

Strengthening Teachers' Development through a Culturally Responsive Teaching Website

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**Thesis presented as a requirement to receive a Bachelor's Degree in Modern Languages
with Emphasis on English**

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Resumen

La educación en Colombia es clave para el progreso del país, por ello, se han planteado diversas estrategias para contribuir con el desarrollo de esta. Un punto importante ha sido la promoción de proyectos de bilingüismo y el fortalecimiento del conocimiento de esta área en los educadores de distintos niveles. Sin embargo, los recursos contextualizados a una zona rural específica son escasos, lo cual crea una brecha en cuanto a la población urbana. Para que los docentes de zonas rurales puedan mejorar su nivel de inglés, se deben brindar los recursos necesarios.

Por lo anterior, el objetivo de este estudio se centra en la creación de un sitio web abastecido de recursos y/o materiales educativos en inglés, para fortalecer las habilidades de escucha y habla de la docente de la Escuela Nueva de Santa Helena en el municipio de La Calera - Cundinamarca, en concordancia con las necesidades encontradas y basados en el contexto de la comunidad donde se realiza. Con este propósito, la pregunta de investigación es la siguiente: ¿Hasta qué punto un sitio web de Enseñanza Culturalmente Relevante fortalece el Desarrollo Profesional de la docente en la escuela rural de Santa Helena, en La Calera? De esta manera, se busca orientar al profesor en su autonomía educativa en idioma inglés empleando un vocabulario aplicable al entorno de la institución y por consiguiente, de los estudiantes.

Para responder a esta pregunta, se realiza un estudio de análisis de necesidades por medio de una observación no participante, un cuestionario y una entrevista semiestructurada. A continuación, se creó el sitio web que consta de cuatro sesiones que siguen la estructura de clase del método ESA (Engage, Study, and Activate) creado por el pedagogo británico Jeremy Harmer (1998); además, se tuvo en cuenta el modelo pedagógico *Enseñanza Culturalmente Relevante* inicialmente acuñado por la pedagoga americana Gloria Ladson-Billings (1995), el cual se

enfoca en brindar una educación teniendo en cuenta la cultura de los estudiantes y su estilo de vida. Finalmente, se evaluó la efectividad del sitio web empleando instrumentos y una secuencia similar a los usados al inicio de este proyecto.

Con el análisis de los datos recolectados durante el estudio, se evidenció que el recurso creado fue de gran ayuda para fortalecer los conocimientos del idioma inglés de la docente y también de los estudiantes; adicional a esto, se notó que contextualizar el material permite que haya un mayor acercamiento, entendimiento, y apropiación del inglés.

Un avance importante con la aplicación de este recurso y que es realmente satisfactorio, es saber la connotación y alcance que adquirió, debido a que la docente incluyó y vinculó este sitio web con la malla curricular de la asignatura de inglés proyectada para el año 2024, no sólo para la escuela rural donde ella labora, sino también para todas las escuelas rurales del municipio de La Calera. Es por ello que se recomienda y se alienta a otros investigadores de esta área a crear muchas más estrategias en pro de mejorar la calidad educativa colombiana; y de contar no únicamente con una educación centralizada, sino de abarcar también la Colombia rural.

Palabras clave: Educación rural, desarrollo profesional, website, docencia.

Abstract

Education in Colombia is key to the country's progress, therefore, various strategies have been proposed to aid its development. A significant focus has been on promoting bilingual projects and strengthening educators' knowledge at different levels. However, resources contextualized to a specific rural area are limited, resulting in a disparity with the urban population. To enable rural teachers to enhance their English skills, it is essential to provide the necessary resources.

Therefore, the objective of this study is to create a website featuring educational resources and/or materials in English, to strengthen both listening and speaking teacher's skills at the New School of Santa Helena in the municipality of La Calera - Cundinamarca, under the needs encountered and based on the context of the community where it is carried out.

Accordingly, the research question is: To what extent does a Culturally Responsive Teaching website strengthen the Teacher's Development in Santa Helena rural school from La Calera? In this way, the aim is to guide the teacher in his or her educational autonomy in English using vocabulary applicable to the institution's environment and the students'.

To address this question, a needs analysis study was conducted by employing non-participant observation, a questionnaire, and a semi-structured interview. The website was then created, consisting of four sessions that align with the class structure of the ESA method (Engage, Study, and Activate) established by British pedagogue Jeremy Harmer (1998); in addition, the pedagogical model "Culturally Relevant Teaching", originally introduced by American pedagogue Gloria Ladson-Billings (1995), was considered, emphasizing the importance of providing an education that reflects the students' culture and lifestyle. Finally, the

website's effectiveness was evaluated using tools and a sequence akin to those used at the project's outset.

The analysis of data collection during the study revealed that the resource created significantly aided in strengthening the English language proficiency of both the teacher and the students. Furthermore, it was observed that contextualizing the material fosters greater engagement, comprehension, and ownership of the English language.

A noteworthy advancement resulting from the application of this resource, which is satisfactory, is understanding the connotation and scope it has achieved. The teacher integrated this website into the curriculum for the English subject planned for 2024, not only for the rural school where she works but also for all the rural schools in the municipality of La Calera. Therefore, it is recommended and encouraged that other researchers in this field develop additional strategies to improve the quality of education in Colombia, ensuring that education is not only centralized but also reaches rural areas of the country.

Keywords: *Rural education, professional development, website, teaching.*

Objectives

General Objective

To analyze the effectiveness of a Culturally Responsive Teaching website for strengthening English Teachers' Development in Santa Helena rural school from La Calera.

Specific Objectives

-To identify the materials and strategies the teacher uses for teaching English in the Santa Helena rural school.

-To design and implement a Culturally Responsive Teaching website that supports listening and speaking skills.

-To evaluate the effectiveness of the Culturally Responsive Teaching website in English Teachers' Development.

CHAPTER I: Introduction to the Study

Research Question

To what extent does a Culturally Responsive Teaching website strengthen English Teachers' Development in Santa Helena rural school from La Calera?

Problem Statement

Education in Colombia has encountered numerous challenges throughout its history, one of which is the teaching and learning of English as a foreign language. Urban and rural contexts have consistently required improvement in resources and methods to tackle various classroom situations. However, rural areas present even more complex challenges that require teachers to understand these realities and implement strategies according to the population's needs.

In Cundinamarca, it is estimated that by 2023, around 24% of the population will be rural, according to the National Administrative Department of Statistics (DANE, 2022). Based on the national report released by the same organization in 2020, 27.9% of the teachers served in rural areas, while 72.1% worked in urban settings. This data indicates that the number of teachers in rural areas is quite limited, which can lead to challenges in educational quality in both official and unofficial institutions as they struggle to find teachers who meet the students' needs. According to the Ministry of National Education (2018), it is necessary to have training processes that allow teachers and educational leaders in rural areas to improve their educational practices (p. 35, para. 4).

On the other hand, certain aspects of resources and teaching methods are suitable for the rural context, where Mauris and Dominguez (2021) note that, despite the presence of educational projects in these areas, territorial entities lack well-designed programs for the rural teaching

profession (p. 9, para. 2), and academic policies are poorly integrated into development plans. Moreover, English teaching stems from the necessity to see the cultural and linguistic diversity of students not as obstacles to language learning, but as resources of cultural capital that they bring from home to school (Monroy and Patiño, 2022, p. 9, para. 6).

Additionally, the teacher interviewed in this study expressed that the municipal government needs to provide the school with more resources for teaching English in this area. This situation confuses her when implementing these resources in classes, as she is primarily a Spanish teacher. Furthermore, she does not use the limited programs from the Ministry of Education aimed at bilingualism in rural areas because, in her view, they do not fit with the context and the students' English proficiency. Nevertheless, she attempts to be strategic by fostering the students in multi-grade classrooms to learn the language somehow.

Rationale

The purpose of this study is to strengthen the professional development of an English teacher from a rural school in La Calera, Cundinamarca by creating and implementing a website that is contextualized to the students' needs of that school. According to Alonso (2008), a website has been a support since its first launch for people who want to develop or improve their skills whatever the field they are working on. Then, as the wants found have to do with few resources for enhancing rural teacher's English lessons or/and a lack of local material for teaching this subject according to the students' background, the researchers created a website as an alternative to generate four lessons with different steps and analyze how they could help rural English teachers when teaching English.

Buendía and Macías (2019) highlighted that one of the most noticeable needs in English teachers is the level of language proficiency for “the design of teacher professional development programs should consider a bottom-up approach in which teachers’ beliefs, identities, learning styles, needs, interests, and the needs of local socio-cultural contexts to obtain more positive and lasting results” (p. 99). The project looks for teaching English resources to allow the teacher to enhance her professional development and their classes which were developed depending on the students' ages, grades, and context.

Hypothesis

With this tool, the teacher enhances her listening and speaking English teaching skills, since she is not an English teacher and may struggle to focus on the English language when teaching rural students.

Literature Review

This literature review examines key studies on foreign language education in rural environments, focusing on challenges, strategies, and initiatives employed by teachers to enhance English language learning. The reviewed studies span different geographical regions, including Mexico, the U.S.A., Ecuador, and Colombia, highlighting the unique obstacles faced by teachers in rural schools. These challenges include limited resources, insufficient training, large class sizes, and the need for culturally responsive pedagogy.

Foreign Language Education in Rural Schools: Struggles and Initiatives Among Generalist Teachers Teaching English in Mexico

This study explored generalist teachers' challenges in rural areas of Mexico when teaching English as a foreign language. The project employed qualitative research methods such

as interviews, surveys, and observations to gather data from generalist teachers in rural schools across Mexico. These methods effectively captured the teachers' experiences, perceptions, and practices regarding English language instruction.

The study identified several challenges by generalist teachers, including limited resources, insufficient specialized training in language education, large class sizes, and linguistic diversity among students. Despite these hurdles, the study highlighted the innovative approaches and initiatives teachers implemented to improve English language learning in their classrooms. These initiatives encompassed peer collaboration, technology and local culture integration into language instruction, and creative teaching methods adapted to the rural context.

Overall, the study pointed out the realities of foreign language education in rural Mexican schools, showcasing both the difficulties faced by the teachers and the promising strategies they employ to promote English language learning despite resource constraints and other challenges (Izquierdo et al., 2021).

Exploring Culturally Responsive Pedagogy: Teachers' Perspectives on Fostering Equitable and Inclusive Classrooms

The researcher Samuels (2018), aimed at exploring in-service teachers' perspectives on culturally responsive teaching from low socioeconomic K-12 schools in the U.S.A..

Approximately 200 participants volunteered for this research over four months. It was a reflective process where they attended six-hour sessions to first, build knowledge about culturally responsive pedagogy and second, to apply the insights in their classrooms. The researcher carried out transcripts, observations, and recordings to collect data, and employed Rubin and Rubin's steps for interview data analysis.

The findings indicated that the teachers shared similar perspectives on culturally responsive pedagogy, including perceived benefits and challenges. Teachers must have the opportunity to learn about culturally responsive teaching and to consider how to implement it in their classrooms with students. Therefore, adopting this approach will enhance understanding when designing resources for rural school teachers.

Diseño de Sitio Web Sobre los Ejes de Desarrollo de los Infantes de Educación Inicial

Another study conducted by Cortijo and Velasco (2023), in Ecuador, intended to develop a web-based system to support early education teachers so that children, together with their parents, can reinforce those activities that the child finds difficult to learn. He used a mixed method to develop this study, focusing on five teachers who sought training and intended to use the website to improve their classes, which was analyzed with previously applied interviews and surveys.

This project positively influenced teachers' professional development, enhanced children's learning process, and improved the classroom environment. In conclusion, this website can be a valuable resource for other early education schools facing similar needs and contexts. It is relevant for this research because the focus will be a primary teacher who requires more digital resources to effectively conduct their classes.

Rural Community of Practice in Guatavita: EFL Taught from Challenges to Primary Children

On the other hand, Caro (2022), found that English through experiences makes the learning experience easier and more enjoyable. Her study aimed at applying a community practice model that let the children from a rural school speak about their daily lives in English.

In addition, the researcher carried out action research and collected data from structured and semi-structured interviews, field diaries, and audiovisual recordings. Data collected was analyzed using triangulation and categorization through an inductive method, providing good results that enriched the learning process of the primary students in that school. Accordingly, this study highlights the importance of working with the community and taking into account the real context in which children are living for English language teaching.

Caracterización de la Práctica de una Profesora de Inglés en Aulas Multigrado de un Colegio Rural de Ciudad Bolívar, Bogotá

In the same way, the researcher Castro (2019), conducted a research study to characterize the teaching practice of an English teacher in the multi-grade, multi-teacher classrooms of a rural school in Ciudad Bolívar, Bogotá. This study had a qualitative approach and was conducted with a teacher from a rural school in Bogotá. On the other hand, to achieve the objective, observation, an interview, and the analysis of the teacher's reflections involved in the research were conducted. These tools allowed the researcher to indicate that from the perspective of the teacher under study, motivation is a vital aspect when learning a second language, and it arises from validating the context and interests of the students. In this way, students relate the new language to their preferences, also recognize that there is a world of diverse possibilities beyond the community where they interact daily.

Considering this information, the researcher states that efforts should be directed towards constructing new knowledge related to teaching English in rural areas of Colombia, aiming to improve the quality of education in this field.

Teacher's Perceptions About TEFL at a Rural Primary School Under Escuela Nueva Model: a Case Study

Likewise, Moreno conducted another research study of the same nature as the previous one in the same year (2019); however, this study was carried out in an elementary school in the rural area of Cúcuta. This study aimed to describe the teacher's perception of teaching English as a foreign language in a rural elementary school under the Escuela Nueva model. For data collection, the researcher utilized two instruments: direct observation and semi-structured interviews. Through these tools, it becomes evident that the teacher involved in this study holds a similar perception to the teacher in the previous research regarding the usage of students' context for English teaching. In this case, the teacher expresses that learning is much more meaningful when students engage with their environment to work in another language.

Finally, the study emphasizes English teachers' importance in understanding their students' context. Furthermore, the significance of developing new strategies that help English rural teachers in guiding second language instruction needs to be considered, as the necessary resources to achieve the requirements of the Ministry of National Education (MEN) are lacking.

The previously described studies highlight the critical role of professional development and digital resources in supporting teachers' effectiveness. Additionally, this literature review underscores the significance of understanding the local context and implementing creative strategies to overcome challenges in foreign language education in rural areas, ultimately fostering more equitable and inclusive learning environments.

Theoretical Framework

The following are the constructs defined in this study—Teachers' Development, Culturally Responsive Teaching, Website, and Rural Education— they were designed based on the research question and the need analysis conducted through interviews, questionnaires, and classroom observations with the rural teacher. This analysis highlighted key challenges in rural education, including limited professional development opportunities and a lack of contextualized resources. By addressing these areas, this framework aims to support more effective and relevant teaching practices.

1. Constructs

1.1 Teachers' Development

Teachers' Development is key in education since it is about teachers learning how to manage learning in their classrooms, thereby enhancing this process is important within education. According to Sachs (2007), "When learning is at the center of the teaching enterprise we would assume that the continuing professional development (CPD) of teachers would be a priority of both education systems and teachers alike" (p. 10).

Consequently, this is a win-win situation not only for the education system and teachers but also for students learning. Now, it is necessary to clarify what development is to understand better the concern of this word with English teachers and their professional improvement. In agreement with Freeman (1989) teachers' training has an essential role when they teach a second language and he assured that development is like a strategy that allows a continuous intervention to work on complex and integral aspects of teaching. Moreover, he pointed out that

its purpose is to generate a change in a particular characteristic of the teacher's teaching which could become a growth or a modification.

On the other hand, the definition of teachers' development has contributed to education in terms of giving the teachers more importance than in past years, since their processes in classrooms are key to making the learning environment more effective through monitoring of their methods and resources. According to Bell and Gilbert (1994), "Teacher development can be viewed as teachers learning, rather than as others getting teachers to change. In learning, the teachers were developing their beliefs and ideas, developing their classroom practice, and attending to their feelings associated with changing (p. 493, para. 7)".

Three main aspects belong to teachers' development: personal (being a teacher), professional (concepts and beliefs), and social (working with other teachers and students; they depend on each other to get a more effective and complete process. Bell and Gilbert (1994) mentioned that these are important to develop an ongoing reflective practice that allows teachers to be more aware of their role at schools. Therefore, the teaching and learning experiences will be enjoyable and suitable for students' needs.

Additionally, Buendía and Macías (2019) stated that the teachers' professional development considers all those things beyond a formal education related to the professional growth of the English teachers in-service. For instance, a pretty common strategy is the creation of programs where teachers from diverse backgrounds share knowledge, activities, and experiences to generate new ideas and even though it is a good way to connect the world, most of the time, the new knowledge acquired do not link with the context they are working on either

their practical and the theoretical part. Keeping this in mind, Teacher Development is about using all the informal education strategies to enhance the teaching profession.

Another relevant fact is the idea of promoting TD taking into account the environment they are working with because depending on it the strategies for strengthening teachers' skills vary. As claimed by Gonzalez (2021) "I have demonstrated through my historical self-study that English teachers' PD should respond to teachers' needs and wider connections to the real uses of the language at the social level" (p. 146). In that sense, the population's needs and their purpose in learning a new language lead to the development a teacher should bear in mind.

In addition, challenges such as inadequate, isolation and restricted professional development opportunities adversely affect teaching outcomes by creating barriers to effective education. Insufficient facilities and resources impede teachers ability to diverse teaching strategies. Moreover, without continuous professional development, teachers may struggle to update their skills and adapt to students' evolving needs. Collectively, these issues create a difficult environment that affects both teaching quality and student performance.

Coronado et al. (2022) noted that "rural teachers' professional growth does not follow parallel routes like those of teachers in urban areas" (p 68. para. 2). Accordingly, this construct will assist researchers in identifying the most effective resources for the teacher in La Calera, considering the aspects aforementioned and the specific needs of the school to be studied.

1.2 Culturally Responsive Teaching (CRT)

The Culturally Responsive Teaching approach first appeared in a study by Ladson-Billings (1995), who introduced the term Culturally Relevant Pedagogy to describe a way of teaching to engage students whose experiences and cultures are generally excluded from their

academic activities. He further asserted that teachers could include aspects of their students' cultures in their classroom planning and exercises by observing their students' community interactions.

Based on Ladson-Billings' work, Gay (2010) developed a more structured idea about the strategies and practices of teachers in teaching. For this reason, Gay uses the term Culturally Responsive Teaching to designate a method in which students' cultural knowledge, experiences, and diverse lifestyles are used to make learning more relevant and effective for them.

In 2019, the New America organization stated that "Culturally Responsive Teaching involves connecting academics to students' daily lives, cultural backgrounds, and concerns in ways that support engagement, achievement, and empowerment." In this way, this method enhances students' learning by involving their culture in their academic process, thus they get more familiar with the school's curriculum, the classes fit better with their realities and consequently, they can be more aware of the relationship between the knowledge and the real world.

As this approach has been really useful for teaching, this organization has worked as a promoter of it due to the disparities or segregation of some groups because of their cultural diversity within the educational system, that is why, it has strengthened it by developing eight competencies. They describe what a teacher in charge of different cultures within his or her class should know and do regarding it. These competencies are: reflecting on one's cultural lens, recognizing and redress bias in the System, drawing on students' culture to share curriculum and instruction, bringing real-world issues into the classroom, modeling high expectations for all

students, promoting respect for students' differences, collaborate with families and the local community, and communicate in linguistically and culturally (p.3)

As all of them are important and help teachers recognize the main aspects to bear in mind when developing their classes by using this method, this research centers its attention on bringing real-world issues into the classroom. This competency is vital in this study because, as previously stated, many resources in Colombia are disconnected or distant from the realities of our students, mainly in rural institutions.

Furthermore, it is well-known teachers have to create or organize their materials according to the context they are working with. "Teachers have different roles and responsibilities in designing the learning-teaching process from a sociocultural point of view and involving cultural experiences during the educating process." (Karatas & Oral, 2019, p. 3). However, as many rural teachers do not have enough studies about the English language to do these modifications, then the resources this research is intended to design in agreement with these teachers' necessities.

1.3 Website

Websites are now part of people's daily lives worldwide and have contributed to the evolution of information and communication across great distances. Specifically, they have also played a role in educational development through the design of teaching and learning resources, most of which are made available for free access to a wide community of students and teachers. According to Alonso (2008), a website is an information and/or communication structure generated in the new realm or space of communication (the Internet) (p 226). Based on this,

educational systems have been incorporating new technologies to make teaching and learning more effective and to familiarize the academic community with their use.

Furthermore, Alonso (2008) highlights the importance of websites as strategies to meet one or more user needs (p. 231). In this regard, the creation of a contextualized website for English teachers in rural areas will help strengthen her professional development and improve the focus of classes in that zone. "Creating a website is not simply about compiling a series of texts, images, sounds, among others, and inserting them into the page. Designing a good website involves carrying out a series of tasks" (Dávila et al., 2015).

1.4 Rural Education

According to a report issued by the National Administrative Department of Statistics (DANE) in 2021, rural enrollment was 24.4% with 2,392,624 students, compared to 2,334,158 in 2020. This information demonstrates an increase in access to education in this area. Furthermore, the highest percentage of enrollment in the education system was observed in primary education with 41.8%, which is the target population of this research.

On the other hand, the Colombia Aprende network of services issued a report in 2022 stating, according to various studies, the need to implement programs aimed at the training of teachers working in rural areas of the country. This is because many of them express a lack of instruction from higher education institutions in undergraduate and graduate programs regarding the specificities of the teaching and learning process in these types of contexts. Thus, the disconnection between different fields of education becomes evident, as teacher training fails to address the needs of rural schools in the Colombian countryside.

As a result, English teaching faces various gaps such as limited access, misconceptions about education held by families, standardization of education, and lack of resources adapted to the needs of rural settings, among other factors. These limitations and difficulties hinder the achievement of satisfactory results concerning the basic learning standards proposed by the Ministry of National Education. For this reason, there is a need to emphasize the creation of professional development programs in rural areas, providing a space for constant, collective, and community-based construction and knowledge sharing in this subject area (Coronado et al., 2022).

2. The Sustainable Development Goals (SDGs)

This research incorporates the Sustainable Development Goals (SDGs) as a guiding framework to enhance education quality and equity. The study aims to address key educational challenges by aligning with the SDGs, particularly in rural settings. These goals provide a global perspective on sustainable and inclusive teaching practices. Their integration ensures a more comprehensive approach to teacher development and resource accessibility.

According to the United Nations (UN), the Sustainable Development Goals (SDGs) represent a universal call to action to end poverty, protect the planet, and improve the lives and prospects of people worldwide. In 2015, all United Nations Member States adopted 17 Goals as part of the 2030 Agenda for Sustainable Development, outlining a plan to achieve these Goals over 15 years. The year 2020 was intended to mark the beginning of a decade of ambitious action to reach the Goals by 2030.

Here are the 17 global goals designed to achieve a better and more sustainable future for all:

1. No Poverty – End poverty in all its forms everywhere.
2. Zero Hunger – End hunger, achieve food security, improve nutrition, and promote sustainable agriculture.
3. Good Health and Well-being – Ensure healthy lives and promote well-being for all at all ages.
4. Quality Education – Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
5. Gender Equality – Achieve gender equality and empower all women and girls.
6. Clean Water and Sanitation – Ensure availability and sustainable management of water and sanitation for all.
7. Affordable and Clean Energy – Ensure access to affordable, reliable, sustainable, and modern energy for all.
8. Decent Work and Economic Growth – Promote sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all.
9. Industry, Innovation, and Infrastructure – Build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation.
10. Reduced Inequality – Reduce inequality within and among countries.
11. Sustainable Cities and Communities – Make cities and human settlements inclusive, safe, resilient, and sustainable.
12. Responsible Consumption and Production – Ensure sustainable consumption and production patterns.
13. Climate Action – Take urgent action to combat climate change and its impacts.

14. Life Below Water – Conserve and sustainably use the oceans, seas, and marine resources.
15. Life on Land – Protect, restore, and promote sustainable use of terrestrial ecosystems, manage forests, combat desertification, and halt biodiversity loss.
16. Peace, Justice, and Strong Institutions – Promote peaceful and inclusive societies, provide access to justice for all, and build effective, accountable institutions.
17. Partnerships for the Goals – Strengthen the means of implementation and revitalize the global partnership for sustainable development.

Considering this information and the proposed goals, this study focuses on one of the key objectives, which is linked to the quality of education. As mentioned in the UNDP (2024) This target is to expand the number of qualified teachers, particularly by supporting teacher training in developing nations through international collaboration, with a focus on the least developed countries by 2030.

The purpose of increasing the supply of qualified teachers through international cooperation fits the intention to analyze the effectiveness of a Culturally Responsive Teaching (CRT) website for teachers' development in the Santa Helena school because this website can contribute to teacher training by providing culturally relevant resources, methodologies, and professional development opportunities, helping educators in rural areas improve their teaching skills. This supports the global goal of enhancing teacher quality, particularly in developing regions. Additionally, such initiatives foster inclusivity and equity in education, which is essential for strengthening teaching practices in diverse learning environments like Santa Helena.

Access to quality education is widely recognized as a fundamental pillar for improving individuals' lives and promoting sustainable development. Quality education not only equips individuals with essential knowledge and skills but also empowers them to actively participate in social and economic growth. According to UNESCO (2015, p. 48), education is a powerful tool that can help alleviate poverty, reduce inequality, and foster peace. Moreover, the World Bank (2018, p.18) emphasizes that quality education is critical for building human capital, which directly impacts the overall development of communities and nations. In the context of rural education, ensuring quality becomes even more important as it addresses existing disparities and provides equal opportunities for all students, regardless of their background. Therefore, improving the quality of education through focused efforts such as professional development for teachers is essential for creating a more inclusive and sustainable future for all.

2.1 Quality Education in Colombia

Based on La Agenda 2030, in Colombia, the education component is focused on some key aspects: expanding access, ensuring equality, developing skills for financial success, building schools bearing in mind students with special educational needs, and employing qualified teachers. Undoubtedly, these factors are intended to extend high-quality education to a broader population throughout the country. However, as there is no specific information regarding English Language Teaching (ELT), this project seeks to strengthen this field bearing in mind the key aspect of employing qualified teachers as the main objective of the study is to analyze the effectiveness of a Culturally Responsive Teaching website for strengthening English Teachers' Development in a rural school from La Calera. Then, it is a means of furthering progress towards the Sustainable Development Goals in Colombia.

3. The ISTE Standards

The ISTE Standards (International Society for Technology in Education Standards) provide a framework to guide educators in effectively using technology to enhance teaching and learning. Among the various categories of the ISTE Standards, the Educator Standards specifically focus on how educators can harness technology to improve instructional practices, facilitate student engagement, and foster collaborative learning environments. These standards emphasize the importance of ongoing professional development, ensuring educators are not only proficient in using technology but also in using it creatively to meet the diverse needs of students.

The Educator Standards promote key areas such as:

Empowering students to take ownership of their learning by utilizing technology tools that promote student agency.

Designing and implementing digital learning experiences that align with curricular goals and leverage technology for personalized learning.

Collaborating with colleagues and students to improve teaching practices and create a positive digital culture in the classroom.

These standards aim to ensure that educators are not merely users of technology but are facilitators of technology-driven learning environments that encourage critical thinking, creativity, and collaboration among students (Crompton, 2023).

CHAPTER II: Methodological Framework

Context

La Calera is a municipality located on the outskirts of Bogotá, surrounded by beautiful mountains and agricultural landscapes. The rural schools in this area play a vital role in providing education to children from farming communities and remote villages.

This research takes place in the Santa Helena rural school in this community. Many of the students there have limited access to resources and technology. In general, rural schools lack basic infrastructure such as internet connectivity and well-equipped classrooms. This poses challenges for accessing information and educational materials, hindering their academic development.

On the other hand, most of their families are involved in farming activities, cultivating crops, and tending to livestock. This connection to the land instills in them a deep appreciation for sustainability and environmental conservation. They learn practical skills related to agriculture, which can contribute to their future livelihoods and provide a unique perspective on sustainable practices.

That is why it is important to guide students from this area bearing in mind their daily life situations or experiences instead of involving them in topics that are not the ones they used to live in. Thus, this study methodology is closely linked to the rural context of La Calera, specifically the Santa Helena school, where students face challenges such as limited resources and technological access. The need analysis helps to identify the teacher's strategies and the needs of the rural classroom, especially in English classes, ensuring the designed tool aligns with their reality. By including local experiences and knowledge about these rural conditions, the

study promotes relevant and accessible educational solutions that connect with students' daily lives and learning environments.

Type of Study

Qualitative research is a valuable methodology that focuses on exploring and understanding the subjective experiences, perspectives, and meanings attributed by individuals to the phenomena around them. It aims to provide in-depth insights into complex social phenomena and allows researchers to uncover rich and detailed information that goes beyond mere statistical data. As stated by Hernández et al. (2014), qualitative research seeks to examine how individuals perceive and experience the world, delving into their viewpoints, interpretations, and meanings. This approach is particularly useful when studying topics that have not been extensively explored or require a nuanced understanding of specific populations. By employing techniques such as interviews, observations, and analysis of textual or visual data, qualitative research offers a holistic and contextualized understanding of social reality (Marshall, 2011; Preissle, 2008).

Qualitative research has gained prominence as a powerful methodology in various fields, including social sciences, education, and healthcare. It provides researchers with the tools to capture the complexity and nuances of human experiences and social interactions. According to Sampieri et al. (2014), qualitative research enables a deep exploration of phenomena and helps uncover hidden patterns, social processes, and cultural meanings. By employing rigorous data collection and analysis methods, such as thematic analysis or grounded theory, researchers can generate rich descriptions and interpretations that contribute to theoretical development and inform practical implications. The use of qualitative research methods allows for a more comprehensive understanding of individuals' perspectives, values, and beliefs, shedding light on

the intricacies of human behavior and social phenomena (Hernández, 2014; Marshall, 2011; Preissle, 2008).

As this is a qualitative project, its five-phase methodological structure suits well with its objectives since it prioritizes an in-depth understanding of the teacher's experiences, strategies, and resource needs in a rural educational context. Through the instruments employed (interviews, questionnaires, and observations), this research captures subjective perspectives and contextual nuances, as emphasized by Hernández et al. (2014). By systematically analyzing these qualitative data, the study ensures a holistic and meaningful exploration of the teaching-learning process, reinforcing the value of qualitative methods in uncovering complex social and educational dynamics.

Paradigm

According to Robert K. Yin (2014), a case study is a research method that seeks to understand deeply and illuminate real-life situations, offering valuable insights into complex and context-dependent phenomena. This approach is invaluable for research in real-life settings as it offers detailed insights into specific situations while accounting for the influence of social, cultural, and environmental issues. By integrating methods such as interviews, observations, and document analysis, it captures rich and diverse data. Its flexibility renders it suitable for both qualitative and quantitative research, and its findings are often practical and applicable to similar real-world situations.

A common misconception is that the various research methods should be arrayed hierarchically. Many social scientists still implicitly believe that case study research is only appropriate for the exploratory phase of an investigation, that surveys and histories are

appropriate for the descriptive phase, and that experiments are the only way of pursuing explanatory or causal inquiries (Robert, 2003, p. 3).

Based on this, the stages used for this study match the case study paradigm by providing a detailed exploration of real-life educational challenges in a rural setting. As Yin (2014) emphasizes, case studies allow for a comprehensive understanding of complex and context-dependent phenomena, which is achieved in this research through interviews, observations, and questionnaires. Each stage contributes to building a clear and multi-faceted perspective, starting with identifying needs, observing teaching practices, and gathering teacher input before designing and implementing an adapted solution. The final evaluation stage ensures that the findings remain practical and applicable to similar educational contexts, reinforcing the case study's strength in generating meaningful and actionable insights.

Variables

The independent variable refers to the factor that the researcher manipulates to examine its effect on the dependent variable (Creswell, 2014). It is considered the cause in a cause-and-effect relationship, as it is the variable that is intentionally altered to observe its impact on the outcome. For instance, in a study examining the effect of different teaching methods on student performance, the independent variable might be the type of teaching method used (e.g., traditional lecture vs. online learning). The manipulation of the independent variable allows researchers to assess how changes in this variable influence the dependent variable, which could be student performance, in this case.

The dependent variable is the factor that is measured to assess the effect of the independent variable (Creswell, 2014). It is the "outcome" or "effect" in a cause-and-effect

relationship and depends on the manipulation of the independent variable. For instance, in a study examining the impact of different teaching methods on student performance, the independent variable might be the type of teaching method, while the dependent variable would be the students' academic performance, such as test scores or grades. The dependent variable is what the researcher observes or measures to determine the effects of changes in the independent variable.

Intervening variables are factors that occur between the independent and dependent variables and help explain the relationship between them (Creswell, 2014). These variables act as mediators, influencing or modifying the effect of the independent variable on the dependent variable. For example, in a study examining the impact of training programs (independent variable) on employee performance (dependent variable), an intervening variable could be employee motivation. Motivation could mediate the relationship by affecting how well employees respond to the training program. Recognizing the role of intervening variables is essential in understanding the processes that explain how and why changes in the independent variable lead to changes in the dependent variable.

Based on the above, the independent variable is the tool designed to enhance the teacher's English teaching skills. The dependent variables are the improvements in the teacher's abilities, particularly in the areas of listening and speaking. The intervening variables include her prior English proficiency, the rural context, and the availability of resources, all of which may influence the tool's effectiveness. Including these details is essential to ensure that the methodology is thorough and clearly defines the factors that could impact the study's outcomes.

Stages

This work was divided into five phases that served to identify needs, understand the strategies, methods, and resources applied by the teacher at the school, then design the tool to strengthen the teaching process, and finally, evaluate its effectiveness from the teacher's point of view.

The first phase involved conducting a semi-structured interview through a voice recording. It served as a basis to get to know the study subjects and characterize the resources and strategies used by the teacher.

The second phase was a field observation where the researchers did not intervene. It was carried out in the school during an English class taught by the teacher to understand the sequence and resources generally used. Voice recordings were also made to take notes about the most relevant aspects related to the study topic.

Following this, a questionnaire was administered to inquire about the preference of resources for teaching English in the rural context, to gain more specific insights into which are most appropriate for the website design for rural teachers.

In the fourth phase, the website was designed, followed by its implementation with the teachers, who will receive training to manage the resources and guidance on the sections included on the site.

In the fifth stage, a post-semi-structured interview was administered to learn the website implementation's pros and cons and its lessons in terms of content, design, and sequence.

Finally, a questionnaire was conducted to determine the website's effectiveness according to its implementation in the classroom. It was carried out by the teacher, who reflected on the progress in classes and, consequently, with the students.

Instruments

Interview

Semi-structured Interview. A semi-structured interview is a versatile and widely used research method that combines elements of both structured and unstructured interviews. It offers a flexible framework for data collection, allowing researchers to ask predetermined questions while also providing the opportunity for in-depth exploration and follow-up questions based on participants' responses. This approach fosters a more natural and interactive conversation, enabling participants to express their thoughts, experiences, and perspectives comprehensively. Semi-structured interviews are particularly valuable in qualitative research, as they facilitate the exploration of complex phenomena and the understanding of participants' subjective experiences.

According to Rubin and Rubin (2012), semi-structured interviews offer researchers the opportunity to gather rich and nuanced data by combining the benefits of structure and flexibility. The structured component ensures that specific research areas are covered, while the semi-structured nature of the interview allows for adaptability and responsiveness to participants' unique perspectives. This methodological approach encourages participants to share their narratives, interpretations, and emotions, leading to a deeper understanding of the research topic. By employing a semi-structured interview format, researchers can capture detailed insights into individuals' experiences and gain valuable qualitative data that contributes to a broader understanding of the subject matter.

Observation

It is a fundamental research method that involves systematic and direct observation of individuals, groups, or phenomena within their natural settings. It allows researchers to gather firsthand data by carefully observing and documenting behaviors, interactions, and contextual factors. Observational research provides a unique opportunity to study phenomena as they naturally occur, offering a deep understanding of social dynamics, human behavior, and environmental factors. By immersing themselves in the research setting, researchers can capture rich and authentic data that may not be easily obtained through other research methods.

According to Creswell (2014), observation is particularly valuable in qualitative research, where it can be used to generate descriptive and detailed accounts of social processes and behaviors. Through careful observation, researchers can identify patterns, relationships, and nuances that contribute to a comprehensive understanding of the research topic. Observational research can be conducted using various approaches, such as participant observation, non-participant observation, structured observation, or unstructured observation, depending on the research goals and the level of involvement the researcher prefers. By employing observation as a research method, researchers can gain valuable insights that enhance the validity and depth of their findings.

Non-participant observation. This study follows the non-participant observation in which the researcher observes a social group, setting, or phenomenon without actively participating in the activities or interactions being observed.

During non-participant observation, the researcher typically adopts a passive role, aiming to minimize their presence and impact on the observed setting. They may use various techniques

such as discreetly observing from a distance, using observation grids or checklists, taking field notes, or using audio/video recording devices to capture data.

Questionnaire

A questionnaire in research is a structured data collection tool that consists of a series of predetermined questions or items designed to gather information from participants for research purposes. It is a commonly used instrument in both quantitative and qualitative research methods. Questionnaires can be administered through various modes, such as paper-based surveys, online platforms, or face-to-face interviews. The questions in a questionnaire can be closed-ended, providing participants with predefined response options, or open-ended, allowing for more detailed and subjective responses.

Questionnaires offer several advantages in research. They provide a standardized approach to data collection, ensuring consistency and comparability across participants. Questionnaires can be administered to a large number of respondents, allowing for efficient data gathering and statistical analysis. They also offer a level of anonymity and privacy to participants, which may encourage more honest and unbiased responses. However, questionnaire design should be carefully considered, including question-wording, response options, and overall structure, to ensure the clarity and validity of the collected data. (Smith, 2018, p. 1223).

Likert Scale

This type of scale was used for the final phase of this study in order to assess the website effectiveness for strengthening the teacher development. Joshi et al. (2015) stated that a “ Likert scale is a set of statements (items) offered for a real or hypothetical situation under study.

Participants are asked to show their level of agreement (from strongly disagree to strongly agree) with the given statement (items) on a metric scale." (p. 397)

This scale fits the study because it worked to evaluate how the teacher perceived the use of the website in a more specific way, and also avoided the existence of bias because the items evaluate certain components using a rate from 1 to 5. The same author specified that "Sometimes the purpose of the research is to understand about the opinions/perceptions of participants related with single 'latent' variable (phenomenon of interest) . This 'latent' variable is expressed by several 'manifested' items in the questionnaire." (Joshi et al. 2015, p. 398). The evaluation of different aspects of a single issue helped to validate where the success of the resource lay and in which aspect it could be improved.

Sampling Techniques

The sampling technique used in this study to select the sample was purposive which is a non-probability type. It is commonly employed in qualitative research, where researchers intentionally select participants who possess specific characteristics or have firsthand knowledge about a particular phenomenon of interest. This sampling method allows researchers to focus their study on a specific group or population that can provide valuable insights and in-depth understanding. Unlike probability sampling, non-probability purposive sampling does not aim to achieve representativeness but instead seeks to gather rich and relevant data from individuals who can contribute significantly to the research objectives.

According to Creswell (2013), non-probability purposive sampling is particularly useful when researchers aim to study a specific subgroup or target a particular niche population. It allows researchers to deliberately choose participants who possess unique perspectives,

experiences, or expertise that can shed light on the research topic. This method enables researchers to gain in-depth knowledge and detailed insights, providing a comprehensive understanding of the phenomenon under investigation.

Need Analysis and Findings

First Stage

Non-participant Observation

The observation took place at the Santa Helena new school with the second-grade class. During this observation, the researchers took notes about the progress of the class, the resources available in the classroom, the activities and strategies used by the teacher, and the interaction by the students, as well as different aspects that the researchers considered relevant for this study.

Class structure. During the observation, something to highlight is that the teacher organizes her class by writing an agenda on the board and instructing the students on the activities to be carried out during the session. One important aspect is that although the agenda consisted of four main parts, it was observed that various activities were done within each of these parts, to keep the students interested.

Resources. It was observed that the teacher uses the board for a general explanation and the television to display images or play audio. Additionally, she takes advantage of the school's available spaces, such as the courtyard and the library. Furthermore, she regularly utilizes flashcards located on the walls around the classroom, especially when a student forgets a word.

Activities. Regarding the activities, the teacher chooses to use listening activities such as songs and command-following exercises. She also relies on visual activities like describing

images and objects of the environment. Additionally, the teacher implements speaking activities that encourage students' participation and production, such as questions and answers. One remarkable activity was teaching colors using sign language. In that way, the teacher not only teaches the English language but also uses it for teaching other subjects or topics.

Another aspect to consider is the fact that most of the activities conducted during this two-hour observation were focused on listening and speaking. However, checking a student's notebook, there were exercises related to reading and writing, which were about other subjects, such as geometric shapes, for example. On the other hand, the students showed a great interest in participating in the teacher's activities, and something interesting was that they understood many basic commands used by the teacher, such as "wait a moment," "don't interrupt," "give me a color," among others.

Second Stage

Semi-structured Interview

After the non-participant observation, the researchers implemented a ten-question interview in Spanish. Its objective was to know some aspects regarding the teacher's interaction with the English subject when he/she has to guide it in a rural area. In this way, it is intended to show the number of hours that this subject manages, the resources and strategies that the teacher uses, as well as the professional development of him/her in this field and how the fulfillment of the objectives proposed by the Ministry of Education for this subject is carried out.

The interview was divided into four categories (*academic, methodology, resources, and cognitive.*) The following table presents the categories and summarizes the most relevant aspects the teacher mentioned in the answers.

Figure 1.*Needs analysis interview categories*

Category	Answer
Academic	<p>The teacher mentioned that English classes are 2 hours per week. Although it is only for English classes, she has been implementing this language in other subjects because she thought the Ministry of Education should propose more hours per week. Moreover, she preferred English classes in a session of one hour and a half. On the other hand, she did not agree with the Ministry of Education since it is incoherent with the hours suggested and the learning objectives. They do not implement English to be <i>competent</i>. That is why she uses the Basic Learning Rights for planning the classes. Subsequently, she mentioned the importance of providing the students with feedback.</p> <p>She helped in creating the Suggested Curriculum and planned some topics with other teachers from Cundinamarca. Unfortunately, some teachers did not agree since the curriculum was too complex to apply, as many teachers did not get a degree in English teaching. Therefore, they had to adapt it to the students' needs.</p>
Methodology	<p>The teacher implemented different approaches from her working experience at other schools such as the Natural Approach, the Partial Immersion, and The Teaching for Understanding. She liked the way other schools adapt different methods, which makes the learning process more enjoyable and remarkable for the students.</p> <p>Secondly, she said that the most memorable activities were a theater play and reciting poems in English. She also liked to involve the parents in this process, since they must know what their children learn at school.</p>
Resources	<p>The teacher mentioned the resources she implemented were appropriate for the context. However, she said that the Ministry of Education does not provide them with good resources, thus they have to obtain them on their own (TV, computer, and printer) and apt the activities.</p> <p>Additionally, she created her own materials such as workbooks and songs due to the lack of contextualization in other teaching materials. Moreover, she suggested "<i>Me falta utilizar más audio, ¿sabes? De pronto, eso podríamos pensarlo para la página, más audio</i>".</p> <p>Regarding the source of information, the teacher liked to find it mainly on Pinterest, YouTube, and Wordwall. The most effective materials for her are visual and auditory (flashcards, music, videos,</p>

	and worksheets). Also, she said that the teacher's voice and attitude should be considered as the most important resources in class.
Cognitive	Regarding the programs offered by the government, the teacher knew some of them such as Ecoweb 2.0, Talkative, British Council Colombia, and Bunny Bonita. Nevertheless, she said that they are not focused on a natural approach and are more for baccalaureate students. That is why she was not interested in implementing none of these programs in class. She also mentioned that she had a good relationship with English since she learned how to practice it autonomously by using Duolingo, reading books, listening to music, and watching movies in English. Additionally, she got many jobs where this language was required to work hence she is grateful, but she said that there is always more to learn.

Elaborated by the researchers.

Third Stage

Questionnaire

The questionnaire used for this study consisted of 16 questions to gather more specific information about the resources and strategies the teacher prefers to utilize, and what she would like to try in her classes. In addition, there are questions about her English proficiency since the website's purpose is to facilitate her teaching process and be understandable and friendly to her. In that way, the researchers will know better how to design the website and what will be the most suitable resources and strategies to include there according to the teacher's needs.

The first fact found by applying this tool was that the teacher is not an English teacher since she has a degree in Basic Education with an emphasis on Spanish. Taking this information into account, it should be considered that the website's creation should handle both the Spanish and English languages, allowing the teacher to surf it much more effectively.

On the other hand, it was evident that the resources to consider when creating the website for accessibility and availability by the school's resources are: books, videos, audiobooks, images, worksheets, songs, flashcards, online games, and podcasts. However, there is a gap to bear in mind in the website creation because it is necessary to develop activities while considering that students do not have access to technological tools and internet connectivity, as described by the teacher: "*Todos los recursos son pertinentes, sin embargo, los estudiantes no cuentan con algunas herramientas tecnológicas y de conexión a internet*". ("All resources are relevant; however, students do not have some technological tools and internet connection.").

So, although the teacher is willing to use all the resources or activities the researchers suggest, it is essential to know that even though there are computers in the institution, they must be fixed. The teacher wrote: "*No he tenido éxito con las clases de tecnología en inglés puesto que a los computadores les falta mantenimiento.*" ["I haven't been successful with the technology classes in English because the computers lack maintenance."] But she also mentioned that there are resources with which she has had successful classes such as videos, handicrafts, songs, flashcards, and classroom games.

Regarding the question "Which of the following aspects do you consider the most challenging to find resources or materials in English?" The teacher stated that it is more difficult to find vocabulary in English. And to the question "Which of the following aspects do you believe is the most challenging for your students in learning English?" The teacher said that her students find speaking, listening, writing, vocabulary, and grammar the most difficult. However, she would like to enhance listening and speaking skills more effectively to encourage students to participate more in speaking exercises, rather than solely focusing on writing activities, as students improve these skills more readily.

Website Design, Implementation, and Assessment

After applying the need analysis part, researchers based the website on three key aspects that helped in its proper development.

Design

A key element in the website's design was the ESA method by Jeremy Harmer, introduced in his book *How to Teach English* (1998). Below is a more detailed explanation of this approach.

The ESA (Engage, Study, Activate) Method of Teaching. It is a method that suggests how teachers should implement their English classes. The ESA method, according to Harmer (1998), in his book *How to Teach English*, talked about Engage, Study, and Activate. It is a teaching approach that starts by *engaging* students to stimulate their interest and motivation in learning. Following this, the *study* phase involves structured learning activities where students focus on specific language aspects, such as grammar or vocabulary. Finally, the *activate* phase encourages students to use the language creatively in real contexts, promoting fluency and practical application of what they have learned. Harmer's ESA method is for balancing language learning between teacher guidance and student interaction, fostering both comprehension and communication skills effectively.

The Suggested English Language Curriculum. To create the website was necessary to use this curriculum because it served as a guideline resource, collecting all the topics that students should learn at the second grade, the target level of the site.

The curriculum contains a series of documents and proposals about what students are expected to have achieved in terms of learning upon completion of each educational level, e.g.,

before the end of preschool, or by the end of secondary education. The act aims to standardize education levels and quality across the nation. It contains goals for students in terms of what they should know (knowledge and understanding), what they should be able to do (skills), and the broader qualities and values they should develop (attributes). (MEN, 2016). The curriculum is examined in response to modifications in educational objectives, societal requirements, and developments in pedagogy.

Additionally, the Eco 2.0 web (2021), which is part of the bilingual program created by the MEN, named a page *The Suggested English Language Curriculum* to organize and present all relevant information about English teaching in Colombia. It collects and structures materials related to the Ministry of National Education's guidelines, ensuring consistency across different grade levels. By centralizing this information, the website serves as a comprehensive reference for English language instruction.

However, something to highlight is that in the interview conducted in the need analysis phase, the teacher provided the topic prompts for creating the website because the institution used to modify the suggested curriculum's general topics based on students' needs and their previous learning levels. According to the teacher, this adjustment was necessary because the established topics by MEN were not suitable with the students' actual proficiency levels; they were significantly advanced in terms of English learning.

After bearing the previous aspects in mind, researchers started the website design. It consisted of four lessons, which contained different topics. The following figures present the design, sequence, activities, and instructions per lesson.

Figure 2.

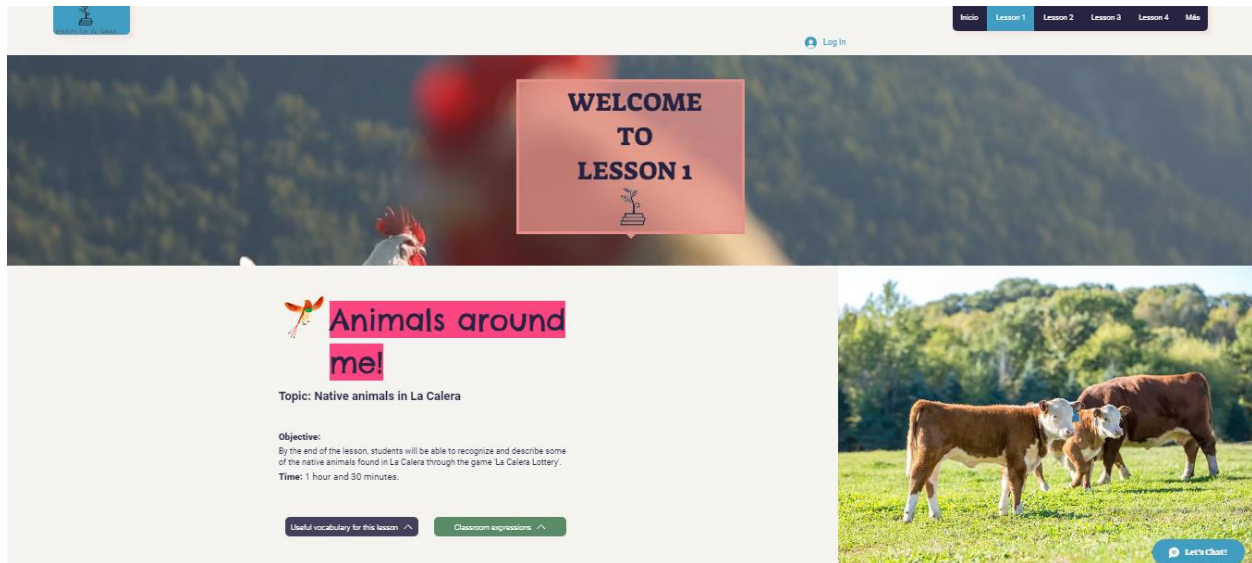
Website home button



Note. This figure presents the website home button that describes some aspects of the project. Elaborated by the researchers.

Figure 3.

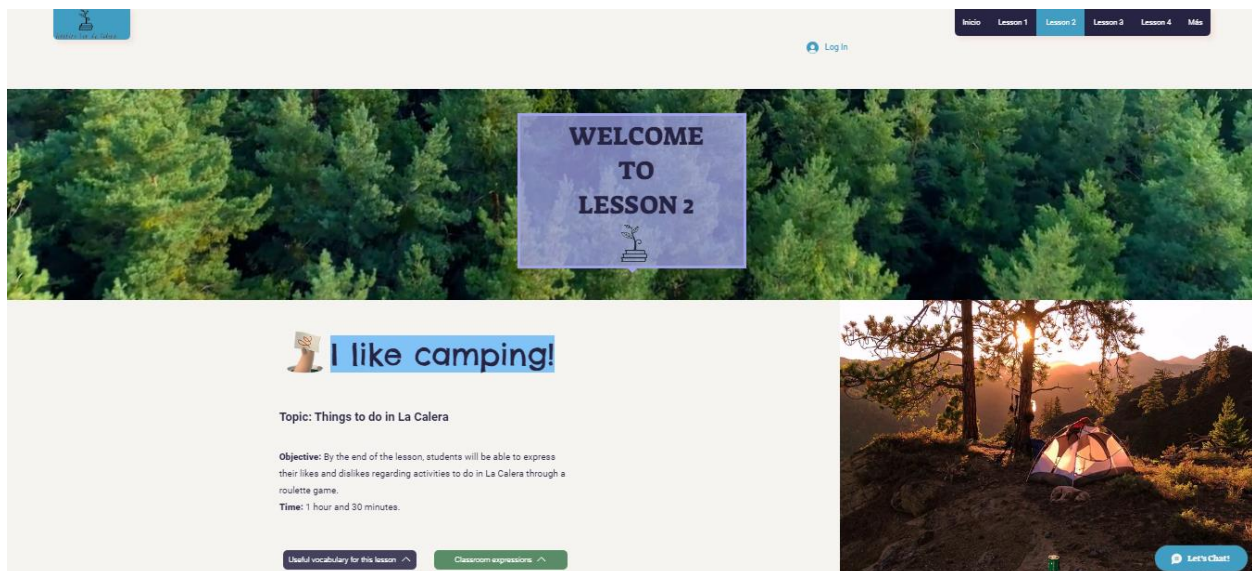
Lesson 1. Animals around me



Note. This figure presents lesson 1 where the topic was about animals from La Calera. In this section, researchers aimed to focus on vocabulary and pronunciation through a bingo game. Elaborated by the researchers.

Figure 4.

Lesson 2. I like camping



Note. This figure depicts lesson 2 and is about the different activities that people can do in La Calera. Researchers aimed to focus on how to express likes and dislikes through a series of games that guided the students in how to answer when they were asked if they liked something or not. Elaborated by the researchers.

Figure 5.

Lesson 3. La Calera is a town

Inicio Lesson 1 Lesson 2 Lesson 3 Lesson 4 Más

Log In

WELCOME TO LESSON 3

La Calera is a town!

Topic: Geography of La Calera

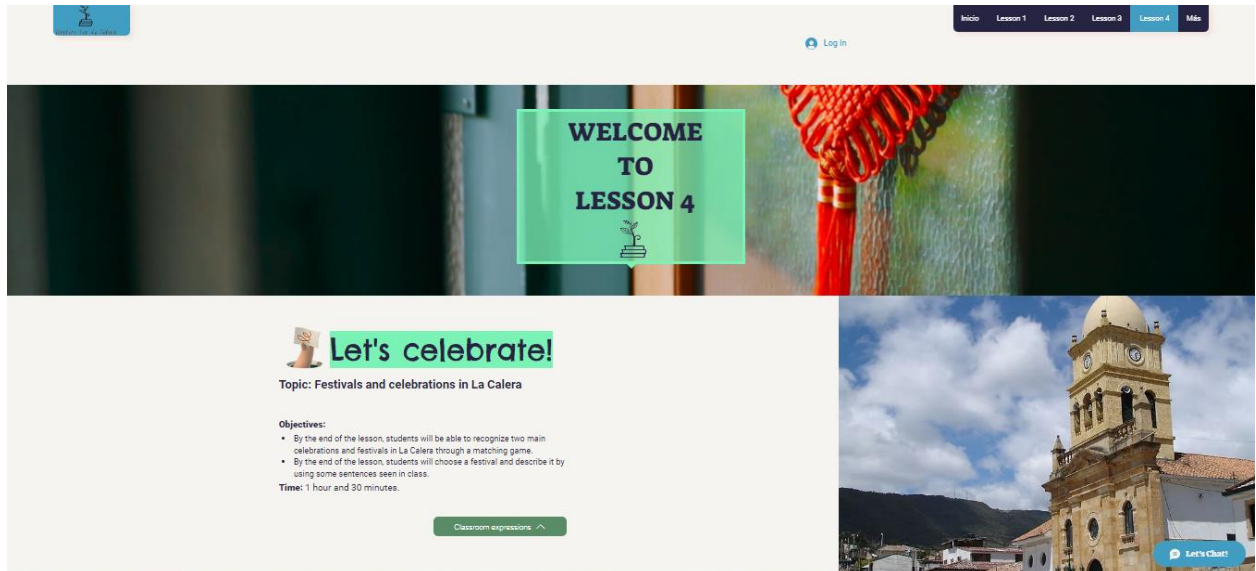
Objective:
By the end of the lesson, students will be able to identify and say some geography features about La Calera by playing the game 'Bones'.

Time: 1 hour

Useful vocabulary for this lesson Classroom expressions

Let's Chat!

Note. This figure shows lesson 3 which was about geographical locations around La Calera. With this topic, researchers focused on vocabulary, listening comprehension, and speaking through matching games. Elaborated by the researchers.

Figure 6.*Lesson 4. Let's celebrate*

Note. This figure presents lesson 4 where students could learn about the two most famous festivals and celebrations in La Calera. Researchers focused on making more complex sentences and letting the students identify each one of them through a matching game. Elaborated by the researchers.

Website Implementation

Before the implementation of the website, it was essential to assess it to ensure that it would effectively meet the needs of the teacher and provide valuable and feasible resources. For that reason, a specialized teacher in designing material gave the researchers feedback which helped them modify some features of the website.

The next is some advice from the feedback the teacher told them to improve the website:

1. *“Es importante que el objetivo de cada lección este en inglés y en español para que la profe que use los módulos tenga claridad del contenido que va a encontrar para enseñar. (envío pantallazo) al igual que el vocabulario no está la traducción*

de los animales y no funciona el sonido” [It is important that the objective of each lesson is in both English and Spanish so that the teacher using the modules has clarity on the content they will find to teach. (I'm attaching a screenshot.) Also, the vocabulary lacks translations for the animals, and the sound is not working]

2. *“Creo pertinente que las fichas de trabajo también necesitan una traducción y debería crearse más material para poder escoger el ideal. (un repositorio sería bueno) en mi opinión al ser una plataforma digital todo debería ser on-line sin necesidad de ir a imprimir (según la necesidad de una escuela rural)”* [I believe it is pertinent that the worksheets also need a translation, and more materials should be created to have a wider selection (a repository would be good). In my opinion, as a digital platform, everything should be online without the need to print considering the needs of a rural school]
3. *“Importante poner siempre un ejemplo de lo que se quiere hacer para que tanto la docente como el estudiante pueda seguir y no cometer errores eso es clave para crear cualquier material e-learning”* [It is important to always provide an example of what you want to do so that both the teacher and the student can follow along and avoid mistakes, this is crucial for creating any e-learning material.]
4. *“Más material interactivo sería lo ideal con plataformas gratis (canva, genially) más diversión para que sea amable visualmente.”* [More interactive material would be ideal with free platforms like (Canva and Genially), adding more fun to make it visually appealing.]

All the advice proposed in the feedback was taken into account, and some changes were made to develop a better website to accomplish the objective of strengthening Teacher's development.

Website Assessment

To assess the website some aspects were considered in agreement with the Kent State University Libraries. The first aspect is *authority* which is about who created the site and what is their expertise with the topic. The second is *objectivity* which focuses on determining if the site's purpose is evident, along with its intended audience. It examines whether the information or content fits with the website's goal. The third one is *accuracy*, this verifies if the information is well-documented bearing in mind the main topic. It is also about the high-quality links resources or materials attached. The fourth aspect is *currency*, which involves checking if the content is up-to-date and relevant. And finally, *usability* examines whether the site is well-designed, and with a logical organization for creating a friendly navigation. The content should be clear and readable for the population it is aimed at, and another important thing is the errors it could have, even spelling and punctuation.

CHAPTER III: Data Analysis and Results

The following data analysis (see Tables 2, 3, 4 and 5) depicts the results of the indirect observation, the post-semi-structured interview and the second questionnaire. These instruments served as a basis for analyzing the website's effectiveness throughout the lessons applied in the classroom.

Table 2 contains the first construct, which bears in mind the English Skills Enhancement main category. Budiman et al. (2023) Provide different strategies that ease teachers' development in English Language Teaching, such as vocabulary integration and cross-curricular language skills. For him, it is necessary to recognize prior knowledge and local language so that “students can integrate culturally responsive practices that can create a relaxed, responsive, and inclusive learning environment”.

Additionally, David Nunan in his book *Task-based Language Learning* (2004) states that motivation is crucial for language learning. Learners who are interested and engaged in the content are more likely to take risks, participate actively, and ultimately enhance their language skills. That is why teachers should prioritize the learner when these language skills are acquired.

The first subcategory depicts how important reflective practice is for English teachers. Misrah et al. (2022) claim that “reflection that is action-oriented is an ongoing process which refers to how educators prepare and teach the methods they employ.” Moreover, Bolton and Delderfield (2005) say that “Reflective practice can enable (future) professionals to learn from experience about themselves; their studies, their work; the way they relate to home and work, significant others and wider society and culture.”

The second subcategory focuses on self-paced learning in which Self-paced learning is an instructional approach where learners (in this case, teachers) control the speed and timing of their education, fostering independence and self-regulation. This method fits the theories of Malcolm Knowles and Lev Vygotsky. Knowles, known for his work on adult learning (andragogy), emphasized the importance of self-directed learning, which is central to self-paced models. Vygotsky, though often associated with social learning, contributed to the concept of the "zone of proximal development," which suggests that learners benefit from tasks that are beyond their current skills, a concept that self-paced learning accommodates by allowing students to progress at their own promptness.

Figure 7.

Data analysis - Construct one

The ISTE standards (Crompton, 2023) considered in this category were:

2.7.a. Provide alternative ways for students to demonstrate competency and reflect on their learning using technology.

2.7.b. Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction.

2.7.c. Use assessment data to guide progress, personalize learning, and communicate feedback to education stakeholders in support of students reaching their learning goals.

Teacher's Development
Category: English skills enhancement

Subcategories	
<i>Reflective practice</i>	<i>Self-paced training</i>
<p>The researchers found that reflecting on the content and language skills was essential to understanding the teacher's development and its impact on her students' learning process. That is why the teacher mentioned that with this website the children had the opportunity to learn more about their context and to reflect more on their environment and the importance of sharing it with others, so that helped a lot in getting them interested in the topics.</p> <p>She also mentioned that the students had the opportunity to explore the website and become familiar with the lessons. She said it is an innovative way to reach the students and find oneself with knowledge.</p> <p>Moreover, the teacher realized that this website can encourage other teachers to use it, considering that there are times when they have no clue about how to plan an English class or what topics may be the most suitable for each course's needs. <i>"...En el colegio hay muchos docentes que se les dificulta mucho enseñar inglés y que no lo enseñan. Entonces, pues para el que esté interesado y lo quiera hacer, esta página es una buena ayuda."</i></p>	<p>Since it is a website that contains downloadable material, researchers considered that schedules and teaching rhythm could be adapted for teacher's class length. In this case, the teacher stated that more printed resources per lesson should be ideal if the internet does not work properly in school. She also stated that she clearly understood the instructions in each lesson, how and when to intervene, and when to explain the activity and deliver its material. <i>"Cuando abrimos una sesión, a su vez está explicado unos momentos de clase donde el profe puede orientarse."</i></p>

Elaborated by the researchers.

The next construct (table 3) has a main category called educational context. It was the key concept for developing the website and focusing its content on the students' culture and backgrounds. According to Hammond (2015):

An educator's ability to recognize students' cultural displays of learning and meaning making and respond positively and constructively with teaching moves that use

cultural knowledge as a scaffold to connect what the student knows to new concepts and content in order to promote effective information processing. (p. 15)

Children learn more positively when the foreign language learning process has to do with their environment, their customs, slangs, and everything that their culture implies, although this new language (in this case English) comes from a different way of life. Learners practice and understand a language better if they know how it is constructed and how it works within their society. (Harmer, 1998).

Therefore, one of the subcategories is about cultural awareness since “culturally responsive teachers develop intellectual, social, emotional, and political learning by using cultural resources to teach knowledge, skills, values, and attitudes.” (Ladson-Billings, 1992, as cited in, Gay, 2010). Teachers ought to be aware that “Escuela Nueva model aims at responding the educational needs for rural schools and the characteristics of each context (...)” (Moreno, 2019. p. 12).

Linking the school culture with the curriculum is essential “more awareness of the relevance of doing classroom research to innovate, and the feeling of empowerment to be able to adjust institutional educational policies.” (Buendía and Macías, 2019, p. 96). If more surrounding information in classrooms is related to English and students are often exposed to this language although they can not understand it all, then the acquisition of it will improve. (Harmer, 1998). Hence, the key for learning a new language relies on curriculum integration.

Figure 8.

Data analysis - Construct two

The ISTE standards (Crompton, 2023) considered in this category were:

2.4.a. Dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology.

2.4.b. Collaborate and co-learn with students to discover and use new digital resources and diagnose and troubleshoot technology issues.

2.4.c. Use collaborative tools to expand students' authentic, real-world learning experiences by engaging virtually with experts, teams and students, locally and globally.

2.4.d. Demonstrate cultural competency when communicating with students, parents and colleagues and interact with them as co-collaborators in student learning.

Culturally Responsive Teaching	
Category: Educational context	
Subcategories	
<i>Cultural awareness</i>	<i>Curriculum Integration</i>
<p>Promoting cultural awareness was key in this research since the rural educational context needs to be considered in classes. The teacher highlighted the importance of including culture in the curriculum. That is how students learn the language while they reflect on their culture.</p> <p>According to the teacher <i>“Todas (las lecciones) están relacionadas con la calera. Los recursos fotográficos, los ejercicios, todos están enfocados en La Calera.”</i></p> <p>The teacher also suggested that in the future it would be a good idea to encourage the students' families to be part of learning English through the website. We can say that this resource impacted even the families who</p>	<p>The website served as a fundamental resource for the creation of the new English curriculum at the school. It provided a grounded guide tailored to the rural context, enabling the teacher to adapt her methodology and thereby generate a much more enriching learning experience for the students. It also allowed her to share it with other teachers who were inspired to adapt their classes using the lesson structures and activities proposed by the researchers on the website.</p> <p><i>“Entonces sí, hablábamos con Harry, con Ledis, con John, que son los profes que están en el equipo de inglés, oiga, sería chévere comenzar a aportarles readings a los niños de diferentes niveles de complejidad.”</i></p>

<p>seemed interested in this new strategy. <i>“ Una sección que sea dirigida específicamente para ayudar a los estudiantes y a sus familias, porque las familias aprenden con los niños también, toca incluirlos a ellos también.”</i></p>	
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Elaborated by the researchers.

The following construct (table 4) was analyzed heading a main category called online English teaching resources since there are a lot of resources on the website that help teachers when teaching a second language. Alonso (2008) established that a website is a means of communication and information that becomes a useful tool for studying and acquiring knowledge (p. 229). Additionally, Cortijo and Velasco (2023) mentioned some online resources and interactive activities that should be included on a website to strengthen the teaching process in children. Besides those usable characteristics, it was necessary to highlight three main features.

The first one is usability as the design or user-friendliness of the website is essential for its being well-understood by the users (University of Minnesota Twin Cities, 2020). The second is accuracy, as this same author expressed that the information and resources included on the pages should be without spelling errors, clearly labeled, and so forth. In other words, “errors not only indicate a lack of attention and effort, but also can actually produce inaccuracies in information” (Lydia M. Oslon Library, 2018). And the last one is objectivity, it is fundamental because “if the content contains bias, only one point of view is being presented.” (Lydia M. Oslon Library, 2018). Then, it is crucial to focus on the content in agreement with the research objective.

As the assessment is essential to determining whether the website is helpful, the study had to follow some parameters to establish the most effective markers in this process. Therefore, the project used a rubric stated by Penn State University Libraries. (n.d). This includes some questions regarding the use of a website and so on, one example is " How closely does the website relate to the purpose for which you need that information?" Those questions help to lead the evaluation more objectively.

Figure 9.

Data analysis - Construct three

The ISTE standards (Crompton, 2023) considered in this category were:

2.5.a. Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.

2.5.b. Design authentic learning activities that align with educational standards and use digital tools and resources to maximize learning.

2.5.c. Apply evidence-based instructional design principles to create innovative and equitable digital learning environments that support learning.

Website	
Category: Online English teaching resources	
Subcategories	
<i>Usability/Accuracy</i>	<i>Objectivity</i>

<p>The website was generally congratulated for its visual appearance and organization, which facilitated the navigation for the teachers. <i>“A nivel visual, la página sí está muy chévere, a nivel visual les rescato ese diseño tan bonito que hacen de la página, está muy genial.”</i> Furthermore, the teacher added that the website was perfectly understandable. <i>“Sí, para el docente sí, para el docente es muy entendible.”</i></p> <p>Its clear structure with session breakdowns at the top helped to guide teachers effectively during class preparation. However, there were a few issues with some links because they did not work correctly in the last sessions. When the teacher assessed the resources using the questionnaire this was the only aspect that was 2 in a rate from 1 to 5 being 1 the lowest rate and 5 the higher. <i>“(…) los recursos visuales están muy bonitos, la página es atractiva. Tuvimos algunas complicaciones con algunos juegos, que no abrían bien, no sé, como en la sesión 3 o 4 que les comentábamos.</i></p> <p><i>De resto, todo estuvo muy chévere y se llevó a cabo, y se culminaron las actividades con éxito.”</i></p> <p>On the other hand, some suggestions from the teacher included using more oral components in all the activities and providing clear pronunciation guides where needed, which would be helpful for the teacher's pronunciation as the teacher does not know how to say some of the words.</p> <p><i>“Las mejoras es incrementar un poco más la parte oral, los vi pronunciando más, expresándose más en inglés...”</i></p> <p><i>“(…) entonces puede que el maestro no sepa cómo pronunciar algunas expresiones, entonces sí sería bueno que en la misma página lo estudiara, reprodujera cómo se pronuncian las cosas.”</i></p>	<p>The teacher said that the website primarily aims at engaging students through a good visual appearance and interactive activities like a lottery and local activities in La Calera. These activities were designed to improve oral and auditory skills in English, promoting active student participation. <i>“(…) los recursos como la lotería, los jueguitos, a ellos les gusta mucho.”</i></p> <p><i>“(…) los recursos digitales también estuvieron chéveres, porque entonces ellos como que, por ejemplo con la ruleta, ellos jugaron y aprendieron a dar respuesta a las preguntas de la ruleta.”</i></p> <p>Another important aspect is that the website was well focused on the population the research intended to point out as the teacher felt there would be no instructions on the web so the students could explore the website without seeing them as if they were also teachers. <i>“(…) chévere una página, de pronto que en cierto modo se le da la explicación al docente de qué hacer, que es lo que ustedes están haciendo perfectamente y lo lograron ahí, porque es una página bonita para el docente, entonces también da cabida pensar, oiga, chévere, porque nosotros le pasamos el link a los niños para que exploraran la página.”</i></p> <p>Finally, a good teacher's reflection on the website's accuracy was that the lessons went step by step, which means the topics' complexity was gradually more difficult for the students. As a result, they could check how their knowledge made progress. <i>“Hay un avance en cada lección.”</i></p>
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Elaborated by the researchers.

The final construct (table 5) was analyzed heading a main category called English language proficiency as it is relevant for teachers to know the most accurate way of using English according to the student's needs. Bell and Gilbert (1994) stated "Teachers as a group are concerned about their teaching and continually seek new ways to enhance student learning" (p. 483). It is possible to improve students' skills when teachers want to improve their own even when they are no longer studying formally.

In Colombia, this last aspect has been studied carefully because many English teachers are not well-prepared to teach this language. Buendía and Macías (2019) argued "In the literature on language teacher professional development in Colombia, teachers' level of language proficiency has been widely considered a critical aspect in gaining teacher quality" (p.92).

The following subcategories were created according to Ladson-Billings (1995). This author stated there should be a strong match between culture and teaching. After all, classrooms have to do not only with students but also with their backgrounds. Moreover, Castro (2019) analyzed that rural English teachers do not have a clear relationship between teaching this language, and its use in their students' contexts.

Apart from the concern in this topic, the study sought to foster the most difficult skills in teaching for the rural English teacher as there are few contextualized resources in these fields. Harmer (1998) specified useful strategies to foster the development of English language skills and how teachers should deal with them in their classrooms. Meanwhile, Dávila et al. (2015) suggested that linking the TIC's and the classroom processes allows teachers to improve, and facilitate their teaching.

Figure 10.*Data analysis - Construct four*

2.6.a. Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings.

2.6.b. Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field.

2.6.c. Create learning opportunities that challenge students to use a design process and/or computational thinking to innovate and solve problems.

2.6.d. Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.

Rural Education	
Category: English language proficiency	
Subcategories	
<i>Local and cultural content</i>	<i>Developing listening, speaking, and vocabulary</i>
In terms of the context of the lessons, the teacher explained that the idea of teaching English using real students' situations or environments through customs or images was a great insight since the students pay more attention to the lessons and practice or participate much more in the class activities as they know what they were talking about. <i>"(...) con las fotos de, digamos de su región,</i>	Talking about the skills the research focused on (listening and speaking) it could be mentioned that even though there were many print activities, they were more emphasized to develop these two skills and vocabulary because of the teacher's request. <i>"(...) sí se logró porque dijimos que íbamos a fortalecer más vocabulario y a fortalecer más la pronunciación, si no estoy mal, sí, y eso se</i>

<p><i>pues como que ellos ya se sienten más identificados en cierto sentido.”</i></p> <p>Moreover, the teacher found a good sequence in the lessons, and emphasized that the students' culture and rural context was well-reflected on them. <i>“Sí, sí tienen una secuencia. Todas están relacionadas con la calera. Los recursos fotográficos, los ejercicios, todos están enfocados en la calera.”</i></p>	<p><i>logra con la página.”</i></p> <p>Something to highlight is that in the need analysis part the teacher said it was easy to find resources or materials for reading and writing, however, for listening and speaking it was a little bit more difficult or teachers do not know too much about how to develop them. But using the website the teacher realized some well-known activities could work very well in improving these two skills. <i>“Yo creería que el bingo fue una de las más efectivas por su aspecto llamativo y porque incrementó la parte oral y auditiva de los chicos, los incentivó a participar más y a hablar más en inglés.”</i></p> <p>It was also noticed on the indirect observation when the teacher spoke to the students using the lessons' vocabulary and tried to correct them as they presented the creative books they made for implementing the new words in the activities proposed by the researchers.</p>
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Elaborated by the researchers.

Finally, the variables mentioned in the methodological framework and considered in this analysis coincide with the hypothesis of this research. The Independent variable is the website (see figure 9), the dependent variables are the listening and speaking skills improvement (see figures 7 and 10). The intervening variables are the English proficiency (see figure 10), the rural context (see figure 8), and the availability of resources (see figure 8).

Hindrances and Limitations

During the research, there were some difficulties in the design and assessment steps. One of the most challenging tasks was not knowing what photos should be used as authentic from La Calera on the website without having trouble with copyright. Fortunately, the teacher from the school was a photo lover and she gave the authorization to use lots of photos she had taken of

some places, customs, etc. about the town. This helped accomplish the objective of creating a website based on the student's context, otherwise, it could be a tough situation to deal with. Moreover, it was also necessary to use some copyright-free pictures from platforms like Pexels and Pixabay because they were required to create the lessons.

In other matters, the observation instrument for assessing the website had to be through videos the teacher sent to the researchers due to the distance, as the school was located in La Calera. It was away from the researchers' homes (Bogota). Consequently, they could not go there frequently to observe the lessons directly because they were applied on different days.

Conclusions

Rural education has been a critical issue in Colombia due to the significant gap between this and urban education. Resources, materials, connectivity, and other relevant aspects for high-quality education are scarce in these areas. In the English subject, there are few feasible supplies for accomplishing the competencies required by MEN (Ministry of National Education), and rural teachers have made efforts to teach it effectively, even though most of them have limited knowledge of the English language.

This study aimed to bridge this gap and strengthen teacher development through a website featuring resources that follow the Culturally Responsive Teaching method. As a result, the teacher improved her English while the students learned about their downtown in another language. The teacher said during the interview that she found it (the website) very relevant because the kids had the opportunity to learn more about their context and to reflect further on their surroundings and the importance of sharing it with others. This greatly helped spark their interest in the topic. It highlighted the scarcity of English resources tailored for teachers focusing

on rural education and considering the teachers' skills and the students' needs. Thus, Núñez, Téllez, and Castellanos (2013) assert that materials are socio-cultural resources that enable linguistic interaction and cultural exchanges among diverse human groups.

The culturally responsive model used in this project offers significant potential for replication in other rural schools. The website demonstrates how rural education can be adaptable and more accessible in local cultures. As mentioned during the interview, a teacher's colleague was interested in applying the website in class with his students. He was hooked on the activities and the way they were carried out.

Similar approaches could be applied to other rural settings, addressing educational inequalities and providing teachers with digital literacy through meaningful resources that can help in and outside the classroom. In agreement with Ladson-Billings (1995), culturally relevant teachers use students' culture as a means of learning, and that is what researchers wanted to demonstrate with the website design.

The instruments used to analyze the use of the lessons proposed on the website revealed how necessary the suitable resources are when the English language is being taught in a specific area. First of all, the activities included in each lesson allow the teacher to comprehend some topics she needed a clearer understanding of because there is a section where the topic is well-explained. Second, it is easier for the teacher to guide an English lesson when the topic and resources are designed based on matters and concepts the students are usually involved in their daily lives. She claimed that photographic resources and exercises are focused on La Calera.

Therefore, using a website to strengthen teachers' development was an excellent strategy for improving English language skills as the resources offered the teacher guidance to reinforce

her knowledge (see figures 11,12, and 13). Moreover, the resources based on the Culturally Responsive Teaching method helped her to teach the lessons bearing in mind the students' understanding. Then, the website not only supplied the teacher with vocabulary and grammar explanations but also with material and resources that enhanced the process of teaching the English Language while the teacher learned about it. Dávila et al. (2014) claim that a website is an educational tool that motivates learning and makes students and teachers feel like leaders, promoting the participation of each actor and allowing them to use their resources and skills to enhance the learning process.

The following evidence depicts that the topics of the website were included in the school curriculum for giving it validation.

Figure 11.

Curriculum evidence

<p>Session 1: (2 horas clase): Farewell/ Expressions: See you soon, see you later, see you tomorrow.</p>	<p>Session 1: (2 horas clase): Animals: Spectacled bear (oso andino), andean, chameleon (camaleón andino), Chonta deer (venado), Toucan (tucán), ladybug (mariposita), fish (pez), dog (perro), cat (gato), horse (caballo).</p>	<p>Session 1: (2 horas clase): Animals/Numbers: Spectacled bear (oso andino), andean, chameleon (camaleón andino), Chonta deer (venado), Toucan (tucán), ladybug (mariposita), fish (pez), dog (perro), cat (gato), horse (caballo).</p> <p>Observación: Contar animales repasando los números del 1 al 30.</p>	<p>Session 1: (2 horas clase): Professions: farmer, doctor, secretary, nurse, engineer, teach, student. (Notar cuales son las profesiones más frecuentes en los estudiantes).</p>	<p>Session 1: (2 horas clase): Animals: Spectacled bear (oso andino), andean, chameleon (camaleón andino), Chonta deer (venado), Toucan (tucán), ladybug (mariposita), fish (pez), dog (perro), cat (gato), horse (caballo).</p>	<p>Session 1: (2 horas clase) La Calera is a town: Paramo, stream, waterfall, vegetation, landscape, mountain, lake, river, precipice, town.</p>
<p>Session 2: (2 horas clase): Introduce myself: What's your name? My name is ___/ How old are you? I am ___ years old/ Ver números del 1 al 5 jugando con las edades. Where do you live? I live in La Calera/Where are you from? I am from Colombia.</p>	<p>Session 2: (2 horas clase): There is/ There are: El estudiante puede expresar oralmente las siguientes oraciones: There is a spectacled bear. There are spectacled bears. There is an andean chameleon. There are andean chameleons.</p>	<p>Session 2: (2 horas clase): Animals actions: fly (volar); run (correr); jump (saltar); swim (nadar); climb (trepar); crawl (arrastrarse).</p>	<p>Session 2: (2 horas clase): Describing professions of my family: My father is a farmer. My mother is a nurse. My brother is a student.</p>	<p>Session 2: (2 horas clase): Animal body's Parts: eye, beak (pico), wings (alas), mouth (boca), claw (garrá), tail (cola).</p>	<p>Session 2: (2 horas clase) La Calera is a town: Los estudiantes aprenden a describir su municipio de la siguiente manera:</p> <ol style="list-style-type: none"> 1. La Calera is a town. 2. In La Calera, there are seven waterfalls in Mundo Nuevo. 3. In La Calera, there are two rivers called Jausaca and Blanco. 4. In La Calera, there is a paramo called Chingaza. 5. In La Calera, there is a lake called Brava. 6. In La Calera, there is a mountain called Tupacub. 7. In La Calera there are many landscapes. 8. The vegetation of La Calera has many trees.

Elaborated by the teacher

Figure 12.

Curriculum evidence

<p>Session 4: (2 horas clase): Introduce myself II. Who are you? I am a student! What do you want to be? I want to be a _____.</p>	<p>Session 4: (2 horas clase): Describing animals; El estudiante puede describir los animales de manera oral de la siguiente manera: The spectacled bear is big. The andean chameleon is adorable.</p>	<p>Session 4: (2 horas clase): Taking about animals: Los estudiantes pueden responder a preguntas para dar cuenta de aquello que pueden o no hacer los animales: Can the dog swim? Ellos pueden, responder: Yes, it can. / No, it can not.</p>	<p>Session 4: (2 horas clase): Describing the clothes that my family wears. Observación: El verbo que se utiliza para "usar ropa" es "wear" y en tercera persona (se, he o it) cambia y se le agrega "s". Así que los estudiantes pueden describir lo que porta su familia de la siguiente forma: My father wears a tie. My mother wears a blouse. I wear sandals. Observación: Como puede observar, también puede agregar el artículo indefinido "a", que significa "uno" o "una", esto se agrega cuando el miembro de la familia, en este caso, usa una prenda, cuando la prenda es plural, se puede dejar sin artículo.</p>	<p>Session 4: (2 horas clase): Describing animals; El estudiante puede describir el color del animal: The spectacled bear is black. El estudiante puede describir cómo es el animal cuando le enseña el uso de "has" que se utiliza para decir "tener" en terceras personas. Como estamos describiendo animales lo utilizaremos siempre. The spectacled bear has a big snout. Como ven, va primero el artículo "the", luego el "animal", luego el verbo "has" luego el "artículo indefinido a", después el adjetivo y por último la parte del cuerpo que describe. En el caso del adjetivo "adorable" se usa "is", porque empieza con sonido de vocal.</p>	<p>Session 4: (2 horas clase): Describing celebrations in La Calera: Los estudiantes pueden describir aquello que hacen en La Calera de la siguiente manera: At La Calera Gastronómica, Festival you can have fun with your family. At Ratón, festival you can play an instrument. Observaciones: Debe enseñarles a los estudiantes que antes de la festividad deben anteponer la preposición "at", luego escribir la festividad, seguido de ello lo que alguien puede hacer escribiendo "you can" y luego la actividad.</p>
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Elaborated by the teacher

Figure 13.

Curriculum evidence

<p>Session 5: (2 horas clase): Taking care of: I take care of the house, the school, the animals and the plants.</p>	<p>Session 5: (2 horas clase): Describing animals II. Reparar There is, and There are con los números de la siguiente manera: There are five spectacled bears. There are seven toucans.</p>	<p>Session 5: (2 horas clase): I talk about myself. Abrir apertura a la temática desde las acciones que pueden o no hacer ellos mismos: Example: I can run. I can not fly. I can jump. I can run, I can not swim.</p>	<p>Session 5: (2 horas clase): Clothes /Numbers: Aprendan los números del 1 al 50 contando prendas de vestir.</p>	<p>Session 5: (2 horas clase): Animals and Numbers. Aprendan los números del 1 al 100 a partir de los animales vistos.</p>	<p>Session 5: (2 horas clase): La Calera /Numbers: Aprender a pronunciar y escribir muy bien los números del 1 al 10,000 a partir de la temática de La Calera con cosas que ellos puedan comprar, por ejemplo: An arepa costs two thousand five hundred pesos. Two arepas cost five thousand pesos. Observación: Para describir objetos en singular el verbo costar</p>
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Elaborated by the teacher

Recommendations for Further Research

Although this research was focused on Teachers' Development and all the data collection instruments were mainly used to gather and record information about that, it was missing to collect some students' data so that the website findings might have been assessed more accurately.

When doing research like this, to implement resources or materials, all the factors surrounding it can add useful information and should be included to get accurate data. Though it

is not easy to establish which facts will be helpful for research it is a good idea to involve all the population who are somehow part of the study.

On the other hand, further research following this type of study should go beyond and create a resource for both teachers and students. They should investigate the following: To what extent do English resources based on students' backgrounds improve English lessons for students and teachers? Then, as the teachers' development raises, the students could work on activities using content they might be familiar with. Thus, English classes will have more impact if teachers are in charge of guiding the knowledge, meanwhile, students manage to learn English through those contextualized resources.

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