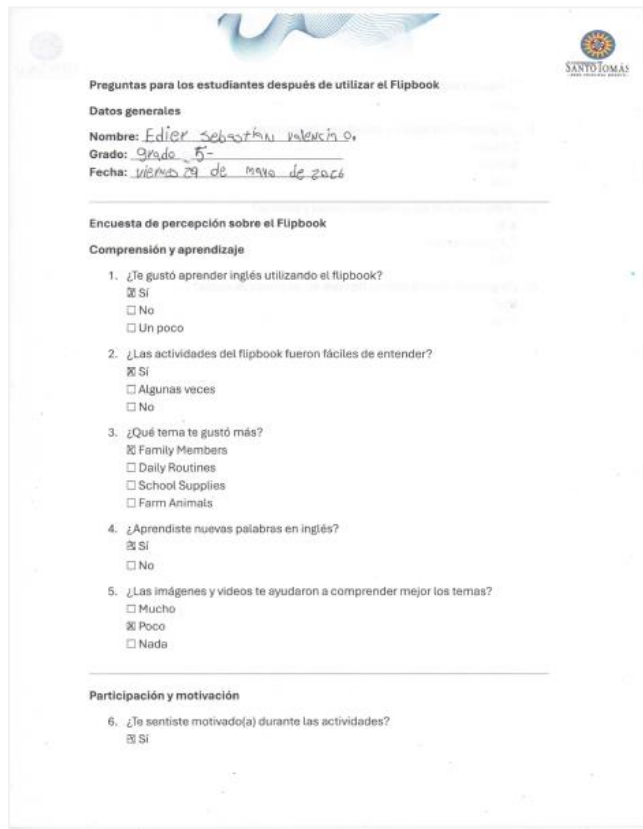
Field Journal

Link:

https://docs.google.com/document/d/1_-CjsxCCYLQQbl1iGqql8Kuzr7vd7iDK/edit?usp=sharing&ouid=105182083273145576711&rtpof=true&sd=true

Annex 6.

Questionnaire of students' satisfaction survey



Preguntas para los estudiantes después de utilizar el Flipbook

Datos generales

Nombre: Edier Sebastian Valencia

Grado: Grado 5

Fecha: viernes 29 de mayo de 2020

Encuesta de percepción sobre el Flipbook

Comprensión y aprendizaje

1. ¿Te gustó aprender inglés utilizando el flipbook?

☒ Sí

☐ No

☐ Un poco

2. ¿Las actividades del flipbook fueron fáciles de entender?

☒ Sí

☐ Algunas veces

☐ No

3. ¿Qué tema te gustó más?

☒ Family Members

☐ Daily Routines

☐ School Supplies

☐ Farm Animals

4. ¿Aprendiste nuevas palabras en inglés?

☒ Sí

☐ No

5. ¿Las imágenes y videos te ayudaron a comprender mejor los temas?

☐ Mucho

☒ Poco

☐ Nada

Participación y motivación

6. ¿Te sentiste motivado(a) durante las actividades?

☒ Sí

Link survey: https://drive.google.com/drive/folders/12_RsR-PFacWPp1Ki2kXqygN-6M2I8hL8?usp=sharing

Annex 7.

Evidence of flipbook application



Link flipbook: <https://heyzine.com/flip-book/3f7e866785.html>