Rural Learners: Culturally Based Materials to Develop EFL Receptive Skills

Delis M. Soto Falón

University of Cordoba

Postgraduate Division

Master in English Language Teaching

Mgtr. Danilsa Lorduy Arellano

August -2022

Nota de aceptación

Aprobado

Jurado 1: Mag. Liliana Valle Zapata

Jurado 2: Mag. Paula Andrea García

Director: Mag. Danilsa Lorduy Arellano

Montería, Córdoba. Agosto de 2022

Table of Content

Resumen 9

Acknowledgments 11

1 Introduction 12

1.1 Rationale 21

2 Theoretical Framework 25

2.1 Conceptual Framework 25

2.1.1 Rural education 25

2.1.1.1 English Language Teaching (ELT) in Rural Areas in Colombia: The role of ELT policies. 29

2.1.2 Material Development 31

2.1.2.1 Existing Material designed by MEN. 34

2.1.3 Receptive Skills 36

2.1.4 Culturally Responsive Pedagogy (CRP) 39

2.1.4.1 Culturally Responsive Pedagogy and EFL settings. 42

2.2 Literature Review 44

2.2.1 Culturally Material to enhance EFL receptive skills 45

2.2.2 EFL in rural Settings 50

2.2.2.1 Culture in EFL Rural Settings. 54

3 Methodology 57

3.1 Research design 57
3.1.1 Needs analysis 59
3.1.1.1 Needs Analysis methods. 60
3.2 Context and Participants 62
3.2.1 Setting 62
3.2.1.1 Rural areas in Lorica. 64
3.2.2 Participants 65
3.2.2.1 Purposeful Sampling. 65
3.3 Data collection procedure 66
3.3.1 Data collection instruments 66
3.3.1.1 Questionnaire. 66
3.3.1.1.1 Piloting the Questionnaire. 68
3.3.1.2 Focus group Interview 68
3.3.1.3 Documentary data. 70
3.3.2 Positionality 72
3.3.3 Ethical considerations 73
4 Data Analysis 75
4.1 Approaches for Data Analysis 75
4.1.1 Approach for Qualitative Analysis 76
4.1.2 Approach for Quantitative Analysis 76

4.1.3 Treatment of the information 77

5 Findings 80

5.1 The results of Students' questionnaire 80

5.2 Description of Interview responses. 87

5.2.1 EFL material promoting learners' active role and engagement. 88

5.2.2 EFL materials that develop abilities through contextualized vocabulary and audio-visual tools 92

5.2.3 EFL material enhancing culturally vocabulary use in a meaningful way 96

5.3 Document Analysis report 99

Discussion 101

Conclusions 104

References 107

Appendix 114

List of Tables

Table 1 *Summary of research design.* 74

Table. 2 *Context* 81

Table. 3 *English class: Preferences* 82

Table. 4 *English class: Main difficulties* 83

Table. 5 *English Class: Preferred Topics* 84

Table. 6 *Material's Preferences* 85

Table. 7 *Type of activities* 86

Table. 8 *Categories and subcategories* 87

Table 10 *Characteristics emerged from data analysis* 99

List of Figures

Figure 1 *The total school environment.* 41

Figure 2 *Access to culturally responsive teaching for the inclusion of ELLs*..... 43

Figure 3 *Relation between participants, data collection techniques and purposes*..... 72

Abstract

Through the National Bilingualism Program, the National Ministry of Education have sought the achievement of B2 level at the end of school throughout the country. To this end, bilingual projects and materials have been created for improving and fostering English learning everywhere. However, given the multiculturalism, diversity, geographical and socio-economic conditions of each region of Colombia, disparities have perpetuated (Cardenas, 2006). Those differences maintain the latent need to develop or adapt new EFL materials and resources that elicit initial communication in learners, reach peculiarities of these regions, and adapt to the students' learning needs. This project aims at describing the characteristics that EFL material for rural fifth learners from Lorica, Córdoba should adopt, considering the pupils' cultural and learning needs, to develop listening and reading skills in English as the beginning of communication understanding. This qualitative study relies on a case study design, implementing a needs analysis method; a questionnaire, focus group interviews and documentary data are the instruments used to collect information. The participants involved are fifth graders and elementary teachers from five rural schools in Lorica. A sample of EFL material design emerges from the findings. The researcher implements a conventional content analysis method for interviews and documentary data and a statistical method for the questionnaire. The results suggest a content graded to their language level, an active role of learners creating their own material for classes, a culturally well-known vocabulary with enough audiovisual support to enhance receptive skills and special attention to English pronunciation and its connection to listening skills to enhance speaking skills.

keywords: EFL material, cultural needs, learning needs, rural elementary learners, receptive skills.

Resumen

A través del Programa Nacional de Bilingüismo, el Ministerio de Educación de la Nación ha buscado el logro del nivel B2 al finalizar la escuela en todo el país. Para ello, se han creado proyectos y materiales bilingües para mejorar y fomentar el aprendizaje del inglés en todas partes. Sin embargo, dada la multiculturalidad, la diversidad, las condiciones geográficas y socioeconómicas de cada región de Colombia, las disparidades se han perpetuado (Cárdenas, 2006). Dichas diferencias mantienen latente la necesidad de desarrollar o adaptar nuevos materiales y recursos de inglés que provoquen una comunicación inicial en los estudiantes, alcancen las peculiaridades de estas regiones y se adapten a las necesidades de aprendizaje de los alumnos. Este proyecto tiene como objetivo describir las características que debe adoptar el material EFL para alumnos de quinto de primaria de zonas rurales de Lorica, Córdoba, considerando las necesidades culturales y de aprendizaje de los alumnos, para desarrollar las habilidades de escucha y lectura en inglés como inicio de la comprensión comunicativa. Este estudio cualitativo se basa en un diseño de estudio de caso, implementando un método de análisis de necesidades; un cuestionario, entrevistas a grupos focales y datos documentales son los instrumentos utilizados para recolectar información. Los participantes son alumnos de quinto grado y profesores de primaria de cinco escuelas rurales de Lorica. De los hallazgos surge una muestra de diseño de material de inglés. El investigador aplica un método convencional de análisis de contenido para las entrevistas y los datos documentales y un método estadístico para el cuestionario. Los resultados sugieren un contenido graduado a su nivel lingüístico, un papel activo de los alumnos en la creación de su propio material para las clases, un vocabulario culturalmente conocido con suficiente apoyo audiovisual para mejorar las habilidades receptivas y una atención

especial a la pronunciación en inglés y su conexión con las habilidades auditivas para mejorar las habilidades orales.

Palabras clave: Material de inglés, necesidades culturales, necesidades en el aprendizaje, alumnos de primaria rural.

Acknowledgments

First of all, I would like to thank God for being with me throughout this process. His strength, wisdom and guide have been all this time. I am grateful with my husband and mother for their support and trust. Also, I would like to thank to my advisor, professor and friend Danilsa Lorduy for trusting me and always having the appropriate advices to continue this project. During this time, I met professors like PhD. Jose David Herazo and professor Richard Donato whose valuable assistance contributed to the development of this project.

Finally, yet importantly, I would like to thank my partner and friend Dina Ogaza, who was my support and company during this time of mastery. Thanks to Estephanya Vélez, Isael Carmona, Clara Saenz and Neyvis Castillo for their support.

1 Introduction

English as a foreign language (EFL) has spread its teaching in the last decades around the world, turning into one of the most spoken languages: “English has become the fastest increasing language in this modern world and it occupies the status of a commercial language by connecting the East and the West and the North and the South” (Srinivas, 2019, p. 65).

In Colombia EFL has been promoted as a medium for wider access to opportunities that improve quality of life as well as strengthening its cultural origins (De Mejia, 2005). This, through different strategies, seek to position the country in a globalized language levels to be more competitive in an interconnected world. Accordingly, the National Ministry of Education in Colombia (MEN acronym in Spanish) and its bilingualism project has implemented actions to boost EFL teaching and learning and especially, in rural areas. “The National Bilingualism Program (PNB acronym in Spanish) has been consolidated as a strategic project for improving educational quality, in particular improving English teaching in Colombia” (Fandiño et al. 2012, p. 365).

Efforts has been made to bring meaningful learning and innovation to each classroom, focusing on the diverse culture, context and demographics variations of the country, as National Ministry of Education (MEN, 2005) states:

> Inquiring about the competence of students and teachers in English domains, and in methodology, for teachers, the Ministry and districts detected deficiencies and proposed actions to improve knowledge. Based on the diagnoses carried out in eleven regions of the country, the Ministry of Education formulated goals for basic, middle and higher education; a system of quality control for formal and non-formal education; and began to

> formulate models of bilingual and trilingual education aimed at vulnerable and border populations, speakers of minority languages and Raizal groups. (parr. 6).

The National Ministry of Education has been aware of the complex linguistic reality of the country and has worked to reach the above-mentioned goals with a proposal: Suggested curriculum (2016) that take actions for vulnerable groups, which includes rural areas. Over the years it has shown beams of light that have slowly allowed the development of English, especially in primary school.

However, the real context of schools in Colombia involves several social and cultural inequalities. The geographical positions, the differences between urban and rural school opportunities, armed conflict and cultural diversification in populations in our regions have led to the gap in evolving methodological strategies proposed by MEN for improving education. This especially includes bilingualism and its different projects, suggested curriculums and even EFL materials which is one of the topics to be explored in this research.

Teaching English in rural areas deserves notably attention, since these schools face different difficulties, being the scarce opportunities, to learn English with appropriate learning material which engages learners to meaningful language learning, "In Colombian context, there is a need to explore the effects of designing materials by Colombian teachers for their specific contexts" (Holguin & Aguirre, 2014, p.173), even beyond, regarding their own cultural realities as one of the most prominent lacks. Some of these particularities in rural regions refer to geographical conditions and its consequences (Novoa, 2004), the absence of English teachers, non-culturally EFL suggested materials, the lowest internet connection, no technological devices, socio-economic inequalities, among others.

These problems affect learning, especially in elementary levels, in which the situation is even worse because of the reduce number of hours for English, which is the lowest (1 or 2 as maximum) and also there are no English teachers to assist the EFL learning process.

The need to take advantage of the limited opportunities to learn a foreign language in these regions becomes paramount to involve rural learners in meaningful language learning. Therefore, efforts have to be focused on essential aspects of the learning process such as the suitable EFL materials for classes. The exploration of the characteristics that EFL materials should have, taking into account learners' cultural backgrounds and their learning necessities is the main purpose of this work, since in language learning, materials play an important role. Material influences the way learners approach learning due to the connection they can make with taught content. Interaction between the learner and the material yields the basis for learning as Guetteraz and Jhonton (2013) said: "seems to occur when connections can be made between the content of the materials and the students' lives" (p. 791), they claim that the content of the material is key for learners to make connections when they are in the process.

According to Tomlinson (2012), Maley (2016) & Islam et al. (2020) language learning material can be anything that allow learners to have an effective learning, motivation and abilities to communicate in the target language, the focus of learning material should be related with meaningful content appealing students' interests connected with their lifestyle, therefore, social characteristics of their areas, styles of living, social values and culture, which greatly influence in learning process in children from rural regions must be part of the characteristics of the material implemented in classrooms in rural areas (Aceves and Orosco, 2014; Gay,2001; Ayaz and Oral, 2007 and Banks, 2014).

In this view, the knowledge about the convenience of materials and its appropriateness for teaching situations to be used in English classes, has been a transcendental topic in EFL settings, provoking increasing the number of studies since the learning needs as well as the awareness of students' local culture are essential in learning process; the design of material plays an important role of improving the language conditions of learners and, at the same time, assisting their cultural demands. (Nuñez & Tellez, 2009; Reimann,2009; Harsono, 2017; Howard and Major, 2004; Alptekin,1993; Susanti & Trisusana, 2018), although there is still room for exploring this connection between rural areas as particular contextual-need areas and material development.

In consistent with, several national and international studies have been conducted in order to explore the material development world and its role in EFL settings, and how they can be culturally responsive to fit a population with particular features and culture. However, little information has been found related to the material design for elementary school learners which involve particular issues of their background.

For instance, the study conducted by Andayani (2020) clearly motivated this paper to continue investigating the characteristics of EFL materials and their relation to students' local context and culture, needs and interests. The research intended to investigate the effective and appropriate materials for developing English competencies in learners under the gap generated from the different changes of Indonesian curriculum (School based curriculum 2013) which allowed that many English teachers, including rural teachers, found difficult to adjust the curriculum into their practices and keep working based on the old one. This new curriculum to use, as mandatory, demanded teachers to adopt local values and students' needs and, this also included providing them the appropriate material to do that. As a result, the materials that school provided were not suitable since they were good but they did not meet the expectations of

curriculum demands and students' needs. After its application of the research methodology, the researcher concluded: A re-examination of material under school-based curriculum was needed, to ensure the quality of curriculum as well as the appropriateness of material designed; the design of material under the School Based Curriculum should take into account the demands of character building, and the integration of local context unfolds plenty of characteristics that improve EFL competency in learners.

Another study related to EFL material development and use have been rising, and Theresa Johansson (2006) showed this topic as alternative resources for teachers. Johansson (2006) involved her study on the implementation of "*alternative material"* in EFL classroom, that is to say, she focused on the homemade material that teachers design in order to enhance communicative skills of English, supporting this initiative on Swedish curriculum and its lack of any indications about what material use in classes, the teachers' autonomy to use alternative material besides coursebooks and the students' influence in the process of selecting topics from coursebooks.

Johansson (2006) studied several aspects of these alternative materials, making some interrogations which had to do with: what are teachers' considerations when they choose teaching material, how they created the material, which aspects were considered, and what are learners' thoughts about coursebooks and alternative materials and their influence in choosing those materials.

After analyzing data collected from interviews, Jhohansson concluded the following: (1) teachers' attitude towards any material could influence learners' attitudes; (2) alternative material was more attractive for higher grades than lower grades; (3) teachers had a lot of sources when they used homemade alternative materials and it is important for the development of EFL

communicative skills; (4) students' participation in teacher material to bring to class, providing ideas to mitigate boredom; (5) the disadvantage of creating their own alternative material was the time consuming.

The connection between EFL material for developing communicative skills and students' cultural and learning needs is what Johansson (2006) and Andayani (2020) intended to study in their investigations. Johansson (2006) concluded presenting the impact of alternative homemade EFL materials in students' motivation and interests, thus, they could also influence students' English learning, while Andayani (2020) pointed out the potential of a culturally EFL material to improve communicative competences taking into account school curriculum demands.

These studies corroborate the necessity of studying EFL material development in depth, regarding learners' academic level, their interests, their learning and context needs. Rural communities compile particularities that need to be addressed and be reflected in what teachers use to teach and learners receive to learn.

Furthermore, these areas experience limitations that eventually have its effects in the quality of language education, learning opportunities and attitudes, as Cuong (2021) supports that learner from rural areas had less access to language and lower linguistic achievement than their urban counterparts, precisely because of the absence of many resources. And learners from Lorica are not the exception in this situation described.

Lorica is one of the municipalities of the department of Cordoba and the territory chosen for conducting this research. This municipality constitutes the place where the researcher works as English teacher and, this investigation is developed in its rural areas. The rural education there, as in other rural areas, is related to tradition, customs, and different lifestyles; but with a poor participation of educational programs in these regions (Salazar, 2010). Rural areas in Colombia

have characteristics that can be problematic for the success of any educational policy (Ramos and Aguirre, 2016). These aspects deal with cultural features and daily routines of communities, motivation, teachers' perceptions about teaching in these areas, and even high dropout rates, high poverty rates, lack of infrastructure (Territory Development Plan, [TDP] 2020; Organization for Economic Co-operation and Development (OECD, 2016) among others.

Another affair in rural Lorica is that the Bilingualism project has not been implemented as it should. According to DANE (2015) the 53.88 % of Lorica population live in rural areas, places in which the EFL material suggested to teach the language and the promoted policies are not adjustable, even the basis for the development of English competences are not being laid, as it can be interpreted in the Educational Development Plan of Lorica (2016) "The lack of a clear and integral policy of the municipality in terms of Bilingualism has meant that the minimum results that would allow measuring progress or significant results have not been presented." (P. 88) and also the same document (EDP, 2016) states that all of English teachers in public schools in Lorica are teaching in secondary and high levels, that is to say, elementary schools are not receiving well-designed English classes and the teachers who are in charge of English subject do not have the competences for accomplishing this important work.

The vast majority of rural areas in Colombia, face the same difficulties as De Mejia (2009) states:

> "The Ministry of Education recognizes that the level of contact with English in the elementary school is often very low, often just one hour a week, even though for most students this is the only point of contact with the language" (p. 112);

As it has been diagnosed, just few classes to interact with the language, these have to be profited by teachers and students; the lack of English teachers in basic levels of education (PDE,

2016) training courses, materials, immersions, technological support in focalized cities (Bonilla and Tejada, 2016 and MEN, n.d), and many cases, English is not taught as British Council (2015) states: “In rural areas, which are home to a quarter of the population, only around 40 per cent of students remain in school until Grade 9, and in many of these school, English is not taught.”

Although the efforts made by the National Government to reduce the disparities between rural and urban education, particularly in the National Bilingualism Plan (PNB), these still persist. These discrepancies in opportunities and resources affect EFL teaching and learning in the country, hindering the development of the bilingualism goals intentions accentuating the identified gaps in the educational system.

Besides, The National Ministry of Education (MEN) has introduced several reforms to the initial National Bilingualism Plan in last decade, and these have included diverse types of EFL materials. For public rural schools MEN has designed: Bunny Bonita (2012), My ABC English kit, and for rural elementary schools ECO 2.0 (2021) which aim was to integrally contribute to the PNB implementation.

However, the use of these provided materials have not have the expected effects in classroom scenarios due to factors such as *homogeneity in content*. They lack of contextual adaptation: culturally and linguistically for elementary students in Lorica and their particular social needs. These factors might contribute to a marked disinterest for learning English, since learners do not perceive its relationship to their daily lives (Buitrago, 2017) also, their complexities in grammar structure and the manipulation of listening resources constitute a challenge for teachers who do not have the English competences neither learners.

From years ago, the inquire for the improvement of EFL in the country has been a constant issue, as well as the concern in the way the language is taught in rural areas, as Zuluaga et al., (2009) has claimed:

> Teachers must stimulate rural students to value their customs by encouraging them to talk about their surroundings and the richness of their culture. In this way, their learning English becomes more meaningful because the students constantly relate their daily experiences to the activities carried out in class. (p. 40).

This clearly states the need for tailoring content for rural students, so they can learn meaningful language meeting their necessities and interests and also content that promote listening and reading skills as beginning of English understanding, which are the most overlooked abilities in EFL learning in rural Lorica.

Importantly, this admits the necessity to develop accessible EFL culturally adapted materials that contain adjustable characteristics to reinforce the strategies that teachers in Lorica use for developing English receptive skills as the beginning of communication understanding.

After examining this situation which reaches researcher's workplace and affects Lorica school learners' progress in English learning, the desire to provide an alternative solution aiming at inform about those characteristics that EFL material for elementary schoolers should have to develop receptive skills, taking into account students' learning needs and social values, cultural aspects which are the basis for yielding the guidelines to further research on designing materials for its implementation.

The previous presentation of rural Lorica affairs concerning to English language learning as well as negative issues related to EFL materials to learners achieve English skills development, lead this study to inquire the following:

Which are the characteristics of Culturally- based EFL material for rural fifth grade learners from Lorica, to develop receptive skills?

Keeping in mind the depicted information, this project aims at describing the characteristics that EFL material for rural fifth learners from Lorica, Córdoba should adopt, considering the pupils' cultural and learning needs, to develop listening and reading skills in English as the beginning of communication understanding. Harsono (2017) states that it is important to ensure that learning materials connect learners' interests and learning objectives. Therefore, it is necessary to know the context: students' learning needs, social values, cultural aspects to adapt or develop the appropriate material for this particular population. The researcher selects a case study as research design and its methodology entails a needs analysis: a questionnaire, focus group interviews and the revision of EFL guidelines that MEN consider for its EFL material as supplementary data. These instruments will help the researcher to capture the characteristics of material needed for promoting English receptive skills considering the learners' cultural and learning needs. Also, along with the results emerged from this investigation, the researcher designed a sample of this culturally based EFL material to develop receptive skills based on the characteristics identified and described in this study as a suggestion for further applications. It is important to clarify that this investigation only reports the resulting characteristics which might become the basis for further research on this issue.

1.1 Rationale

This study highlights the importance of thinking about rural schools' necessities regarding English language learning to meet educational reforms implemented by the National Bilingualism Plan of MEN in Lorica.

Materials development for a particular context with especial needs has been a concern for different reasons. Humphries (2014) claimed that when teachers are required to use materials which do not match their experiences, beliefs, contextual factors such as the culture of the school and perceptions of the purposes for learning English, they may not use the materials in the intended ways. This, is due to the complex interrelationship between materials, teacher knowledge, and pedagogic practice which are elements present in the connections learners and teachers have to make to achieve successful materials management. According to Tomlinson (2016), Materials such as textbooks cannot be design to fit all styles, therefore the urgency to endorse materials to engage learners with those materials has become an increasing demand for all users.

In the same view, Li and Hartiff, (2018), have claimed, "Recently, the field of materials development has gained serious attention, and several researchers have begun to examine the role of materials in language teaching settings from the users' perspective, especially for ELT". (p. 5). Bearing in mind these facts about material development and their transcendental incidence in language learning, it is pertinent to explore this issue in a region that is relevant for the researcher, therefore, this study presents the characteristics explored through a needs analysis that eventually will become the basis for further research on material development that take into account the cultural aspects of learner's region to enhance learning. The results of this research, where EFL material to develop receptive skills are depicted will provide the foundation for future researchers to continue inquiring on this aspect, as well as the opportunity for improving teaching practices and the contribution to equality in Colombian education within the framework of the different projects associated with the National Bilingualism Plan. The first step for material development is to explore and identify students' learning needs associated to their cultural environment. This

information is the basis to describe the characteristics for material development suitable for language learners from Lorica which is the focus of this research.

The use EFL materials for strengthening the learning processes of a foreign language in rural schools might constitute a source of progress in elementary teachers' competencies. The compendium of characteristics provided from this research might constitute solid bases for teachers to create and adapt English materials for learners and, in turn, the opportunity to improve their teaching practices in the classroom.

The specific needs of rural students, especially at the elementary level, their social and cultural traits, should be the motivation for further studies on new alternatives and paths within the educational framework that lead to the development of English competences, and also an active participation of this population in a promising future that generates more opportunities for high and middle school and thus to a more equal society.

In addition, the exploration of the different materials and the curriculum suggested by the Ministry of Education and Bilingualism Plan for elementary levels, allows the researcher to consider the impact of the English reforms in rural schools, in this case of Lorica, but even from the whole country and the attention that should be given to cultural diversity. Findings from this study might constitute the basis for the advancement in EFL education for rural areas, the promotion of culturally responsiveness and thus, the construction of equity.

Finally, the contributions of this research within the field of foreign language teaching in Colombia could be the foundation for future research. These contributions include actions that include EFL material development as a practice that every elementary teacher should take into account. It could be possible as long as training and resources are provided; EFL material development might strengthen classroom practices and contribute to EFL education policies which

comprise the “made materials” as one of the instruments to achieve the bilingualism goals proposed by the National Ministry of Education.

2 Theoretical Framework

2.1 Conceptual Framework

The following section yields the basis for this investigation. This theoretical framework encompasses Rural Education in Colombia, which includes English Language teaching (ELT) in rural areas of Colombia; Material development for EFL learning, which includes brief explanation of diverse types of EFL materials that MEN has designed for primary and rural areas and Receptive skills materials. Besides, the relevance given to Culturally Responsive Pedagogy (CRP) in the process of working under particular sociocultural conditions as in rural areas from Lorica, Córdoba, this topic comprises CRP in EFL settings and local culture.

These referents contribute to the significance of this research study since they allow the researcher to enrich, deepen and clearly approach the process of this investigation.

2.1.1 Rural education

It can be named "rural" every place situated in remote towns in which people do not have instant and simple access to some things as urban people do; the modernization and industrialization characterized in urban areas, in contrast with the contact of nature and other villagers in rural areas (Lopez Ramirez, 2006). In the case of education, it can be possible to stating as a simple definition: rural education is all the system of teaching and learning disciplines in spaces located far from cities and main towns. "Schools in rural areas range from those in provincial capitals and other towns remote from the capital city to those sparsely populated areas, usually situated between villages and isolated from any one village" (Moulton, 2001, p. 9).

Rural education is tradition, habits, community life. Throughout the time, rural education has been considered as a separate link in the chain of the educational system of any country, anywhere in the world, due to several factors which labels it: diversity, lifestyles, ways of

livelihood, culture; however, in the last decades, it has been a well- appreciated subject of study due to its importance within the economy and globalization, especially in the growing countries. Most countries, especially the emerging one as Colombia, depend on rural development since this is "one of the principal productive sectors" (Parra-Peña et al., 2013, p. 19) and this is a high-agricultural country; this motivates people to do research in rural areas, standing out education research in order to measure conditions (needs and gains), generate knowledge and policies in which the population can be benefitted as well as education quality (Torres & Buitrago, 2015). Regarding this education quality, interestingly, Stern (1994) states some interrogations about the relation between the State educational system and rural schools. This relation comprises the educational policies to support rural schoolers, significant differences in the work conditions in rural areas, comparisons between the educational opportunities for rural and nonrural students, comparable rural and nonrural performing levels in students. In the other hand, Gardener (2008) claims that rural communities have been developed gradually throughout the time and have generated ways of managing their concerns, they have constructed cultural practices which allow them to resist poverty, such as, work on bigger towns and come back on weekends, the social network relations, creating a reciprocate environment between villages and towns. These new waves of cultural practices affect rural schools in positive and negative ways.

And also, Ramos and Aguirre (2016) declare that rural education is a challenge for every educational system in the world, and they intend to conserve the same characteristics. One of these applies on geographical location. Sánchez (2010) describes Chilean rural education as a door of opportunities to be explored and improved but the geographical conditions, the distance and the high cost in infrastructure lead difficulties for projects development like internet connection and digital inclusion. Also, Stern (1994) states that due to geographical aspects, the rural areas in the

United States have few schools, while urban areas have more available ones. The distance between school and home is a determining factor in rural schools. Moulton (2001) points out that due to the less density of population in rural zones than in urban ones, rural schools are further and children spend hours or pay any transport to arrive on time.

Another important characteristic of rural education is the school role in the community. In rural areas, the school constitutes the bridge that connects the community to progress through the development of skills and awareness of the world and society, nevertheless, Gardener (2008) respecting South Africa rural areas, claims that the community needs to improve their living conditions (poverty, difficulties in access to elementary services, transport, lack of resources) and the education is influenced by those conditions; the improvement of rural school infrastructure is not the solution if there are not policies which promote a social cohesion, and this is the reason why children and adolescents need to work in domestic activities, for supplying needs in their homes, some of them go to school without the school supplies and sometimes, without anything to eat, specially remote rural zones.

Furthermore, Family as an important supporting agent in education. Recent research as Gardener (2008) declares there has been some improvement in the relation between families and school, parents attending school meetings, the communication between parents and teachers, however, the distance between school and home, most of the families are reluctant to send their children to school in early ages, children and adolescents help is needed in home activities or farm labors even those, who live near schools and still survive the conception of education is not needed in early ages, it is non-value and parents see education as opportunity in urban areas where it is easy to find a job (Moulton, 2001).

All the above-mentioned characteristics of rural education are similar around the world, it includes Colombian context. Some particularities make this scenario even worst due to the high levels of inequalities and dropout rates in this population.

For instance, the aspect of armed conflict which affects rural education in Colombia. Parra-Peña et al. (2012) suggests that the atmosphere of insecurity experienced by peasants due to that of illegal groups and gangs associated with drug trafficking has created a wave of forced displacement, poverty and backwardness in these areas of the country. López (2006) considers that, in Colombia, the socio-political conflict has imposed rules; armed conflict and culture of war, are the reality of most of the rural areas in Colombia. Said this, one of the most relevant consequences of this conflict is the children's psychological traumas, especially in school age, according to Hewitt et al. (2014); Perfetti (2009) points out the need of strategies to reintegrate children and adolescents affected by this conflict to education and social life.

Other issues related to rural education in Colombia are concerning teachers' perceptions about working in these areas. Recent studies concluded that beliefs about working in rural zones remain. Cruz- Arcila (2017) for instance, points out several rural teachers' concepts: The infrastructure of schools, lack of resources, isolation, no access to information as urban learners, the concepts that urban educators have from teachers who come from rural areas, the misrecognition of students' capacities, the families and disinterest in achieving goals. Moulton (2001) holds that in some rural territories, non-professional people have the responsibility for education in remote places, often people from the same village.

In addition, the different policies carried out for improving the conditions of rural education are still attempting to close the gap. While it is true, in recent decades, socio-economic, political, technological affairs have allowed rural and urban areas to minimize the barriers that separate

them, and new cultural characteristics and values are emerging. It is called la Nueva Ruralidad (López, 2006; Lozano, 2012; Naranjo & Carrero, 2017). This has led to create new alternatives in education since the rural areas are no longer seen as isolated places, they are among the national great goals, and, Juan Manuel Santos' report (2014) claims that in his government plan would include the improvement and constructions of thousands of rural schools, with endowments of basic elements such as water, internet, and roads and also the creation of communities of social cohabitation.

The attempts of Education system to incorporate reforms and politics that balance in terms of education have been always visible. It is relevant to mention the educational models for rural education, (Perfetti, 2002 and Lozano, 2012): Escuela Nueva, in the mid- 1960s, in the same decade, the Rural Development Concentrations; in the 70's, the pilot test of Learning Tutorial System; Continuing Education Program (CAFAM, acronym in Spanish) and, the currently model of rural education: Rural Education Project which dates back 1996 and intends to fulfill the breaches. Nevertheless, Naranjo and Carrero (2017) state some interrogatives about if policies and models are achieving the target, what are the contributions of models to these special areas in Colombia. Despite the efforts from the National Ministry of Education in Colombia and the different policies for the improvement of rural areas conditions (Perfetti, 2005, p. 168) the rural and vulnerable areas still lack adequate state policies that cover the disparities (OECD, 2016).

2.1.1.1 English Language Teaching (ELT) in Rural Areas in Colombia: The role of ELT policies.

Assuming aspects above, it is said that English language role in rural Colombia has unfortunately been marked by all those factors presented: poverty, lack of motivation, geographical impediments, families' conceptions, among others; but the focal point is how English

has been developed in these areas, the existing policies and programs related to ELT settings and how they are moving on these contexts.

Colombian programs related to ELT and learning have advanced throughout the years, which significantly has allowed a recognition of the foreign language within the students' integral education. The MEN has carried out several ELT policies since Santos' government, which were firstly presented as political strategies for peace and justice (Cruz -Arcila, 2017 and Santos, 2014). Through these policies and reforms, the PNB (Plan Nacional de Bilingüismo) was created in 2004, which purpose has been to improve the quality of English language learning in all educational levels working in two phases, first secondary schools' English domain and the second, the development of the project in the country and, simultaneously teachers training and preparation (Cardenas, 2006) under three pillars: culture, language and communication (MEN, 2005). This program carries out a series of policies, changes and programs over nearly two decades:

- National Bilingualism Program (2004- 2019).
- Strengthening the Development of FL Communication skills (2010-2014).
- Law of Bilingualism in Colombia (2013).
- Bilingual Colombia (2014-2018).
- Colombia Very Well (2015-2025).
- National English program (2015- 2025)

(MEN, 2014; Cifuentes et al. 2018 and Universidad de Antioquia, n.d).

However, these acknowledged programs and laws have not been conceived as adjustable projects in Colombia, which is a country comprising social and linguistic conditions as well as teachers' and students' necessities to be addressed. In addition, the little information about how those policies and reforms have been interpreted, adapted, and even appropriated by all educational

actors, including the schools (Usma, 2015). And, in rural areas is even worse, Cruz Arcila (2017) argues about contradictions in these policies; the imbalance in terms of sociocultural and economic issues (Cárdenas, 2006) as well as the reduce hours for language instructions, comparing between private and public schools, primary and high schools and so on (Sanchez and Obando, 2008) cited by Cruz Arcila.

These previous vantage points of ELT policies in rural areas represent complex implications, which deserve to be undertaken and thus, contribute education progress in these remote populations. Hence, Lorica, a mostly rural municipality is affected by these mentioned factors. The Educational Plan of municipality (2016) allows researcher and readers to perceive the current situation in this population respecting ELT policies: The lack of a Bilingualism policy that guarantee the scope in EFL learning. This stands for:

- Absence of English Elementary teachers.
- The number of hours for English class is reduced.
- Non- culturally adapted materials that respond students' social and learning needs.

The current situation of Lorica municipality unfolds the necessities of adjustable ELT policies that improve the conditions in rural areas, especially in elementary levels and furnish the adequate elements for achieving the outlined goals of National Bilingualism Plan.

2.1.2 Material Development

Another major topic related to this paper is the use of EFL material for learning. As a congruent beginning, these lines cover the definition of what material is and relevant issues about its development, design or adaptation for the purpose of learning English

The process of acquiring a language entails several factors that Brown (2007) lists: learner characteristics, linguistic factors, learning processes, age and acquisition, instructional variables,

context and purpose. Regarding this, it can be thought that materials play an important role within this process. Tomlinson (2012) claims that material can be anything that makes easier the progress of what needs to be acquired, in this case, language. This can be coursebooks, videos, games, mobile interactions and so on. Additionally, this material can be informative, instructional, experiential, exploratory (Tomlinson, 2012) and the process of learning is preceded by learning styles, it means that materials need to cover all the ways learners use to acquire language. Maley (2016) suggests that material involves several affairs and subjects as, teachers who use them, learners who learn, the backers, editorials, the curriculum and syllabus, the education system, number of hours, economic and cultural aspects, and so further. Also, an organized content that allow teacher know what will teach and learners what will learn. Besides that, Darici (2016) declares that material should match attitudes, learning styles, aptitudes, linguistic needs, motivation of learners.

Material development is a practice that involves production, evaluation, exploitation and adaptation of resources to facilitate the process of acquiring a language (Tomlinson, 2016) and it has been an increasing field of academic study, researching principles and procedures about design or adaptation, writing implementation and so on. Some authors have compiled these principles and procedures such as (Ellis, 2005) cited by Maley (2016) who mainly focuses on the need of well-developed instructions in language learning and teaching practices, and Tomlinson (2011) who explains that language learning material are all resources teachers and learners use to facilitate language learning. Hence, it is important to focus on learning material in three main aspects, what and how should be provided for learners and what can be done with that material to encourage language learning.

Reflecting on what is aforementioned, Alptekin (1993) suggests the importance of schematic knowledge of language, in other words, the social construction of language, it means that most of the EFL materials are focused on American or British culture, their writers reside there, and easily deliver home language, and somehow learners could be forced to adopt linguistic schemes they are not familiar with.

Alptekin's ideas are not far from Ramos and Aguirre's (2014) concerns. In Colombia, the practice of designing EFL materials is still in study. Ramos and Aguirre state that despite the rise of different programs to cover ground the ELT and learning practices, the material used is not creating the appropriate conditions for learning the target language. They claim the need to explore the effects of material development in Colombian schools. Nuñez and Tellez (2009) suggest that teachers are capable of creating their own material and explore their creativity building suitable environments for learning. Collecting these all ideas, Ramos and Aguirre (2014) states three main reasons to develop material for ELT and learning purposes in Colombia: (1) The development of material entails innovation and research, (2) more possibilities to obtain an inclusive environment and (3) to fulfil the gaps between school and home language practices.

Going further Colombian context, it is convenient to say that the reforms, programs and syllabus suggested by MEN for developing English competences are still mismanaged. This corresponds to the poor attention to what municipalities in rural areas need in terms of English policies and even the programs and materials. This issue contributes to researchers and teachers perceive design or even the adaptation of materials for English learning in country areas. As Ramos Holguin and Aguirre Morales (2016) suggest: "It is also significant to design materials and activities that value rural cultures and that emphasize multicultural values as a positive asset" (p.216) and Cardenas (2006) claims the importance of moving from imposition, inside the

classroom and start considering students' interests, building motivation, flexibility in approaches, local experiences and regional diversity, that is the gap between education system policies and some academic communities.

The study of EFL material development, design or adaptation for rural elementary school is still an unexplored issue in spite of different policies suggested by the MEN, different research studies as well as the prominent partiality in targeted schools in urban areas.

2.1.2.1 Existing Material designed by MEN.

Along with all the policies and programs created by the MEN, a series of EFL materials have been designed to address the various changes in projects and to attempt to achieve the objectives proposed for ELT in Colombia.

Focusing on elementary level in Colombian school, three main material projects have been designed in order to accomplish the demand of competences among learners and teachers. These projects were created to intend to fill the gap between elementary and secondary schools, since, in public elementary schools in Colombia, there are no English teachers as such; from first to third grade, one teacher gives lessons in most of subjects, including English and, 4th and 5th grades, teachers do not have the competences to instruct in English and, this is a disadvantage compared to private elementary schools.

Despite of the efforts made by MEN to accomplish an effective strategy related to English materials for elementary schools, especially those located in rural areas, the gap is still surviving. Recently, Buitrago (2017) points out that EFL material, especially the one for rural areas is lacking of a problem-solving approach that allow children to interact with language and go beyond lexical and linguistic issues and teachers need to adapt the material to students' contextual needs. In addition, another important factor is the relation between English taught and daily language and

vocabulary that children use. It is greatly relevant since demotivation and non-sense of belonging towards English language arise.

For many years, the MEN has set itself the task of creating spaces for interaction as well as materials that assist the intention of interculturalism and the use of English as a foreign language, in support of regional progress. However, the homogenized management of the programs does little preserve regional diversity and thus, the increase of disinterest in the language and the refusal to learn it, especially in vulnerable and remote areas where children do not find sense in learning a language that outside the classroom that they are not be able to use.

Bunny Bonita, My ABC English Kit are existing material suggested by MEN, they respond to primary academic levels. However, ECO 2.0, is especially for rural primary learners, and it is a material for age. It means that ECO contains two different set of activities, one set for ages between 6-8 years old and the other one for 9-11. This material specifies activities and it is a route for developing language skills in class, nonetheless, this is an intercultural material that does little meet students' learning needs in rural Lorica, and their specific social and cultural needs, also, video tapes and stereos are supplement of this resource but internet connection and sometimes radio signal are completely lost in these remote areas. In addition, educational programs and districts do not follow up the process in the implementation of these. Also, each activity from this material comprises a set of grammar structures, difficult to learn and teach considering teachers' competences, pronunciation and number of hours for English class.

There is a broad convergence of views for providing EFL materials for rural learners. However, there is also a need to adjust contents to responsibly respond to cultural backgrounds of territories taking into account that Colombia is a country with a variety of cultural diversities.

2.1.3 Receptive Skills

This study concentrates on the development of two particular skills of English communication. These skills are listening and reading. For some authors and researchers, they are known as Receptive Skills and others called them Passive skills. According to Fadwa & Al-Jawi (2010) and Plattor (1969) language skills are divided into receptive skills and productive skills; the receptive skills include listening and reading. “Listening and reading constitutes the way in which people extract meaning from the discourse they see or hear” (Fadwa & Al- Jawi, 2010. p. 3). However, these skills are frequently overlooked in the development of language skills in classroom. That is, most teachers are more interested in developing grammar and vocabulary, others focus on students’ production as understanding of instructions and even, some find difficult to address them in class (Gika and Berwick, 1998; Maftoon, 2016; Kurniasih; 2011; Krashen, 1984; Burns and Siegel, 2017, and Plattor, 1969). The fact is that receptive skills encompass great source of input in learners; the ability of understanding language is based in listening and reading. The combination of these two skills prepares the beginning of language comprehension and lays a base for speaking skill (Fadwa & Al- Jawi, 2010; Krashem, 1984 and Van Parreren, 1983). Furthermore, Krashem (1984) provides two main reasons for developing receptive skills in EFL classrooms, one is the enablement of students’ understanding of oral and written texts in the target language, and the other is the inclusion of these aspects of language to gain input and acquisition of language resources such as vocabulary and grammar.

However, as authors called “receptive skills” for similarities in providing meaning and language acquisition, they differ in several aspects as Plattor (1965) suggests. These differences lay on the control that learners have over the text or activity in hand. Plattor (1965) affirms that students have control about speed, punctuation, and even repetition of reading if it is required. But

not the same in listening task where the control over words received from speaker is limited. That is why Gika and Berwick (1998) enlists some problematic areas that could be covered using a well- designed plan to develop these receptive skills. These are related to students' listening and reading activities focused on words rather than meaning, the unknown vocabulary as obstacle, the unconsciousness of prior knowledge. For these problems, Gika and Berwick (1998) and Fadwa & Al- Jawi (2010) recommends some principles for teaching listening skills. The researcher only recounts some, which could help to the intention of this study:

- For listening skills, the natural reading of short texts by teachers is recommended, this will help students to familiarize with target language sounds.
- Teacher's elicitation in listening and pronouncing the various aspects of target language (intonation, stresses, pauses, etc.).
- The teacher can use taped segments or extracts from radio, video and television programs in order to expose learners to a live language.
- Learners' engagement when they listen to the teacher providing instructions for routine classroom activities, games, etc.
- Identifying the purpose of listening exercise, this will help students to concentrate on listening activity goals.
- Supply with written material, examples when it is necessary to complete listening tasks.
- The repetition of listening exercise or activity if it is necessary depending the listening content or difficulty.

- The three main stages of a listening (pre-listening, while listening- post listening) should be marked in order to facilitate students' task appropriation and listening comprehension.

For developing reading skills, Gika and Berwick (1998) and Kurniasih (2011) recommend to take into account the following principles:

- The text selection is very important when the EFL teacher prepares the reading activity. This selection must be determined by length, level of difficulty, learners' familiarization with topic, language organization, layout, among others.
- Familiarization with content so that students can feel comfortable of using the prior knowledge.
- The real- life experience stimulation, at the time, providing new facts to learn. It means that EFL teacher should stimulate real experience in order that children can associate text with their real life and they can extract new meaning from it.
- EFL teacher should supply content for motivation, learners' interests and fun.
- With regard to task type for reading, the EFL teacher should create expectation in readers by predicting elements of context using visual support, word keys, title, etc.
- Filling grids, open-ended questions (questions asking facts/questions asking feelings); key-lexis recognition, choosing, matching, reordering and sequencing, counting and repeating as types of tasks that help teachers to check reading comprehension in young learners.
- The feedback on reading comprehension must be marked for a continuous reference to the text, that is, the students can have access to what teacher says, searching in the text for answers, understanding and correction.

The development of these skills entails efforts. These efforts include strategies to incorporate, manage and successfully assist learner's needs in order to listen and read as part of English communication and language first exposure, especially in rural areas.

2.1.4 Culturally Responsive Pedagogy (CRP)

In the same way, this study also presents an essential point to cover, regarding the central phenomenon. This subject is related to the commitment teachers and national policies have in terms of Culturally Responsive Pedagogy (CRP) in rural areas since it is necessary to consider these areas with particular traditions and cultural issues as unique. Therefore, this investigation introduces CRP using this memorable quotation: "There is a place for cultural diversity in every subject taught in schools." (Gay, 2001, p.107). Culturally responsive pedagogy refers to the awareness that school community and educational programs possess to integrate cultural traits in classrooms, curriculums, lessons and instructions, positioning them as the *key puzzle* for more effectively learning and changing, especially in communities with particular cultural features.

Hollie (2012) suggests adding the word "linguistically" since culturally and linguistically responsive Pedagogy (CLRP) entails not only cultural traits but also language, naming *linguistic identity* as "crucial" in the explanation of "who we are". Thus, she concludes that CLRP is the validation of students' home culture and home language as a vehicle for learners' academic achievement and mainstream society success.

Other researchers incline towards the stance of Culturally Responsive Teaching concerning the word "teaching" as the action directly involved in this issue. Ford and Kea (2009) defined culturally responsive teaching as teacher's proactive and emphatic work to understand students' necessities starting from their cultural backgrounds and realizing their differences despite their similarities; Vavrus (2008) offers a more technical definition about CRT stating that it as a *reform*

that recognize students' culture into the school curriculum, making significant connections between school and communities and motivating students historically margined.

Similarly, Ayaz and Oral (2016) state a distinguished conclusion about the responsibility of education to contribute to the conservation of cultural features through generations; the role of education impacts in the construction of the society, how it evolves as well as the power it has to preserve existing cultural structures.

Gay (2000) conceptualizes CRT as a *paradigm* and heavily argues that CRT teaches *to* and *through* personal and cultural abilities and list several characteristics related to CRT in education: the recognition of cultural heritages, traditions that influence learners' behaviors and disposition to learn, the construction of connections between home and school, instructions starting off learning styles, caring self-culture and others, and the implementation of multicultural materials and resources in all school subjects.

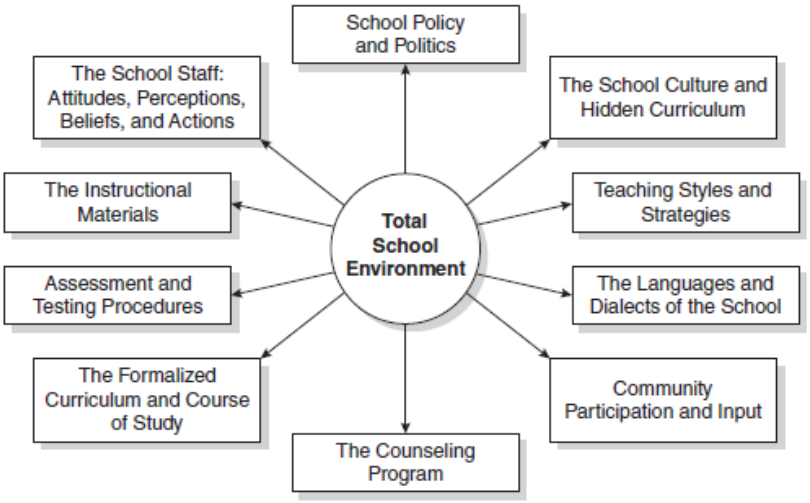
On the other hand, Villegas and Lucas (2007) provide six marked characteristics of CRT that may be significant to point out in this paper: "Understand how learners construct their knowledge, learning about students' lives, being socio-culturally conscious, holding affirming views about diversity, advocating for all students and using appropriate instructional strategies" (pp. 29- 32).

Based on the ideas expressed, the education systems (MEN) and also schools should focus their attention on cultural traits and the implications of overlooking these characteristics regarding rural learners in Lorica and other types of cultural issues entail lifestyles, language and everyday vocabulary, traditions to conserve and most of them do not know anything outside of home.

That is why, Banks (2014) clearly explains the variables schools must consider to include culture and multicultural education:

Figure 1

The total school environment.



Note. The figure shows the variables that school and even Education system should consider to include culture. Source: *Banks, J. A. (2014). An introduction to multicultural education (Vol. 5th). Upper Saddle River, NJ: Pearson.* *https://ucarecdn.com/d82827b2-9e39-40fe-a717-a1aca81ce4a9/*

Going more specifically, some authors infer about the importance for teachers to understand the significance of cultural values and bring them into classrooms since they are directly participants in the teaching and learning process, and students' culture must be a path for learning and, in addition, authors' vantage points are focused on teaching training, and the design of lessons, curriculum and materials that adopt these concepts as well as teacher's (mostly pre-service) consciousness of incorporating CRT in classes (Gay, 2001; Ladson-Billings 1995; Villegas and Lucas 2007; Kea and Trent 2013; Brown 2007; Ayaz and Oral (2016).

Furthermore, Gay (2000) claims that teachers are asked to be aware of cultural values, but they also need to acquire detailed information about cultural particularities of learners. Besides,

some teachers believe that their subjects and cultural features mismatch and affect the integrity of their disciplines, in contrast, Gay argues that CRT focuses more on instructional strategies rather than the addition of cultural content in curriculum.

The influence of culture, context and home language in any subject learners is revealed through learners' behaviors, motivation and academic achievements; teachers' interest must be set on reasoning about cultural differences, knowing the context around school, students' interests, lifestyles, traditions and customs; and developing engaging instruction strategies in keeping with students' culture.

2.1.4.1 Culturally Responsive Pedagogy and EFL settings.

Regarding all ideas aforementioned related to CRT approach, characteristics and teacher involvement, this paper briefly captures some authors' ideas considering EFL settings. It provides the researcher the opportunity of consciously deepen in this significant relationship, which in turn, support relation between rural areas of Lorica and English language learning.

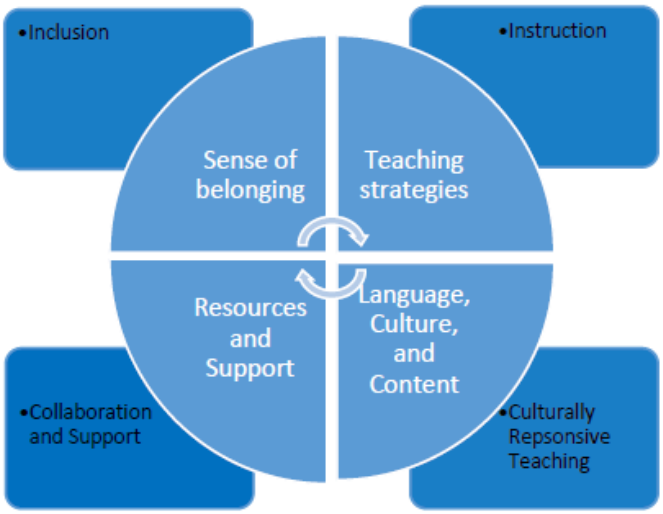
Kramsch and Zhu Hua (2016) communicate a very interesting question: *Which* culture should be taught to students, as part of language's relationship with culture? (…) the global culture of commerce and industry? Or internet culture? National, regional culture? (n. p). English as global and functional language enables people to communicate but not necessarily to capture emotions, thoughts, distinctions, traditions, and even motivations.

Villegas (1991) clearly explains the importance of recognizing the culture of EFL learners by proposing that all activity within the classroom is driven by language, becoming language as means to communicate and learn about each other. The use of language related to the learners' culture leads them to feel confident and increase the desire to use the language in and out of the classroom.

Compton (2018) provides a figure in which all educational actors play an active role within the implementation of CRT perspective in EFL settings: Schools districts, different ELT policies and programs, teachers' materials, curriculum and instructions and teachers' preparation.

Figure 2

Access to culturally responsive teaching for the inclusion of ELLs.



Note. Actors playing a role in implementation of CRT in education. Source: Compton, T. (2018). *Access to culturally responsive teaching for English language learners: mainstream teacher perceptions and practice on inclusion.* https://doi.org/10.18297/etd/2949

This figure represents the cycle of CTR inside the classroom when the students' validation is provided through CTR. The sense of cultural belonging encourages teachers to move on strategies that encompass the language function as means of culture and content that integrate this cultural access. Also, the materials as strategies to strengthen this connection between language and culture facilitate English language learning.

In accordance with, Kramsch and Zhu Hua (2016) provides three levels to better understand how culture works in English language class; the conceptual level, analytical level and operational level. These levels enroll different perspectives that greatly helps this research to support its process. The concept level lies on the perception of use the culture as a *"tool for thinking"* instead of merely one thing to incorporate (Scollon et al., 2012) cited by Kramsch and Zhu Hua. In the analytical level, culture can be perceived as reflective, interpretative, historically grounded lens that allows social actors to be constructed, perceived and also compared-experienced. And the third level is the operational, language use depends on how students perceive culture, that is to say, despite learners use the language, this vocabulary means different things for them and *make sense of the world in different ways.* That is reason for helping them interpret these variations.

CRT constitutes an important foundation for this research. Rural populations over the world, and specifically in Colombia, are a great source of customs, ways of interpreting life, experiences, way of accomplishing things, language, among others; all of these aspects cannot be disregard and efforts to bring those traits to classroom, to open students' mind, to validate their cultures to help them validate others, is a commitment of all educational and social actors.

2.2 Literature Review

This section encompasses the different studies carried out within the topics addressed in this current research; their characteristics, as well as their findings, relationship and contributions to the present study are reflected in the following lines. In the first paragraphs, the studies involved are related to the design and use of culturally materials and their impact in learners' EFL receptive skills. Besides, this study presents documentation related to English language learning in rural areas and explorations conducted in these regions with specific needs. As conclusion, the

researcher suggests a general exposition of contributions from these projects as well as the persisting gaps in culturally EFL materials for rural primary learners.

2.2.1 Culturally Material to enhance EFL receptive skills

Some research has been encompassing the importance of Material use and development in EFL settings. The exploration of this topic has been emerging in the last few decades. Recently, researchers have focused on the material development regarding context, population, and mainly for assisting learners' language and cultural needs. However, there is still room for further research about classroom EFL materials in scenarios with cultural particularities, as rural areas.

The use of EFL materials constitutes a great step in possibilities language skill development in primary learners, however, as part of the interpretation of non- adapting material for contextual and learners´ needs, Pinard (2015) critically stated the impact of commercial course books which enclose the student in an atmosphere of a clinical language with no opportunity to develop as a speaker of a second or foreign language in a real context. Relying on Tomlinson's studies, Pinard (2015) established her research under two major projects that sought to test the efficiency of designing her own material for the learners (upper intermediate learners from a private language school).

The first project consisted of a research carried out by the learners themselves, thus testing the efficiency of the designed material, scaffolding process with them, as well as the development of communicative skills outside the classroom; on the other hand, the second project, consisted of a reading project and the use of Experimenting with English (EE) project which allowed her to establish lacks in learners, using the autonomy approach: lack of motivation, lack of tools/ideas, lack of success, lack of confidence, lack of time. (p.8). The conclusion of this study emerges on the demands of studies related to material design as well as the necessity of materials that go further

than traditional course books that construct non- real sceneries and allow learners to negotiate being a language user.

Similarly, Ramos et al. (2018) argued about the absence of appropriate material for rural learners considering their particular needs and also social and academic conditions. In their study called: Enhancing EFL Speaking in rural settings: Challenges and Opportunities for material developers, the researchers undertake the impact of design and implementation of workshops in speaking development supporting them in rural students' needs. For this, they employed field notes, surveys and structured interviews; this is an action research study. The participants of this study were eleventh graders from two rural schools, these students had a low level of English language and they showed difficulties when they expressed in English. The major findings from this research after implementation of workshops (about elements surrounding such as: agriculture, music, festivals), the researcher confirmed the following: connection with material was fundamental for students' speaking development; students' interest, voice and culture were taken into account and this facilitated skill development. In addition, students' confidence doing this type of activities reduced anxiety; furthermore, the inclusion of vocabulary that they knew contributed to more progress, and, culturally responsive teaching arose when contextualized material included students' preferences and needs.

This greatly contribute to this research since the inclusion of culture in material to develop skills have been central point of this investigation.

Now, moving from Ramos et al. (2016) to the development of receptive skills, it is said that some researchers have accomplished several studies related to the development of listening and reading skills. For instance, the non- adaptation of EFL reading materials following learners' needs, make reflection and alternatives to incorporate local culture as response those learners'

necessities (Nambiar et al.,2020; Azizah et al.,2021; Kusuma, 2016 and Agustina et al., 2018). Nambiar et al. (2020) argued the importance of local context within in an EFL setting from a multicultural country as Malaysia, resulting in confidence and skill development in learners. According to the authors, the necessity of local context readings allowed the rising of demotivation and disinterest in learners since unfamiliar vocabulary hindered their reading skill development. Hence, Nambar and the other researchers sought to explore the impact of local context readings under the project Your Language My Culture (YLMC) which prepared students during a long time using a cultural- based content and the creation of interdisciplinary readings materials. A survey to collect data was administered for all teachers involved in the program and focus discussions with students during the program period and materials provided. Similarly, Azizah et al. (2021) and Kusuma (2016) from Indonesia, focused their attention in the creation of a supplementary reading material. Azizah et al. (2016) for the Tour and Travel Study program learners, and Kusuma (2016) for elementary learners from Kalibukbuk, Indonesia. Azizah and researchers' material consisted of Developing descriptive reading Materials in EFL Classes by utilizing the Local Culture. Descriptive readings of Bangka local culture that, at times, closing the gap generated from existing material and their connection with local culture. The design of this material should have been validated, hence, analysis from questionnaires, semi- structure interviews and reading tests helped to evidence the necessity of that adaptable material. The relevant finding from this research, contributing to the current, was that students were taught with readings about source culture and even international culture. That helped researches captured the necessity of incorporating local culture to develop reading skills since students were reading about other cultures and pay little attention to own. Following ideas, Rural teachers in Colombia still use material from English spoken countries, hindering students' progress, however, they do not bear full responsibility when

they do not have language competences to exceed their own limits. The intention of incorporating learners' culture in their class are identifiable, nonetheless, to become culturally responsive actors is still in progress.

In the same view, Kusuma (2016) concluded on the need to develop a reading material that engage fifth graders in English class. Readings provided by teachers, did not meet learners' needs, then, Kusuma's project was related to Developing reading material for elementary students in tourism area by inserting local culture. This project collected information from observations, a questionnaire, interview, tests, and documents. The findings of those researches greatly influence this investigation since they provided gains in terms of learners' motivation, interest, local culture consciousness and students' confidence. Also, the use of "in common vocabulary" in their vocational program, schools and home. However, other important results from Kusuma's research could profit this project. Kusuma (2016) found complexity in grammar in teachers' material; activities in materials are chronologically organized that children had no chance to express their interests. Therefore, supporting material designed by Kusuma unfolded creativeness in reading exercises, students' motivation, engaging interests and also children' s understanding of contents. In rural areas and even urban, many of EFL materials teachers use, develop cultural features from other countries and children fail to meet a connection between English and their context. This consequently affect the whole understanding of English. And Agustina et al. (2018) was interested in including suitable folktales or narrative texts in their ninth students' reading development. This research and development study, which collecting instruments were questionnaire and interview, found an important issue to this research: students' preferences. These preferences in terms of reading strategies, reading evaluation, translation as best way for vocabulary.

Despite the findings and different researches presented, it can be said that there is still the gap for developing reading as receptive skill for rural primary learners, conceiving “rural” as different culture, especially in Colombia.

Another important receptive skill is listening. Listening skill has been the most ignored ability in EFL, however is the primary ability developed in first language acquisition (Maftoon &Azarnoosh, 2016). Some studies have been conducted related to listening skill EFL materials, however, this is an ability to be explored. Authors such us Reina (2010); Alvear et al. (2017) and Gradisson (2020) have develop projects using materials for enhancing listening skills. Reina’s (2010) project was based on the use of songs as resource to develop EFL listening and cultural awareness. This project was based on the need to increase levels of listening comprehension and also motivate students into culture. Reina designed action research, employing a questionnaire, classroom observations, documents and semi-structure interviews. The major finding pertinent for this current research is that songs were products of culture, people listened to a song listened values, history, traditions and improve English pronunciation, and also it would be worthy to mention that songs motivated to learn, to be focused on class and students enjoy them, Reina (2010). However, it would be said that author should stablish learning language outcomes to be achieved through songs, and language objectives, that is, which language aspects should teacher evaluates, how to do it or the usefulness of those language features learnt in other language scenarios. In the same view, Alvear et al. (2017) suggested that visual aids and listening materials converged to gain vocabulary and English learning. The main material were stories by listening, however researcher implemented flashcards to support the stories. This investigation was carried out on a rural public school from Colombia, 27 students from fourth and fifth grades. Findings were closely related to what this project pretend to accomplish since the characteristics of EFL

material for rural learners should be carefully extracted from learners' conditions. Another important finding is learners' demotivation when facing complex language forms since learners did not possess the competences in English as they should, as the authors said before implementing. Despite of being in a rural setting Alvear's et al. (2017) research did not consider students' cultural differences which it makes a relevant difference between that project and this study.

Following the idea of listening EFL material, Gradisson (2020) conducted a research based on the impact of audiovisual materials in listening comprehension. The research was carried out as case study and the participants were 33 ninth graders and the instruments Gradisson used were an initial questionnaire, students' comments after each session and focus groups. The researcher concluded that audiovisual material was more attractive and beneficial for students than audio only. Also, the reduction of mother tongue was noticeable since students could make associations with paralinguistic elements provided by visual support. The exploration of other cultures through the use of videos allowed students be aware of importance of English to make connection with different type of people. These studies have contributed for the bases of this investigation. It can be noticeable that, despite of studies related to receptive skills and material, and even culture as main topics of this research, the need to explore EFL materials that enhance receptive skills arise as well as the role of learners' culture in this EFL skill development.

2.2.2 EFL in rural Settings

This research has recognized rural areas as the main context for this research. Many studies have been conducted regarding English teaching and learning in these areas; however, they are still considered as spaces for exploration. The researches presented in following lines are close to the situation in rural areas of Colombia, especially in Lorica-Cordoba. It is emphasized that each

rural area has different characteristics which can affect the way in which educational processes are carried out.

Saufil and Triyono (2018) are the authors of EFL teachers' reflection in teaching English to EFL students of rural areas, a research project that sought to capture teachers´ perceptions of teaching English in a selected rural area of Indonesian; this project claimed the unnoticed voices of teachers related to problems and challenges affected education in rural areas including the teaching of English. This was a qualitative study and attempted to respond three main questions that referred to how were rural teachers' reflections about teaching English in rural areas, what were the teachers' challenge when they taught English and the recommendations that those teachers gave to pre-service teachers respecting ELT in rural areas. The authors selected a multiple case study that took four weeks and teachers volunteers from three regions of Indonesia were participants involved; the researchers attempted to capture differences and similarities among these regions and used reflective writing journals in which participants had to write experiences, challenges, etc., interviews for recommendations. The findings obtained from this research are valuable for this current research since there were several aspects to consider: Both group of participants concluded: creativity, innovation, and patient as well as learners' characteristics, resources and materials, time for instructions were points that impacted ELT in rural regions. For recommendation to candidates: discipline, attitude and language used were the advices for ELT pre-service teachers.

This previous research was similar to what Abdul and Rifka (2020) intended to do with five different rural schools of Sri Lanka. It was survey research in which authors attempted to investigate challenges English teachers faced when they teach to rural students as well as the factors affecting the process of teaching and learning and also recommendations to overcome those

challenges. The participants were 50 students and 12 teachers. After analyzing data from a questionnaire for teachers and interview for students, they detected the challenges, however, this research mentions what it considered relevant to this study. Challenges as: Most of the students were not interested in learning English, lacks in terms of family support, lack of teaching/learning material, lack of motivation. The recommendations that emerged from this research applies to this current research, that is, to focus in primary levels to gain motivation and English knowledge; motivational programs for parents and students and the necessary equipment starting with language units and modern equipment. These findings recount the factors affecting rural areas, even in Colombia.

Similarly happens in Colombia. Moreno accomplished, case study research in 2019, entitled: Teacher's perceptions about TEFL at a rural primary school under Escuela Nueva model. Moreno's (2019) project clearly integrated some aspects related to this current research: The concern of Moreno's study lied on challenges and difficulties elementary teachers have in rural areas respecting TEFL and more, under the model of Escuela nueva, which implementation affects the process of English learning in students. In addition, the perception that teachers generated from these difficulties since they have to respond to alignments, curriculum and demands, using their own didactic tools and empirical experience.

The factors affecting participants and context were: non-adapted resources for students, multi-grade methodology, that was, teaching English in different grades at time; the lack of training, the material provided by MEN did not cover all rural areas, among others affections. The purpose of this study was to explore teacher perceptions teaching English under Escuela Nueva model. The project was carried out in a rural school from Cucuta, Colombia. The participant was a male teacher whose professional profile was not about

English teacher, no TEFL training and had been working for three years under the model of Escuela Nueva. The data collection techniques that researcher selected were direct observation and a semi- structured interview.

The major findings from this research were: teachers' identification with those areas, the necessity to adapt resources, the lack of pertinence of suggested curriculum and basic standards, as well as the adaptation of TEFL processes to context as much as it allowed.

This is the never-ending problem on ELT in rural areas, and also Bonilla and Cruz (2013) investigated the impact of sociocultural factors on teachers' professional development in rural areas. The researchers implemented a questionnaire and audio-record interview to six rural teachers, who were asked about professional background, feelings, opinions about English policies, but also about the experiences, and concerns. The findings revealed the challenges they faced as a mediator between English policies emerging and their spaces of teaching. The urban students' opportunities comparing with the rural students' ones and unfortunately their progress was measured in parallel. And other findings as effort English teacher made to concentrate students in the language learning despite of isolation of areas. Bonilla and Cruz (2013) concluded with a call for more attention to rural areas which did not offer the conditions for language learning as well as the acknowledgment for teachers who find opportunities facing socio cultural factors in these areas. These are the challenges that rural teachers face and the facilitation of language learning in rural areas comes to the extent that gaps between rural and urban are intervened and pay attention to sociocultural issues. However, this investigation were about six English teachers, it means that primary teachers, who do not have the language competences face major problems.

2.2.2.1 Culture in EFL Rural Settings.

Nonetheless, rural teachers and learners have possibilities to achieve learning goals, it implies time and effort. This achievement can be noticed making use of their own particularities, community and culture as Bolaños et al. (2018) referred. Called Implementing a community-based project in an EFL rural classroom, with the project, the researchers sought the improvement of students' cultural awareness, language skills, a sense of belonging and the promotion of English language learning. The intervention was carried out in a rural public school in Santander, Colombia. The participants were 36 ninth grade students. In the creation of the project, the community and learners participated. In order to accomplish the plan were necessary to contacted leaders of the community and other members. The following line showed the process of community-based project: input, language focus-community sharings- writing time- outcome examples-creative time-speaking time. All of these moments included their respective activity. Interviews, taking notes and students' products were the instruments. Findings to provide meaning to this research was the use of community and context as content. Topics related to community increased sense of belonging in students and improve language learning skills.

Similar to Bolaños' et al. (2018) Project, Salazar and Espejo (2017) carried out Teaching EFL in a rural context through Place Based Education: Expressing our place experiences through short poems. This research was developed regarding the absence of National Ministry of Education standards in teachers' class and also the contextualization of these standards in primary rural contexts since primary teachers gave instructions on vocabulary that fourth grade students did not recognize. Considering that, the researchers inquired about what was the role of place project based in approaching students to their rural context and the also the role of writing poems taking rural context as core. This action research accomplished the intervention with project to two fourth grade

classrooms and this also employed field notes, interviews, artifacts and questionnaire as data collection instruments. Meaningful findings from this research are related to confidence and language learning that students acquire when they were exposed to their own real context in English. Students also felt comfortable and happy to be part of the project, it means that rural primary students needed intervention, motivation and context integration to learn English.

Zuluaga et al. (2009) also argued about the rescue of cultural identities in rural settings using English. The project was called Integrating the Coffee Culture with the Teaching of English and arose from the necessity of rescuing rural students' roots and lifestyles since modernization of society had been taking part on rural spaces. This study was conducted at a rural school near of Manizales and was related to the fact that Coffee growers (parents) emigrated in search of better economic opportunities and this harmed students cultural and academic development. The purposes of this action research were to encourage preservice teachers to integrate coffee culture in their English teaching, culture integration in curriculum, encourage students in relation to their culture, the design of guides that promote meaningful English learning considering school model of learning and teaching. The participants of this study were 3 advisors, 5 preservice teachers, 3 rural schools and an average of 175 rural students. The data collection instruments employed: observations, informal talks, documents review, video recordings, and audios. The meaningful findings in learners' performance that captured attention for this current research were the internalization of language and content, they learnt more about their own culture; also, the creation of their own learning material that contributed to their language learning.

The contributions of these researches to this current were appropriate, they stablish the foundations to further contributions on the development of EFL rural scenarios that involve culture

and culturally responsive teaching. However, the integration of rural culture as content, topic or strategy needs to be explored in depth.

3 Methodology

This chapter delineates the research design selected for this study, which aim was to describe the characteristics of EFL material for rural fifth learners, noticing the influential aspects that should be present in a selection, adoption, adaptation or designing of it for students' development of English receptive skills, considering their cultural and learning needs.

As this is descriptive research, it is intended to understand the perspective of the issue, as well as the description of the setting, the participants, the data collection instruments, and the step-by-step information gathering.

3.1 Research design

A qualitative research design has been selected for conducting this research study, since this paradigm better suit the nature of the research inquiry.

Conferring to Levy (2017), when the intention is to explore, explain, or describe, a qualitative design is applicable. The qualitative Research approach comprises elements that favor researchers to examine a problem or issue and expand an understanding of a central phenomenon; this phenomenon presents a few details in literature and the need to learn more about it through participants' experiences emerges (Creswell, 2012). Hernandez et.al (2010) advocate that qualitative research defines the reality through participants' interpretations of their own real-world and further, this type of inquiry focuses on the diversification of ideologies and unique attributes of participants; that makes sense in this prevailing study since the principal issue consists of rural fifth learners' cultural and learning needs identification that allow to provide the characteristics that make EFL material suitable for developing receptive skills.

Furthermore, the researcher selects a case study approach within the range types of qualitative strategies. The considerations for selecting a case study rely on the nature of this

approach, “A case study is an in-depth exploration of a bounded system (e.g., activity, event, process, or individuals) based on extensive data collection. Bounded means that the case is separated out for research in terms of time, place, or some physical boundaries.” (Creswell, 2007; 2012, p. 465). Other researchers affirm that case study involves an “in depth” exploration of an issue through a case or cases, which purpose is to illustrate features of a larger class of similar phenomena (Creswell, 2007 & Gerring, 2004, p. 341). In addition, despite the multiple definitions of case study, there is a uniformity on arguments when researchers mention a case study as a research strategy that seeks the centrality of a contextualized understanding of the phenomena. It means that case study seeks to deeply understand the interaction between case and context (Marshall and Rossman, 2016).

In the same view, other authors as (Denzin & Lincoln, 2017 and Marshall & Rossman, 2016) claim its flexibility to implement mixed methods, since case study allows researcher to expand the investigation to other techniques, data collections tools, and methods in order to capture a broader perspective of phenomenon.

Thus, the implementation of the case study strategy is a crucial point in this research. First, the case study allows researcher to take into account boundaries, as the determination of purposeful sampling: clusters sampling, due to the geographical and social characteristics of context; and the issue to investigate: characteristics of a culturally EFL material to develop receptive skills in fifth rural graders from Lorica. Also, the flexibility to implement different methods which provide different sources of data and different perspectives of the issue.

Reflecting on all above, a Needs Analysis (NA) is determined as the research method to carry out this study. Appreciating the characteristics of this strategy as a rich source of information,

the tools it uses that might help to respond the central question. A needs analysis is the most adequate procedure to be employed and whose characteristics are described below.

3.1.1 Needs analysis

According to Sava (2012) the definition of a *need* resides in the difference between a real situation and a desirable situation; a need relates to the contextual situation in which it has been created and also sees it from multiple perspectives (physiological, economical, educational, social, among others). The author states that the identification of a need relies on *describing the problems* of a target situation (p.28). In education, specifically, in EFL contexts, several researchers relate learning needs to learners' expectations of foreign language acquisition, motivation, and interests, and these influence the effectiveness of learning. (Hutchinson and Waters, 1987; p.8 and Holec, 1980).

Moreover, Hutchinson and Waters (1987) maintain a particular definition of *need* within a wide range of definitions among researchers' perspectives: "*A need is the ability to comprehend or produce language features in the target situation."* and they separate 'need' into two groups: *target needs and learning needs* (p. 54). Target needs encompass target language needs: specific needs on language according to a determined situation, lacks and wants, and learning needs that enclose students' specific way of learning.

Therefore, the needs analysis (NA) is crucial in ELT (Darici, 2016). The major purpose of need analysis in ELT settings is to identify learning communicative needs in the target language as well as learners' strengths and weaknesses, to elaborate, improve, reorder the curriculum content, course design, material design, or objectives of a course (Holec, 1980; Sönmez 2019; Darici, 2016 and Huhta et al., 2013). Sönmez (2019) also suggests that need analysis might provide information about learning preferences and styles of learning, current situations, preferences that

are related to the activities in class, local needs and even age. Also, Need Analysis for ELT curricular elements, and cultural contexts empowers a significant source of information that allows educators and researchers to examine possible improvements in ELT practices. Darici (2016) states that recognizing learners' needs through a need analysis might help to outline approaches for the designing, adaptation and even adoption of ELT material that involve learning styles, learning strategies, culture, local needs, and even age. Adequate material is essential in EFL since it generates motivation and focuses on specific objectives that can influence language acquisition.

This exploration intentionally follows Hutchinson and Waters' learner-centered need analysis model (1987) which proposes two major differences in particular EFL learners' needs: Target needs and learning needs. This needs analysis seeks to explore the target needs of rural learners which primarily deal with language necessities, lacks, and wants, and the particular learning needs those students possess, it also includes the "linguistic content and learning processes" (Brown, 2006, pp. 105-106). This in mind, it can be said that NA allows the researcher to capture students' opinions about the type of activities and their preferences, that EFL material should include. Also, this purpose of NA involves the teachers' perceptions about what EFL material should contain and MEN considerations in EFL materials through the analysis of its existing materials.

3.1.1.1 Needs Analysis methods.

Needs Analysis comprise many methods, however, the ones to be used in this NA are: A survey method that include a group technique (Sava 2012). As well as a document analysis technique for documents (Bowen 2009). Since this investigation considers focus group interviews, a questionnaire, and document revision as data collection instruments.

Within the range of methods under Field Analysis (Sava 2012), the researcher has selected a survey method depending on the type of information required, that is, learners' cultural and learning needs. This survey method is used by researchers to collect primary data from a representative sample of participants in the research. This primary data can be orally or in a written way (Mathiyazhagan & Nandan, 2010). This type of method encompasses a questionnaire and a semi-structured interview as a group technique. The group technique is mainly orally from participants' interaction and discussions (Sava 2012). A focus group interview is the technique used to collect important part of information. The researcher explains the intention of questionnaire and focus group interview for this study in data collection procedure section.

For this NA, the researcher also uses a Documentary analysis technique as supplementary method (Cardno, 2018). This method helps researchers to extract related information as data from documents and serve to add rigor to primary data. According to Bowen (2009) and Wach (2013) documentary analysis method is a procedure for reviewing and analyzing the content of documents which can provide rich descriptions of phenomenon under study. Also, Bowen (2009) indicate three specific purposes of documentary analysis. First, documents can provide background information, second, from documents can emerge questions and situations as part of research and enrich it. This means that, sometimes, from archives and texts can arise questions to support interviews and other data collection techniques. And third, documents can supplement data in the research, it means that these can add valuable elements. Hence, the researcher includes data and analysis of document in findings. In this research, the documents used are the national Ministry of Education (MEN) suggested curriculum for primary learners, as well as the existing material provided by this Education System. In data collection procedure, more details about this documentary data are explained. (See Appendix 4).

In order to validate findings from this project, those instruments are the suitable ones to gather the needed information, and also, they provide credibility since a robust source of information from rural elementary learners and teachers from Lorica and documentary data from MEN, is obtained.

The selection of a needs analysis for this study is based on the opportunity that it has to capture the learners' needs required to respond the central question. Therefore, the findings from this investigation might represent a groundwork for future research applications on this topic.

3.2 Context and Participants

3.2.1 Setting

The researcher carries out this study in Lorica, Cordoba, in rural regions. Santa Cruz de Lorica is one of the municipalities of the department of Cordoba, located on the Caribbean coast of Colombia. This municipality has a projected population of 121.793 inhabitants by 2020, as published by National Administrative Department of Surveys DANE (acronym in Spanish), also DANE (2015) reports that 16.74% of the population in Lorica self-identifies as belonging to raizal, palenquera, afro descendant ethnic group and 3,17% of population self- classifies as indigenous people. Also, statistics from Plan for Education Development of Lorica (2016) shows that 63. 696 people in Lorica live in rural territories and community centers, grating a higher percentage of 53, 88%, in contrast to the 54.541 inhabitants living in urban areas which constitutes the 46, 12% of the whole population.

In terms of education in Lorica, the Plan for Education Development (2016) emphasizes that the municipality of Lorica has sixty-five (65) institutions of Education, which thirty-one (31) of them are public and twenty (20) are in rural areas as it is reported by the national education information system SINEB (Acronym in Spanish); these public schools have one hundred thirty-

seven (137) sub-schools around the municipality, most of them located in rural areas. These twenty schools are the only institutions for education in these rural localities and most of them have their elementary grade in nearby villages instead of being part of the principal school. They serve students from preschool education to eleventh grade. As stated by the Municipal Development Plan (2020) under the current government, the number of children entering the educational system in the elementary level is 9. 163, and secondary level is 1.591 in the whole municipality, with a gap between urban and rural areas in early education of 4,65%. Those percentages illustrate an overview of the present situation of Lorica.

On the other hand, exploring the English subject in Lorica, the researcher obtains the following data: The Municipal Development Plan (2020) reveals that only 25% of educational institutions in Lorica are equipped with English materials and pedagogical resources, likewise, the lack of bilingual labs and bilingual contexts in which teachers and students can develop English communication skills; the absence of bilingual policy which integrates the different components to promote the need of teaching and learning the English language with purpose. Otherwise, the deficiency of English teachers in the primary level, since there are only English teachers in secondary and upper secondary grades. The Educational Development Plan indicates that by 2015, there were only 38 English teachers in Lorica, 25 of those were in rural areas, but only in secondary levels. Secondary English teachers teach English at least two or three hours per week, whereas primary teachers (not English teachers) teach English language one hour per week. Both academic levels attempt to follow the guidelines established by the National Ministry of Education such as basic standards of competences and Basic learning rights.

3.2.1.1 Rural areas in Lorica.

Most of the municipality of Lorica is rural, characterized by geographical conditions marked by the Sinú River and la Cienaga Grande, with economic resources mainly supported by agriculture and fishing. (MIRA Final Report, 2016). The cultural, economic and social factors attached to rural areas of Lorica stand for a complex phenomenon. People living in these regions are mostly farmers; men work cutting weeds in farms, raising domestic animals, they plant rice; they work in the oil palm and plantations and also in the corozo plantations (typical fruit in the Caribbean Coast in Colombia). Some of them are fishers since some villages of Lorica are close to the Sinu River; however, the current economic situation originated by the COVID-19 virus pandemic, have led most men to seek other trades such as the mototaxism, washing cars, as informal and illegal security guards of motorcycles outside the supermarkets in urban areas, and even, they move to big cities leaving families in the villages. In other hand, women take care of children at home but some of them work washing other people's clothes, cleaning up in affluent families' home to help with house expenses and even, sometimes, they are the ones who move to big cities and send the family the money needed.

In addition, the geographical conditions in rural areas are also a concern, since children and parents walk long distances to get jobs and schools, especially in remote areas where it is difficult to get a connection to any technological device, even in schools. However, an important aspect to include is the cultural characteristics of these areas. Rural teachers in Lorica handling students' situations related to environmental and geographical conditions every day. The differences between rural and urban schools arise when students in any example required in class about any topic, they refer to what it surrounds them, especially primary school children. This is noteworthy since students are aware of things that are all around them: The flora, fauna, climate,

geographic features, music, typical food, customs and even how families do things at home and village, and they bring those characteristics into class. In the case of English class, when students compose in English, they always ask teachers about how they could express any word (related to their context) in English. This students' position and struggle to make their own vocabulary acceptable within the large lists of words for learning in English class, make this study even more valuable and significant.

3.2.2 Participants

3.2.2.1 Purposeful Sampling.

The size of sampling will depend on the qualitative study and/or analysis that the researcher intends to carry out (Creswell, 2012). This research aims to describe the characteristics of EFL materials for fifth learners from the rural territories of Lorica regarding their learning and cultural needs. Due to the geographical, climate, and social conditions of these regions and the number of schools in those, the researcher intends to apply the cluster sampling strategy in order to collect the information needed. As it is recommended by Cohen et al. (2007) and Dornyei (2007) the cluster sample allows researchers to obtain data by creating *clusters* (groups).

The authors' suggestions motivate the researcher to select a particular group of schools in the rural areas of Lorica and involve them in the investigation as participants, meeting their primary teachers and students from fifth grades. As mentioned in previous paragraphs, the number of schools in those remote areas is 20, however, the social conditions and the large distances and costs of traveling, only five schools take part in this investigation. The schools participating are: Roman Chica Olaya school, La union school, El Campano de los Indios, Castilleral and Candelaria Hacienda school. They share common characteristics such as: location in a rural part of Lorica and they are public schools. Also, there is a marked distance among them, being the shortest distance

about twenty minutes travelling. In addition, these schools have 400 students in their elementary levels approximately, they share conditions of infrastructure; sharing necessities and lacks and their primary teachers possess little understanding about English.

3.3 Data collection procedure

3.3.1 Data collection instruments

The particularities of need analysis and the nature of the significant phenomena defined in earlier chapters prompt the researcher to administer the instruments that facilitate the compilation of data required for describing and exploring the characteristics of materials designed by rural primary teachers in Lorica. Lankshear and Knobel (2004) argue that in qualitative research, the *contextualized* data is the researchers' aim. This contextualization encompasses community, school, socioeconomic affairs and even the history and current happenings, and also, qualitative research is interested in collecting data in natural settings, in those in which participants are experiencing the phenomenon or problem naturally. Following Lankshear and Knobel's (2004) suggestions, the researcher who conducts this investigation selects a questionnaire, a focus group/ semi-structured interview and documental revision as instruments to proceed.

3.3.1.1 Questionnaire.

Researchers have considered questionnaires as instrument for needs analysis (Sava, 2012; Long, 2005; Cresswell, 2009 and Cohen et al., 2007). The questionnaire is a technique that comprises a set of close or open-ended questions with the purpose of gathering information about people's perceptions, beliefs, thoughts, and even opinions; it can be administered by researchers with structured questions (open-ended questions) and it is profitable when large groups are being investigated (Sava, 2012). Creswell (2012) describes the importance of closed and open-ended questions, assuring that closed-ended questions allow research to support theories and concepts in

the literature, whereas open-ended questions help the researcher explore the reasons behind the responses.

Following Cresswell (2009) and other authors' ideas about the questionnaire and its types of questions, the researcher selected this instrument to collect data, because it is the most appropriate instrument to gather the need information from learners in a quick and validated way. Questionnaires permit the researcher to cover a large population spread over a territory, which are the distant rural schools of Lorica, additionally, it is economic in terms of time and also money. The researcher's intention to identify the characteristics of EFL culturally material and students' cultural and language learning needs and it offers the extension of close and open-ended questions as possible to cover all aspects involved and collect the information needed. The researcher gathers this information from fifth graders since students are involved in learning. Considering Hutchinson and Waters' claims, the attention to leaners on their specific learning needs, wants, and lacks helps teachers comprehend their students' involvement in the process of learning, what they need to improve, their preferences, and implementing material that might contribute to effective communication using target language. In addition, regarding researcher's experience as a teacher, children express their opinions, feelings, and most of the time they use immediate vocabulary and context to communicate their thoughts.

The selected population among elementary level to apply the questionnaire with the purpose of identifying their target and learning needs was 5th graders, because students from this grade possess cognitive maturity to understand the questions asked, easily express their opinions and likes related to the topic due to their age and scholar experience and also; the reality is that teachers pay more attention to teach English in fifth grades because students will be

promoted to secondary academic level and they need bases for the English class, which is more complex than the class they receive in primary levels.

The questionnaire contains 20 questions:16 multiple choice close-ended questions and 4 open-ended questions. These questions are written in Spanish because students are not able to read in English, and the researcher uses the pertinent vocabulary since their academic level in order that students can answer with hardly any teachers' help. There is no restriction in time to answer the questions and it was administrated physically (in paper). In order to verify clarity of questions and to avoid ambiguity, a piloting test was applied as it is explained. (See appendix 2).

3.3.1.1.1 Piloting the Questionnaire.

The researcher piloted the questionnaire designed for elementary learners, following the recommendations that Gray (2014) suggests. These recommendations comprise issues such as well- designed instructions to respondents, formality, quality and sequence of questions, length of questionnaire, style and wording. The recommendations helped researcher to check validity and avoid redundant questions.

The piloting was administered to twenty fifth-grade students from the school where the researcher works. The researcher administered the questionnaire personally, and this action helped to corroborate that the content of the questionnaire was appropriate for the topic under study. Questions were well- designed since the children could understand them; the language used was simple, according to age and academic level, and they were written in Spanish (as mentioned above). Any questions about the meaning or about ambiguity were asked.

3.3.1.2 Focus group Interview

Focus group interview is one of the most common techniques within the wide world of qualitative approach. Focus group is a form of group interview where the researcher seeks to

understand the *social dynamic and the interaction of participants* through the collection of verbal and observational data (Redmond & Curtis, 2009, p. 16). Researchers commonly use focus group for collecting as much information as possible from participants' perspectives, identifying potential issues that could be crucial for the phenomenon and also this technique can assist with the implementation of other instruments as questionnaires (Redmond & Curtis, 2009). Marshall and Rossman (2016) conclude that focus group interviews are effective instruments for supporting social network, for designing or evaluating a program; since this type of tool provides panoramic views about participants' specific needs and create the environment for a more naturalistic and flexible answers. In addition to this, Cresswell (2012) affirms that this type of technique meets cooperation between participants, confidence and motivation to talk and even, allows to gather more effectively the data when the time is limited.

Consistent with, focus group interviews in this investigation facilitate to attain accurate and complete data. The participants for this technique are elementary teachers from fifth grades. These teachers work in five different rural schools. The dynamic of the interviews consists of grouping at least three teachers from each school and ask the questions. In addition, this tool is used in order to explore teachers' opinions about the characteristics that EFL material should enclose. The focus group helped them feel comfortable and for expressing perceptions about the topic because they together built an environment of support. Also, this instrument is employed for unfavorable given conditions of location and time. It is still difficult to interview rural teachers individually since long distances, cost of travelling and time- consuming which hamper to meet each participant. This focus group for teachers extend important points encompassed in the questionnaire administered to students. Their opinions are relevant since they are the ones who teach the subject

area, English, they know students, they recognize children's styles of learning, their potential, their needs, their language needs, and the environment around.

The researcher performs this technique within the context of the rural schools (settings), and it comprises 23 semi-structured and open questions. The researcher records each interview in setting to avoid taking notes and wasting valuable time and obtain details as much as possible. (See Appendix 3).

3.3.1.3 Documentary data.

The purpose that leads this study aims at describing the characteristics that EFL material should adopt, considering learners' cultural and learning needs, to develop receptive skills and some techniques are necessary to the collection of information. Therefore, documents could bring generous data to contribute to these characteristics; the investigator will revise some documents from the National Ministry of Education (MEN) and the specifications it takes into account to design, organize or adapt its EFL material for rural learners.

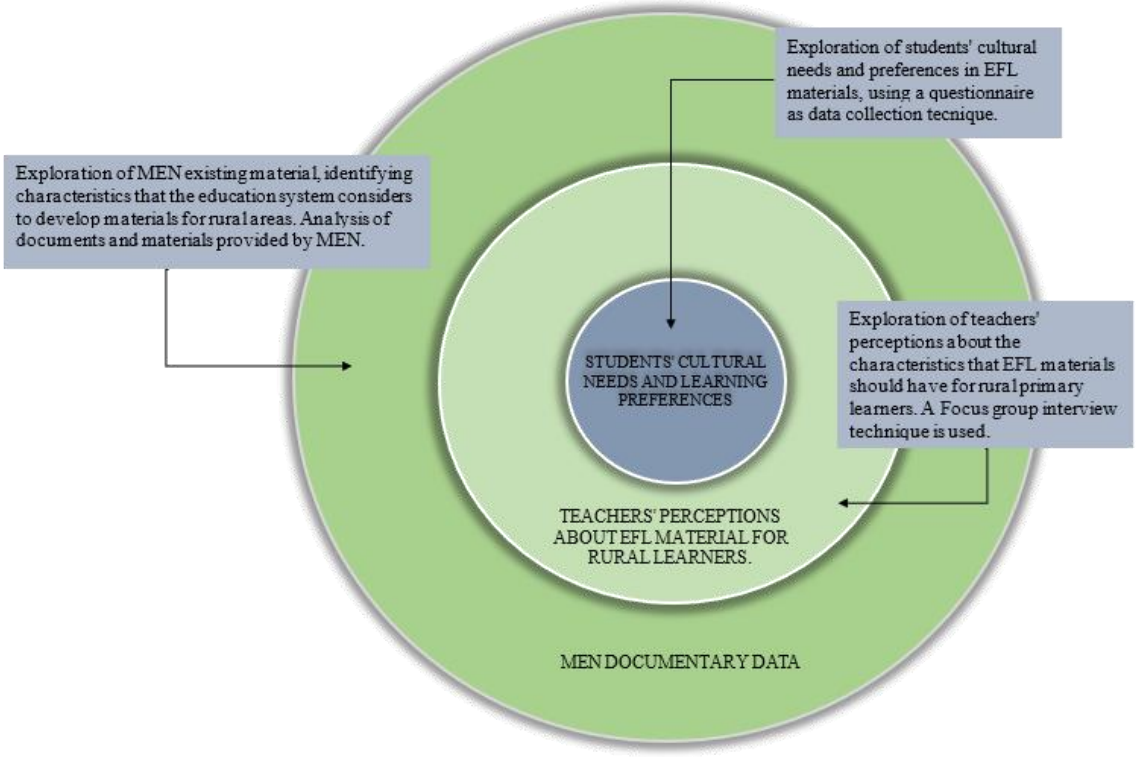
According to World Bank (2012), researchers review documents to analyze a variety of existing sources, aiming to collect verifiable data and information. Document review could serve as supplementary data for other research methods and it might recognize the participants' background, experiences, among others. (Hernandez et al. 2010 and Marshall and Rossman, 2016). In addition, Creswell (2012) highlights the major advantage of documents review and that is the instant information, in words, without the necessity to transcript or record. Therefore, decision to propose gathering and analyzing documents or archival records should be linked to the research questions developed in the conceptual framework for the study. (Marshall & Rossman, 2016, p. 312). In this study, the documents to be analyzed contributed to the central question proposed by the researcher.

Noticing authors' concepts about documentary data, this study selects documents as a technique to supplement primary data collection. These documents to be analyzed allow researcher to identify characteristics that MEN consider suitable for EFL material, also providing the opportunity to explore the learners' cultural needs the ministry of Education is assisting. Another contribution of document data is to analyze to what extent the material proposed is suitable to conditions of rural elementary learners from Lorica. The documents to explore include suggested EFL materials proposed for fifth grade learners, especially for rural areas, and the suggested elementary curriculum to capture MEN considerations. The researcher uses a template table containing elements from documents in order to capture major contributions from each of them their respective analysis. The researcher takes most of the documents from different MEN websites such as Colombia Aprende, Aprender digital, among others. (See appendix 5)

The following diagram portrays the relation among participants, techniques and purposes of techniques. In addition, it clearly shows the centrality of methodology, being the student's learning preferences and cultural needs the internal and intense data; students are directly affected by the EFL material, and documentary data, taken from MEN, the external data, with a pronounced distance from student's environment.

Figure 3

*Relation between participants, data collection techniques and purposes***.**



Note. Relation between participants, instruments and purpose of instruments. Source: Researcher's own elaboration.

3.3.2 Positionality

The researcher of this study is a secondary English teacher from a rural area of Lorica. She works in a public institution and experienced the work conditions of this region. She knows and uses the suggested curriculum to the extent to that rural public school provides the opportunity, adapting this to the current situation of context. In this need- analysis study, the researcher performs on conducting data collection techniques, meeting participants, elaborating informed consent and the process data analysis involved.

3.3.3 Ethical considerations

Agreeing to con Cohen et al., (2007) There are several ethical issues that need to follow to conduct well- accomplished research. This study considers:

• An informed consent: The researcher informs the teachers and principals the purpose of the study and the process involved, as well as reaffirms the voluntarism of participants. In the special case of fifth graders as participants, this researcher requires a formal permission of principal and coordinators. (See appendix 6)

• Acceptability: Honestly expose the intention of research and do not promise solutions to participants to any problem facing related to their educational conditions, claiming that this research is exploratory research.

• Confidentiality: Responses provided by participants using the different techniques are in confidence.

• Anonymity: The Participants' identity remains hidden to avoid harming.

During interview they are called by their own names and the researcher informs them about changing their names in reporting findings in order to avoid discomfort. The researcher used pseudonyms to cite participants' interventions along the results report.

• Punctuality: Given the geographic conditions of the rural areas of Lorica, the investigator is on time to the agreed place, creating trust and credibility to the research.

• Flexibility: Rural conditions involve geographical issues, climate, lack of transportation, and distance from teachers' home. I conduct this investigation at the end of the workday in order to prevent teachers from coming back to school.

Table 1.

Summary of research design.

Research question	Research Design	Data collection techniques	Participants	Procedure
Which are the characteristics of a Culturally- based EFL material for rural fifth grade learners from Lorica, to develop receptive skills?	Qualitative Design Case study Needs Analysis	Focus group interviews	Elementary teachers (Teachers from fifth grade specifically)	Interview fifth grade teachers from five rural schools. This is a semi-structured interview
		Documentary data	MEN suggested curriculums and Existing material.	Revision of MEN suggested curriculums and Existing material. (Documents taken from National Ministry of Education websites)
		Questionnaire	Fifth graders from five rural schools from Lorica	Multiple choice form questionnaire/ specific information asked.

Note. Summary of research design implemented. Font. Researcher's own elaboration.

4 Data Analysis

This chapter presents the data analysis procedures applied to the gathered information for this study. It describes the different methods used to analyze data, which comprised qualitative and quantitative approaches due to the techniques employed; the steps that the researcher followed and the categories drawn from the analysis. The data taken from the questionnaire were analyzed quantitatively and the data resulted from interviews and documents were analyzed qualitatively.

4.1 Approaches for Data Analysis

This study used two approaches for analyzing data: qualitative, for two techniques employed in the data collection: focus group interviews for fifth grades teachers and documentary data taken from suggested curriculum and material provided by the National ministry of Education (MEN) and a quantitative data analysis for the questionnaire administered to fifth-grade students.

According to the authors Gray (2014) and Patton (2002) qualitative data analysis is the meticulous and logical process of transforming data into meaningful findings. Also, Marshall and Rossman (2016) state that qualitative data analysis is a process in which the researcher organizes, structures and interprets amounts of data; it is a searching process of relationships and relevant themes. The purpose of qualitative data analysis should be founded in the examination of data, separating significant from meaningless, identifying patterns and constructing a system that communicates the essence of what data reveals (Patton, 2002).

On the other hand, the researcher considered a quantitative data analysis since the data provided by this technique involved categories (nominal data) that need to be developed using a simply frequency count (Gray, 2014). Regarding this questionnaire encompassed close-ended questions with multiple option choosing.

4.1.1 Approach for Qualitative Analysis

To answer the central question of this research, the qualitative data was analyzed using the conventional content analysis.

As claimed by Hsieh and Shannon (2005) "The content analysis method proposes a subjective interpretation of context of text data through the systematic classification process of coding and identifying themes and patterns" (p. 1278). Patton (2002) suggests that content analysis is used to analyze texts; it attempts to identify core meanings within data by recognizing patterns and themes.

However, this method encompasses several approaches, therefore, the researcher decided to apply the conventional approach of content analysis. Hsieh and Shannon (2005) state that the conventional content analysis is pertinent when documentation about a topic is not ample or little previous research about a theory or phenomenon. The information about culturally responsive pedagogy is abundant as well as English material development, however, the little literature about culturally responsive material and especially for rural EFL sceneries is noticeable. The purpose of this content analysis approach is to uncover real needs from participants' perspectives and this has been paramount for this project since the categories emerged from actors' experiences and considerations taking into account their knowledge of the context and their teaching situation. This approach was selected for the quality of emerging categories from data: inductive analysis (Patton, 2002) instead of preconceived categories or corroborating established principles or theories.

4.1.2 Approach for Quantitative Analysis

This investigation supported its quantitative data analysis on Gray (2014) and Rowley (2014). These authors share thoughts about the definition on the descriptive statistics, which is the method to analyze data collected from the questionnaire applied to 5th grader students.

Before Descriptive statistics was defined, it was necessary to categorize the collected data. this could be positioned as nominal data (set of categories), with nominal data the researcher can accomplish simple frequency count of how often the categorical data occurs (Gray, 2014). Then, descriptive statistics is a technique that help researchers to "describe basic features of a study" (Gray, 2014, p. 622). This type of statistics comprises the utilization of graphics, charts or diagrams as typical presentation of analysis and results.

4.1.3 Treatment of the information

Some stages were taken into consideration in order to prepare and organize collected information before the researcher analyzed it.

Regarding quantitative data for questionnaires, the researcher followed Rowley's (2014) stages to organize the data, such as: checking questionnaire for completion, entering data into the chosen data analysis software (Excel), checking and cleaning the data set e.g., omissions or mistakes (pp.18-19). For interviews data organization, the researcher renamed the recordings e.g., *Data gathered_Mar_2022_mp3.,* listened to the recordings twice and started writing the transcriptions using InqScribe. After making the first draft of transcriptions, conventions were used and those were stored, naming each of them e.g., *Interv_Transpt_Rochio_2022*. In addition, documents to be analyzed were stored in folder, labeling them e.g., *Suggested curriculum_DocRev_1.*

In questionnaire, the researcher grouped the questions into three codes: Questions related to learners' context (named as CONTEXT). These questions were from 1 to 7, English class (named ENGLISH CLASS), the questions were from 8 to 11 and the last code related to learners' preferences in materials (named PREFERENCES), they were questions from 12 to 20. Consequently, the data were entered to the excel software and per codes were checking the

frequency on responses. It is necessary to clarify that some questions were not answered, therefore, they were called: missing-data and were include as No Answer (N/A) to the counting process. After, the researcher proceeded to analyze percentages resulted from the counting process reporting the major and minor variables selected by learners from each code.

In terms of qualitative data, focus group technique were analyzing following steps provided by Hsieh and Shannon (2005). The first stage of this process was to go through the data collected, reading to obtain a sense of whole, then, the process of reading several times in order to derive codes.

To identify these codes, the researcher started underlying relevant information regarding the research question this study intended to answer, by highlighting the exact words from data (Hsieh & Shannon, 2005). The first impressions about data allowed the researcher to make notes and undertake the initial analysis. These first readings enclose the development of coding topics (Morse & Field, 1996) extracting from texts the initial coding scheme. The second step was the identification of 3 categories and 4 subcategories starting from codes derived. Codes were classified into these categories based on how they were related and linked (Hsieh & Shannon, 2005).

In the case of Document analysis, the researcher used a template created by herself to conduct the analysis and used the methodology proposed by Bowen (2009). Bowen's method includes as first stage, three steps on analysis: Skimming, that is a superficial examination, reading (through examination) and interpretation (p.32). Also, this methodology combined elements of content analysis, which allowed researcher, first, to identify meaningful and relevant passages of texts and then, the separation of what was relevant for this study from the ones which were not. The information extracted from documents, written and analyzed through the template were

contrasted with categories emerged from interviews. It is importantly to clarify that documents in this investigation were supplementary data.

The researcher applied member checking in order to ensure the trustworthiness of the study. Following Korstjens and Albine Moser's (2018) procedure, the transcripts were sent to teachers, then, the researcher met participants via telephone call to corroborate delivery and feedback. In addition, after the process of analysis, findings were sent as well and asked for feedback. It can be said that the categories emerged were sent in Spanish since they are primary teachers and did not understand English.

5 Findings

This study is intended to give answer to the question proposed throughout the paper: Which are the characteristics of a Culturally- based EFL material for rural fifth grade learners from Lorica, to develop receptive skills? In order to seek responses, the researcher implemented a needs analysis which included a questionnaire for fifth grade students, focus group interviews for rural elementary teachers and a revision of Ministry of Education documents (English suggested curriculum for primary levels and material such us ECO 2.0, Bunny Bonita and My ABC English Kit) as supplementary data.

Findings are presented by categories that arose from the type of data analyzed: qualitative and quantitative.

5.1 The results of Students' questionnaire

The following tables show students' opinions about the type of activities that EFL material should include. They presented their preferences in topics as well as the difficulties they perceive related to language learning. Also see appendix 2.

In Data analysis chapter, the researcher stated that the questionnaire was grouped in three categories, they were: Context, English class and Learners' preferences in materials. Table 2 was related to Context category: This table shows the different jobs in rural areas of Lorica.

Table. 2

Context

CONTEXT				
What do your family members and people you know do for a living?				
Option	**Variable**	**Frequency**	**Xn**	**XF (%)**
A	Agriculture	33	0,211538462	21%
B	Animal breeding	25	0,16025641	16%
C	Fishing	21	0,134615385	13%
D	House wife	56	0,358974359	36%
E	Day laborer	9	0,057692308	6%
F	Other	12	0,076923077	8%
	N	156	1	100%

Note. Question 3 from questionnaire. Source: Researcher's own elaboration.

It can be seen in table 1 that most of people around learners are house wife (36%). Great portion of people work in Agriculture (21%); the 16% of people work in animal breeding activities while only the 13 % were dedicated to fishing and 6% percent of these people were day laborers. The other 8% were jobs related to various trades.

In the open question, the researcher asked them to mention one thing they considered representative of their town. Most of students recognized typical dances such as Porro and fandango; typical food of this region near Sinú river, fried fish and rice and festivals related to their religion.

Table 3. English class: Preferences. It shows, what students considered they liked the most, their preferences and likes.

Table. 3

English class: Preferences

ENGLISH CLASS				
What do you like from English class?				
Option	**Variable**	**Frequency**	**Xn**	**XF (%)**
A	To learn words in another language	72	0,62608696	63%
b	To learn how to say things that you see in your town	18	0,15652174	16%
C	Songs that teacher brings to class	8	0,06956522	7%
d	Games that teacher brings to class	3	0,02608696	3%
E	The visual material that teacher brings	9	0,07826087	8%
F	To write sentences watching images	5	0,04347826	4%
	N	115	1	100%

Note. Responses to question 10 from questionnaire. Source: Researchers' own elaboration.

In this, almost two-thirds of the participants selected "To learn words in another language" with 63%. The other choice was related to learn how to say things around them, 16%. Only the 8% percent pointed the visual material that teacher brought to class as well as the songs which was ranked with 7%.

Table 4. English class: Main difficulties. The questions grouped here are related to what learners indicated were their difficulties in the English class.

Table. 4

English class: Main difficulties

ENGLISH CLASS				
What do you think is your main difficulty (ies) in the English class?				
Option	**Variable**	**Frequency**	**Xn**	**XF(%)**
A	The unknown words	42	0,2608697	26%
b	The pronunciation of words	40	0,2484472	25%
C	To write in English	41	0,2546589	25%
d	Listening words in English	9	0,0559002	6%
E	To talk using phrases learnt in class	7	0,0434786	4%
F	To read phrases because you do not understand	22	0,1366456	14%
	N	161	1	100%

Note. Responses to question 11 from questionnaire. Source: Researcher's own elaboration.

When the participants were asked, the majority commented that the main difficulty was the words they saw for the first time (26%). Other expressed through their choice that the main difficulty was the pronunciation and the writing of words (25%) each. It is noticeable that vocabulary, pronunciation and writing are a little further of 75% of the total weighting. Another important rate was "reading phrases because they did not understand" as one of the main difficulties they had, with 14 %. It means that students expressed writing unknown words and pronunciation of English as their main difficulties.

The next questions were related to the topics they would like to know more about it, were grouped in Table 5. English Class: Preferred Topics. It is necessary to clarify that the number of variables could had been expanded but the researcher decided to delimit the options.

Table. 5

English Class: Preferred Topics

ENGLISH CLASS				
What would you like to learn about in your English class?				
Option	**Variable**	**Frequency**	**Xn**	**XF (%)**
A	About the family	6	0,282209	28%
b	About our food	7	0,104298	10%
C	About the life in my town	9	0,177911	18%
d	About the sports that people practice in my country	18	0,110425	11%
E	About life in other countries and cities	32	0,196312	20%
F	About festivals in my town	10	0,061349	6%
G	About lifestyle of American People	10	0,061349	6%
h	Other	1	0,006137	1%
	N	163	1	100%

Note. Responses to question 13. Source: Researcher's own elaboration.

In response to the topics, they would like to learn more in class, most of surveyed indicated that they wanted to learn about family (28%), about life in other countries and cities (20%); in

third place, students chose to learn about life in their own town (18%). The other percentage were distributed in festivals, lifestyle of American people.

On the other hand, the third category was related to learners' preferences in English material. The results obtained from the questions in this category are presented in Table 6.

Table. 6

Material's Preferences

EFL Material Preferences				
What would you like to find in the English material that teacher brings to class?				
Option	**Variables**	**Frequency**	**Xn**	**XF(%)**
A	Images	40	0,1886795	19%
B	Games	54	0,2547168	25%
C	Filling gaps	38	0,1792458	18%
D	Speaking exercises in class	32	0,1509434	15%
E	Activities with phrases that you can say at home	27	0,1273589	13%
F	Activities that you can do outside the class.	21	0,0990566	100%
	N	212	1	100%

Note. Responses to question 20 from questionnaire. Source: Researcher's own elaboration.

To the question, what would like to find in the material provided for classes, most of students selected games (25%), visual elements (19%), filling gaps activities (18%), speaking activities inside and outside the classroom with 15% and 10% each.

Regarding the type of activities, they would like to find in the material, Table 7. Type of activities, shows the results.

Table. 7

Type of activities

EFL Material Preferences				
What type of activities do you find in the material provided by your teacher?				
Option	**Variable**	**Frequency**	**Xn**	**XF (%)**
A	Match words to images	43	0,22994652	23%
B	Puzzles and wordsearches	54	0,28877005	29%
C	Write sentences from pictures	36	0,19251337	19%
D	Listening to audios for completing sentences	17	0,09090909	9%
E	Draw what you wrote in English	19	0,10160428	10%
F	A song in English	16	0,0855615	9%
G	Other	1	0,00534759	1%
h	N/A	1	0,00534759	1%
	N	187	1	100%

Note. Responses to question 18 from questionnaire. Source: Researchers' own elaboration.

According to students' responses, the teachers used activities such as puzzles and wordsearches in their material (29%) and match words to images (23%). The (19%) of the total points out that teacher used activities such as drawings to accompany what students wrote in English. The other percentage (20%) are distributed in other activities such as listening for completing and a song (9%, for each variable). It is clarified that the number of options could have been more extensive, however, researcher delimited the variables.

5.2 Description of Interview responses.

After analyzing the interviews, the following sub categories and categories were drawn, taking into account the central question that addresses this study. They are presented in Table 8. Also, see appendix 3

Table. 8

Categories and subcategories

Research Question	Categories	Sub-categories
Which are the characteristics of Culturally- based EFL material for rural fifth grade learners from Lorica, to develop receptive skills?	**EFL MATERIAL PROMOTING LEARNES' ACTIVE ROLE AND ENGAGEMENT**	❖ Materials that consider students' age, academic level and interests and also enhance collaboration and interaction in class.
		❖ Students construct their own learning creating their own material in class.
	EFL MATERIALS THAT DEVELOP ABILITIES THROUGH CONTEXTUALIZED VOCABULARY AND AUDIO-VISUAL TOOLS	❖ Reading activities in EFL Materials should comprise contextualized vocabulary, manageable sentences and visual support.
		❖ Listening skills development, vocabulary learning and pronunciation improvement through the use of audios.
	EFL MATERIAL ENHANCING CULTURALLY VOCABULARY USE IN A MEANINGFUL WAY	No sub-categories

Note. Categories and subcategories emerged from interviews and documentary data. Source: Researcher's own elaboration.

In next lines, these categories and the subcategories resulting from the interviews are described, as well as the relationship of these ones with the findings from different EFL materials provided by the National Ministry of Education (MEN).

It is important to mention that most of the teachers from the five different schools of rural Lorica affirmed that they did not know and hence, they had never taught using the materials proposed by MEN. As teacher Susy commented:

> *"pero que el ministerio de educación, a nosotros no nos ha hecho llegar ningún material... si no más que todo utilizamos, ehhh, como unas capsulas educativas, algo así, que en estos momentos no me acuerdo el nombre, o yo no sé si era la, la, como los lineamientos, algo así, que nos hizo llegar el profesor Racero (English Teacher in secondary academic level), que eso lo había obtenido el del ministerio, pero de utilizar cartillas, utilizar otro material, libros así, no lo hemos hecho..."*

5.2.1 EFL material promoting learners' active role and engagement.

This category emerged due to the characteristics that teachers considered rural learners possess such as grade, age, interests, living conditions and motivation. The majority of teachers interviewed reported that EFL material used for the English class should enclose a variety of activities that motivate students to learn English. The role of EFL materials in class contribute to the development and language skills but also inspiration. For instance, when teacher Susy was asked about what she took into account when they selected an EFL material for the class, she stated "(…) *que las láminas puedan sean llamativas para ellos, los colores, la imagen, algo que les llame la atención, o sea, para que el niño centre la atención en ello."* (...pictures can be attractive for them, the colors, images, something that capture their attention, that is, to focus the child's attention on it).

In addtion, teacher Ana, from interview #5, commented about learners' excitement when they watch an English video: "yo les traigo videos y eso para que...y eso a ellos les gusta, les llama la atención bastante. a los míos les encanta, así como la educación física, también les gusta el inglés". It means that teachers made use of visual elements, such as posters, and pictures, videos to motivate students' learning.

In the case of material provided by MEN for primary learners the visual elements were presented in most of their worksheets. Also, Bunny Bonita and My ABC English Kit supplied posters and videos and flashcards to use in class. ECO 2.0, which was an especial material for rural learners presented visual aids in worksheets and 5 videos for children, however, in these videos, the teacher talked in English all the time and some of them were summary of topics were for exposing learners to language rather than learning a specific topic.

On the other hand, Carmen suggested the variation in activities for motivation: "*utilizo fichas, utilizo copias, utilizo copias, utilizo los, las fichitas hechas en cartulinas, los cubos con las palabras...*" Rural Teachers employ different activities in EFL Material to constantly motivate students' learning. One important thing is reported by Maria, a primary teacher from Castilleral school: "*…porque, o sea, cuando, es diferente cuando tu trabajas así dictando a tu tener un material donde tú lo vas a manipular, donde tu...así vas a hacer las clases más divertidas y no se le hacen aburridas a ellos...*" It means that material contributes to funnier English classes.

Other important aspect which participants suggested was the attention to the students' academic level, regarding the remote learning as pandemic backwash. As it has been reported by teacher Ana: "(…) *si académico de ellos, de su conocimiento y así, y los de quinto también, ya, ellos no están al nivel académico, no es del curso, de lo que están cursando, hay mucho atraso."* Thus, some teachers expressed the belief that academic level play an important role in the use of

EFL materials. For instance, the teacher Patricia claimed: *"al ritmo de aprendizaje de ellos porque imagínate, o sea, uno no puede llevarle algo avanzando porque ellos no lo van a manejar".* Following this idea, the researcher found in the different MEN materials that some of the activities proposed were not adequate to the learning conditions that children from Lorica possess after the pandemic time. For instance, according to what teachers expressed about the students' academic level, the Lesson #2 from ECO Kids 2.0: *"La plaza de mercado"*, (see appendix 7), the students would work in worksheet designed to the ages 6-8 years old. Besides, the suggested curriculum for fifth grades proposed project based- learning which would require amount time due to conditions of learning for rural learners and the time assigned to English class (1 hour per week in most of schools).

Other important finding from interviews was the promotion of interaction among students in EFL materials. Maria suggested that dynamic activities allowed students to interact in their class: *"**actividades dinámicas**, donde ellos puedan interactuar, donde ellos puedan completar, una actividad y así, lo importante es que ellos aprendan...buscamos la manera...".* Also, the ECO 2.0 material allowed to students to interact with partners and teacher using mostly completing conversations and practice and, Bunny Bonita also offered interaction by using mostly speaking activities and small role plays. The use of surveys, written in the suggested curriculum, as an example of the type of activities teachers could conducted in class, was an interesting finding.

The results show that dynamism and interaction are aspects to consider within EFL materials since it helps to create a language-affective atmosphere.

Apart from previous findings related to students' engagement, the creation of EFL material by students was another entrancing data that teachers reported. The researcher has called this finding: "Do-it-yourself materials" (DIY). According to what some participants informed, in some

cases, the students elaborated their material they were going to use in English class and thus they construct learning. Carmen recounted those students created vocabulary flashcards using pieces of color papers, she explained and they did it. (…) *ellos hacen, por ejemplo, carteleras, ellos hacen también unas carteleritas que yo les explique, pero en octavo de cartulina (…).*

Supporting this teacher Lili used drawings in order that students could learn the language:

> *"o sea, a mí me gusta mucho que el niño dibuje, o sea, por ejemplo, si vamos a trabajar la frutas, me gusta que el niño las dibuje, no es llevarle todo de pronto que: y tome y pégalo, no, sino que ellos lo dibujen ¿ya? y al lado le coloquen el nombre en inglés ¿ya? porque ya con el dibujo ellos se guían qué es ¿ya?*

Moreover, there were some activities within the MEN material that support this finding. For instance, in Bunny Bonita (Page 42, also see appendix 4 and 8) students were asked to create a Lottery, and the phrases to cut and paste were related to greetings. The students had the opportunity to organize the lottery as they wanted and it made English interesting for them. Also, the MEN suggested curriculum activities in which learners express daily routines by cutting and pasting from magazines or real pictures. Despite this, the tradition of vocabulary repetition "write the word until you learn it", still persist among primary teachers, especially in the conditions they teach in this remote areas, as reported teacher Consuelo: "*también escribiendo varias veces, o sea varias veces lo que se quiere aprender, yo les digo a ellos el inglés es como las matemáticas si no se practica."*

Learners' motivation and active role lead a number of materials to implement in order to attain the results that teachers want. Rural primary teachers recognized different ways to promote EFL language learning despite the limitations that process and even the geographical and social conditions could involve. The use of diverse activities in materials, especially those that bring

entertainment and interaction while they were learning; drawings and DIY materials, materials according to age, grade and academic level contribute to the development of English skills as it can be seen in the second category.

5.2.2 EFL materials that develop abilities through contextualized vocabulary and audio-visual tools

The second category comprised the promotion of receptive skills using different types of EFL materials. This category included the use of local context vocabulary in order to facilitate students' language learning and audiovisual materials that enhance listening and reading skills. In addition, the assistance of Spanish language played a paramount role in EFL materials as well as the support of school curriculum and competences.

According to what MEN proposed in ECO 2.0: *"the trasnlanguaging"* the ability to use strategically language functions from two or more languages to communicate effectively. (Celic y Seltzer, 2013) cited by MEN. It means, abilities in teachers and students to use Spanish and English in the same way to learn English. This strategy as Eco mentioned sought to facilitate learning, (See appendix 4). However, the situations in rural schools were perceived totally different. The use of Spanish in the English class is indispensable for students, so that teachers supported English materials using instructions in Spanish and translations during class. However, the use of Spanish is highly caused by the absence of teacher's knowledge about English pronunciation and they preferred to say the words in Spanish. This action did not influence in the development of listening and reading skills in learners.

On the other hand, in the five group interviews, teachers agreed with the consideration of school curriculum topics in materials and they strongly emphasized the necessity of learners to develop communicative skills, especially the recognition of words and phrases to use in higher

academic levels, as teacher Ana said: "*si, además, pequeñas oraciones donde ellos utilicen el verbo to be, que también cuando ellos lleguen al bachillerato, no se les haga difícil...*" Also, teacher Alfredo commented*: "(...) todos los pronombres y el verbo To Be, que fue lo último que nosotros vimos, conforme a los que se avanzó, para que ellos por ejemplo, al pasar a un curso superior como a un sexto pues ya ellos lleven noción dee... de esas clases."* And the teacher Carmen from la Union School claimed: *"las temáticas, los ejes temáticos, mira, que, aquí yo busco y entonces enseguida (muestra un libro) aquí esta, como yo te decía, se basa en puros textos y diálogos" (...)*

The term "Contextualized vocabulary" enrolls vocabulary and actions related to learners' geographical and cultural environment. Some participants reported interesting declarations about this issue, which captured the researchers' attention. The teacher Susy, from Campano de los Indios school, was asked about if there was a connection between context and English class, she argued:

> "*pues si porque uno debería de comenzar como que, con lo que hay en el contexto para que el niño lo aprenda en inglés, por eso te dije ellos allá manejan lo que es, o sea, pero comienzan por los números, por los nombres de los animales, entonces se les enseña ehhh los nombres de los animales que interactúan con ellos y así es más fácil para que el niño capte el aprendizaje..."*

This is the same question, developed by teacher Alfredo (Pseudonym): si debe haberla, porque es qué parte, por ejemplo, aunque estemos en un lugar apartado, ehhh hay.... productos, productos de consumo, que a veces vienen en inglés, a veces, y que a veces los niños, no, no comprenden, que significan, entonces si hay una conexión porque es que ellos a veces, por ejemplo, en el salón de clases, me dicen: "mire profe, yo escuche esto, que significa esto.... en ingles entonces sí (…).

The interaction with words related to elements from environment influences in reading development, even short sentences where learners can comprehend what is a product about or made of.

Another important point enrolled in this category is the simplicity of sentences. Most of teachers argued that they tried the basics in order that students read, understood and could use the sentences. This simplification consisted of basic grammar and vocabulary:

> "*si porque lo que hacemos es como cruzar las dos cosas, si le están dando, por ejemplo, las cosas de la escuela, entonces hacerles también pequeñas oraciones para que ellos vayan manejando también lo que es.... Con la parte de vocabulario, así como lo hacemos en lengua castellana."*

Teacher Carmen, as the researcher named her, reported that she had difficulties with the material management due to the fact that children easily forgot the words when they had to complete a sentence because the material that she used contained many dialogs and complex language, also, the book she used is about American culture and it made difficult its reading and understanding. *(…) pero yo sé que para ellos<habla rápido> va a ser difícil porque estos textos vienen con un lenguaje MUY elevado porque en estados unidos pues utilizan un lenguaje mucho más elevado y de unas palabras que ellos no conocen... (…),* Nevertheless, teacher Ana, from Castilleral school suggested "Reading using graphics": *(…) y también se hacen actividades que, por medio de gráficos, ellos también ejercen la comprensión lectora viendo gráficos...***.** This is an alternative for enhancing Reading skills in EFL materials. This is an enthralling finding since students watched graphics and they read the phrase below, recognizing the previous vocabulary learnt, or sometimes they read the phrase and matched it to the picture.

As it has been said, teachers used different types of activities and even graphics to enhance reading skill ability. The MEN materials provided graphics for reading as well as simplicity in grammar, however, it contained numerous expressions to learn that include more than one grammar structure and vocabulary set. See appendix 4.

In the same way, the teachers' experiences on listening skill development through the use of EFL materials was a riveting finding that captured researcher's attention. There were differences among teachers' perceptions when they talked about listening skills:

In one hand, teachers such as Carmen affirmed that she had never exposed learners to listen something in English, which exemplified the poor attention to listening skill. She stated: *"la habilidad de escucha solamente LO QUE YO les digo, pero que ellos no, ellos como tal como tal no, no la manejan.".* In the other hand, other teachers recognized the use of videos and songs to develop listening ability, gain vocabulary and pronunciation. As Teacher Patricia reported:

> "*tú sabes que hay muchas canciones, como por ejemplo yo los saludos se los enseñé con una cancioncita y cuando toca o a veces, la cantamos al llegar al salón, hacemos la oración en inglés (…) yo lo que les traigo es el audio, (…) les coloco la cancioncita, una, dos tres veces, después, ehhh, en el recreo otra vez se las pongo como pa (ra) que ellos la escuchen, y vayan aprendiendo (…)".*

It is relevant to say that students' biggest difficulty in terms of listening is the pronunciation, it means that EFL materials included audios for pronunciation: Teacher Patricia added: "*(…) por lo que es difícil, más que todo es la pronunciación, a ellos les cuesta mucho pronunciar, y es a uno y <whispering> le cuesta.* Also, teacher Ana commented: "*y también como te dije con videos y eso, les traigo ehhh estee audios, de cómo se pronuncia la palabra para poderle dar porque yo no tengo ese conocimiento..."*

Following the idea, the researcher found that the listening activities that one of the MEN materials promoted considered three moments of listening session (pre-listening- while listening-post listening). In these three moments the students were immersed into vocabulary and expressions, see appendix 4. However, these materials did not properly support pronunciation, that was, students listened, worked on the activity but they must listen and listen again to attain pronunciation, and only a very short segment of the listening was dedicated to this language element. In other material, as Bunny Bonita, the researcher read the following: *"Ponga el video varias veces para que los estudiantes repitan la pronunciación de las palabras." (P. 83).* This material recognized the importance of pronunciation as part of listening development.

According to what teachers affirmed, the development of listening skills in EFL materials for rural primary learners comprehend two elements: learning of vocabulary and phrases to use in punctual situations (greetings example) and pronunciation improvement. Referring to last element, teacher concerned about the fact that they did not how to pronounce in English and they decided to disregard this important aspect, and consequently students felt apathic to pronounce as well, or they used audiovisual support to complement their classes and thus, students were more exposed to language.

5.2.3 EFL material enhancing culturally vocabulary use in a meaningful way

The last category arises from one of the main important aspects of this research: learners' culture. Learners' culture. According to Ford and Kea (2009) define culture as a set of customs, traditions, habits, values that can be acquired or learnt by a group of people. Rural primary learners share cultural features, involving geographical and living conditions that deserve attention. Reporting what teachers have said about this topic within the EFL materials is the intention.

The beginning of English vocabulary learning should be marked by children's home culture and geographical space. This is what Susy commented when she was asked about whether existed a connection between learners' context and English: "*pues si porque uno debería de comenzar como que con lo que hay en el contexto para que el niño lo aprenda en inglés (…).* And she add: "(…) *comienzan por los números, por los nombres de los animales, entonces se les enseña ehhh los nombres de los animales que interactúan con ellos y así es más fácil para que el niño capte el aprendizaje."*

Some important findings were discovered referring to culture vocabulary in EFL materials, for instance, teacher Maria reported the following: "(…) *y trabajar más que todo si es la: pongamos, las herramientas, que sean las herramientas que ellos más observan allá en su, en su vereda, en su vereda, que ellos utilizan."* It suggests the importance that children recognize elements from their environment and notice the usefulness of English even in remote areas. Another important comment from Martha was: *(…) porque ellos de pronto en el colegio trabajen esto… animales en inglés, de pronto ellos en la casa los practican, y ya no le dicen ehhh perro, sino dog, o sea ya ellos van practicando también en el contexto de donde están (…)*. Another participant concluded that the involvement of children in different situations allowed them to perceive the importance of English language:

> *"(…) yo les digo cuando ustedes estén haciendo una situación problema inclúyanse, hagan que son ud los que están haciendo eso para que se les facilite...en el caso del inglés del inglés también, como dicen los compañeros, cuando ellos ven una... pongamos un ejemplo, made in china, ya ellos saben que ahí dice es hecho en china, o hecho en tal parte."*

Moreover, teachers adopt different EFL materials regarding the living conditions in remote areas. The use of copies and worksheets provides teacher and learners the flexibility and comfort

of working in the English class, instead of writing on the notebooks, which implies the use of amount time. Most of the participants pointed out the use of copies to accomplish English class. For instance, teacher Alfredo commented: "*se les trae material, o sea, fotocopiado de mi casa, más sencillo, fotocopiado y sencillo, donde viene la pronunciación, la escritura del inglés, para que ellos se apropien de eso, (…)",* teacher Ana: "*(…) y también utilizo mucha copia, yo les traigo muchas fotocopias, con todas las actividades que se van a realizar."*

In the same way, there were only one MEN material that included vocabulary and expressions related to culture. Eco 2.0 encompassed cultural vocabulary and expressions from different parts of the country. The vocabulary was related to fruit, food, musical instruments, animals, among others; even the characters belong to different regions. It means that ECO 2.0 was an intercultural supplement material that contained vocabulary focused to present cultural diversity in the country. Another aspect from this material was the practicability of the resource. This material was photocopiable and teachers could print and bring to class.

These results suggest that EFL materials for rural learners concentrate on achieving learners' knowledge about English, reading about products, using vocabulary from the context, using linguistic resources in daily situations, exposing learners to language and the physical support for learning.

In summary, all these results show teachers' experiences in the process of teaching and learning using EFL materials. There are no specifications of a unique EFL material, however, teachers from their experiences could have contributed to answer the central question of this research. The use of different materials to develop reading and listening skills could have provided more information about the characteristics that EFL materials might include and, the attention deserved to other abilities such as pronunciation as one of main teachers' concern. In addition, the

finding of using graphics for reading has provided more information about how reading material can be manipulated for learning. Furthermore, Do- It- Yourself (DIY) materials has been a relevant finding since students construct learning using material designed by themselves. The contributions of these findings have been appreciated by the researcher to construct meaning and achieve the purpose of this study and further research under this fieldwork.

5.3 Document Analysis report

The researcher clarifies that documents as supplementary data, were analyzed contrasting them with the categories emerged from focus group interviews. The template reports the extracts and the analysis of each section relevant from these documents. This analysis can be found in appendix 4.

The following table presents a brief summary of these findings, their categories, subcategories and the characteristics emerged from these results. Those should be taken into account for the use of EFL material for rural fifth graders in Lorica.

Table 10.

Characteristics that EFL material for rural fifth learners should adopt

Category	Subcategory	Characteristic that EFL materials should take into account
EFL MATERIAL PROMOTING LEARNES' ACTIVE ROLE AND ENGAGEMENT	Materials that consider students' age, academic level and interests and also enhance collaboration and interaction in class.	• The variation in activities that involve students' interest, motivation, participation, and capture their attention.

	Students construct their own learning creating their own material in class.	• The vocabulary and grammar structures should be in connection with learners' academic level, age and cultural needs to use language at school and home.
EFL MATERIALS THAT DEVELOP ABILITIES THROUGH CONTEXTUALIZED VOCABULARY AND AUDIO-VISUAL TOOLS	Reading activities in EFL Materials should comprise contextualized vocabulary, manageable sentences and visual support. Listening skills development, vocabulary learning and pronunciation improvement through the use of audios.	• The connection between contextualized vocabulary and audiovisual support for development of receptive skills in rural learners. • The attention to pronunciation in material to reduce frustration in learners and support other communicative skills as speaking.
EFL MATERIAL ENHANCING CULTURALLY VOCABULARY USE IN A MEANINGFUL WAY		• The integration of local culture in EFL materials for rural learners. The power of culture enhances, improves learners' sense of belonging.

Note. Summary of findings and characteristics emerged. Source: Researcher's own elaboration.

Discussion

The main objective of this study was to describe the characteristics that EFL material for rural elementary learners from Lorica should adopt, considering the leaners' cultural and learning needs, to develop listening and reading skills in English as the beginning of communication understanding. Therefore, according to findings, these characteristics are firstly marked by what learners preferred in EFL materials. Considering responses in questionnaire, these preferences enclosed elements as games, reading images, Do-It- Yourself (DIY) and even filling gaps activities, which allowed students to maintain expectation and fun in class. Activities connected to student's interest promote attention, participation, immersion in learning process (Ramos et al., 2016 and Alvear et al. 2017) it means that one characteristic of culturally EFL Material to develop receptive skills is the inclusion of learners' interests in terms of activities, as it can be noticeable in the sample of EFL material designed by researcher. In the same view, teachers perceived the way in which learners learnt, presenting this type of activities regarding their academic levels and living conditions. Tomlinson (2010) pointed out that materials should achieve learners' expectation, curiosity as well as they should stimulate learners in intellectual and emotional involvement.

In terms of vocabulary, Students selected vocabulary related to their environment. Vocabulary that they would like to learn more about such as family and festivals of their region. On the contrary, students also wanted to know about other countries and cities. It means that intercultural competence could be included to the extent that children can know about their own lifestyle and culture as well. MEN materials such as ECO 2.0 contributed to these fifth rural learners' preferences, however, the variation and complexity in grammar structures hindered, in a certain extent, the acquisition of topics due to the academic level that students have achieved and

the numbers of hours to teach English (Bolaños et al. 2018 and Salazar & Espejo, 2017) and hence, other characteristic of a culturally EFL material is the provision of topics, vocabulary and grammar structures according to learners academic level, prior knowledge and vocabulary associated to their immediate context, needs and wants (Hutchinson and Waters, 1987 and Salazar & Espejo 2017).

In addition, one of major difficulties for learners was pronunciation. The connection between pronunciation and listening skill is real and activities that allow students to be exposed to language and adopt their phonetical elements might contribute to other language skills as speaking (Reina, 2010 and Gradisson, 2020). MEN materials included repetition of words in their audios but they did not present a section on their physical material where pronunciation was specifically taught, to support what learners listened. Therefore, it can be suggested that Culturally EFL materials should include written and visual vocabulary that support pronunciation for rural students' language apprehension and practice, as it can be evidenced on researcher's sample of the Culturally EFL material.

Moreover, the use of audios to gain vocabulary and pronunciation as well as the variation of activities for reading comprehension led students to develop abilities despite the low academic level they evidenced. Graphics, phrases in colored papers, songs encouraged students to develop those skills. The use of audiovisual enhances vocabulary, pronunciation and language expressions (Gradisson, 2020; Reina, 2010 and Alvear, 2017). In the case of reading, it has been demonstrated the use of graphics, popular stories of town, local context association in vocabulary, and grammar structures usefulness can contribute to development of reading skill. (Kusuma, 2016 and Agustina et al., 2018). Thus, a culturally EFL material should comprise audiovisual support, local vocabulary and expressions, grammar according to age and academic levels, for enhancing receptive skills, as it is shown in the material sample. The application and practice of this

characteristic help future research to continue investigating the benefits of audiovisual support for developing reading skill in primary learners.

Equally important, contextualized language resources as support for English learning. Associating Culturally Responsive Teaching, local culture and rural environment, Gay (2000) generally suggests that CRT filters curriculum content and teaching strategies according to cultural reference to achieve a more personally and meaningful learning. With regard to this idea, the use of words related to context at these first stages of learning, strengthen meaningful connection between English and home. The findings evidenced the importance of culturally contextualized language learning to contribute to learners' better connection with English and the opportunity of practice using the target language in immediate context. Besides, the cultural adaptation or development of any EFL material for these areas should take into account the local context in which learners rise and common issues related to the region as findings have revealed. (Bolaños et al. 2018; Salazar & Espejo, 2017; Zuluaga et al. 2009 and Ramos et al. 2016). To use the language as mean to transmit culture. The attention to students' culture in EFL learning scenarios, to develop communicative skills is still a fieldwork to take in hand.

Finally, it can be said that during pandemic Covid – 19, the dropout rates raised in schools especially in remote areas of Lorica. As well as, it led to a drop in the students' academic level, harming their learning process and consequently the way teachers worked. Hence, the use of EFL materials could have been opportunity for learners' engagement in English class. Learners' active role and motivation, interests in vocabulary, the variation in activities to develop receptive skills as well as the culturally contextualized language resources were the main findings to consider for the characteristics of EFL materials in primary levels.

Conclusions

Returning to the question posted at the beginning of this study, it can be stated that EFL materials play a paramount role in English language learning. This study has attempted to describe the characteristics that EFL material for rural elementary learners from Lorica should adopt, considering the pupils' cultural and learning needs, to develop listening and reading skills in English as the beginning of communication understanding.

The variation in activities that involve students' interest, motivation, participation, and capture their attention were the first characteristic emerged. In addition, the vocabulary and grammar structures should be in connection with learners' academic level, age and cultural needs to use language at school and home; it facilitates learning and improve the sense of belonging in students. It can be the second characteristic of this material.

Another characteristic applies to the attention of pronunciation in material to reduce frustration in learners and support other communicative skills as speaking. This attention should encompass the use adequate audios for that purpose and written and visual vocabulary to support the listening. Also, the fourth characteristic relates to the connection between contextualized vocabulary and audiovisual support for development of receptive skills in rural learners. The variation in reading activities as well as the use of vocabulary and expressions related to local culture contribute to constant motivation and vocabulary association. Bearing in mind this, this study has confirmed what Tomlinson (2010) argued about the principles material developers and even teachers should regard when they develop, design, or adapt EFL materials to assist learners' necessities.

The integration of local culture should be one more characteristic in EFL materials for rural learners. The power of culture enhances, improves learners' sense of belonging, in giving

relevance to their communities, importance to their lives and, the use of English as the means to make their culture known (Villegas 1991). Considering this, the researcher took into account these characteristics presented above and applied them in the material sample shown, in order to visually explain a culturally EFL material that develop receptive skills in rural learners.

Additionally, the present study makes several noteworthy contributions to the fieldwork of rural education and EFL material development. This study enhances our understanding about these remote areas and their cultural aspects, the way learners and teachers perceive English, the geographical, living and academic limitations they face and the use of EFL materials as tool in hand to connect English and learners' home.

Furthermore, Culturally EFL materials are reflected in the use of variation in activities, considering students' interests, lifestyles and conditions of living. These conditions are known by different English education policies, however, there is still room to investigate about the identifiable rural educational scenarios and work based on these, since some limitations emerged during the process of conducting this research.

These were related to the geographical conditions that researcher faced to collect information since rural schools participating were further than expected. In addition, the difficulties to join groups for interviews because rural primary school branches are dispersed.

Another limitation was related to the fact that it is common that some rural schools in Lorica have only one fifth grade therefore, it was not a simple task to find the schools that met the requirements for the research. This is a common situation, especially in remote areas since there are not many children in these spaces or some of them do not study. And finally, yet importantly, the weather conditions. During rainy season, there were flooded areas and some schools interrupted classes. These limitations led researcher to think in the importance of rural areas and

the commitment of all English educational actors to support rural Lorica learners who deserve better conditions in education.

To conclude, further research might explore the development and application of a culturally EFL material that involves any community, the integration of communicative skills and the implementation of these characteristics emerged from this investigation.

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Appendix

Appendix 1. Sample of Culturally EFL material to develop receptive skills.

UNIVERSIDAD DE CÓRDOBA
MAESTRÍA EN LA ENSEÑANZA DEL INGLÉS
Maestrante: Delia Mariana Soto Falla

English Material

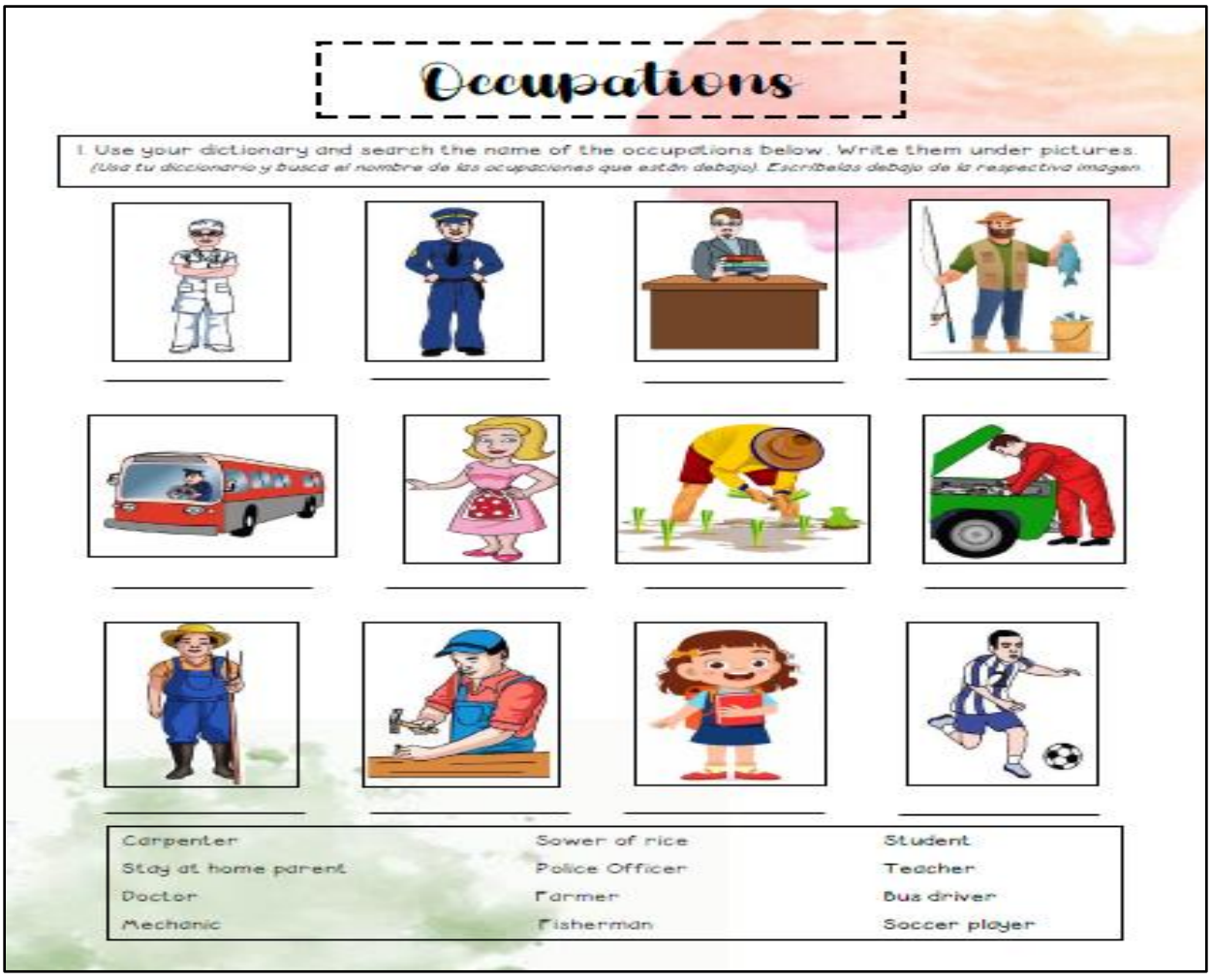
SECOND TERM

Topics:

Occupations

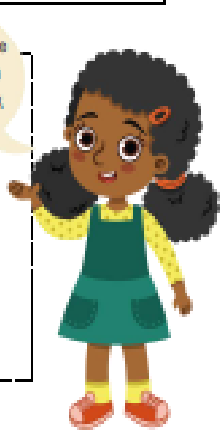
Expressions related to actions people do in their occupations.

English School curriculum				
SUBJECT: English	GRADE: fifth	TERM: Second	TEACHER'S NAME:	NUMBER OF HOURS: I per week
Basis Standards of competence	Basic Learning Rights	Topics	Competence	Evidence
Uso adecuadamente estructuras y patrones gramaticales de uso frecuente.	-Understands general and specific information in a short narrative text about topics, that are familiar or of personal interest. -Produces a short, simple, oral or written narrative text that responds to the what, who, when and where of an event or anecdote.	What do you do? VOCABULARY: Occupations: Farmer, fisherman, teacher, housewife, bus driver, Sower of rice, doctor, student, mechanic, carpenter, doctor, Police officer. GRAMMAR FOCUS: Vert To Be (am, is, are) Verbs: Work, help, raise, teach, plant, drive, catch, play, study, protect, ride, clean, go, play Present simple Expressions: I am, you are, she is... The farmer plants... The bus driver drives... I am a student... She is a doctor. What do you do? I am a... What does your family do?	Linguistic Pragmatical	-Identify the vocabulary of occupations and actions people do in different jobs. -Use patterns as "A doctor helps sick people..." to talk about different professions. -Express to classmates what people do in her/his place according to what he/she has learnt.



2. Write the occupations in your notebook. The video will help you with the pronunciation.
(Escribe las ocupaciones en tu cuaderno. Un video te ayudará con la pronunciación)

1. Carpenter
2. Student
3. Farmer
4.) Soccer player
5. Police Officer
6. Doctor
7. Mechanic
8. Teacher
9. Sower of rice
10. Bus driver
11. Fisherman
12. Housewife



3. Let's find the occupations in the wordsearch!
(¡Encontremos las ocupaciones en la sopa de letras!)

Occupations

Find the occupations in the wordsearch. Please write in the rectangle the missing occupation.

Encuentra las ocupaciones en la sopa de letras. Por favor escribe en el cuadro las ocupaciones faltantes.

f	q	z	m	e	c	h	a	n	i	c	d
i	c	a	r	p	e	n	t	e	r	v	o
s	b	b	u	s	d	r	i	v	e	r	c
h	q	f	z	z	l	q	b	l	u	a	t
e	f	o	o	t	e	a	c	h	e	r	o
r	s	t	u	d	e	n	t	b	z	i	r
o	p	n	g	o	z	n	u	r	s	e	j
f	a	r	m	e	r	o	l	t	s	q	k

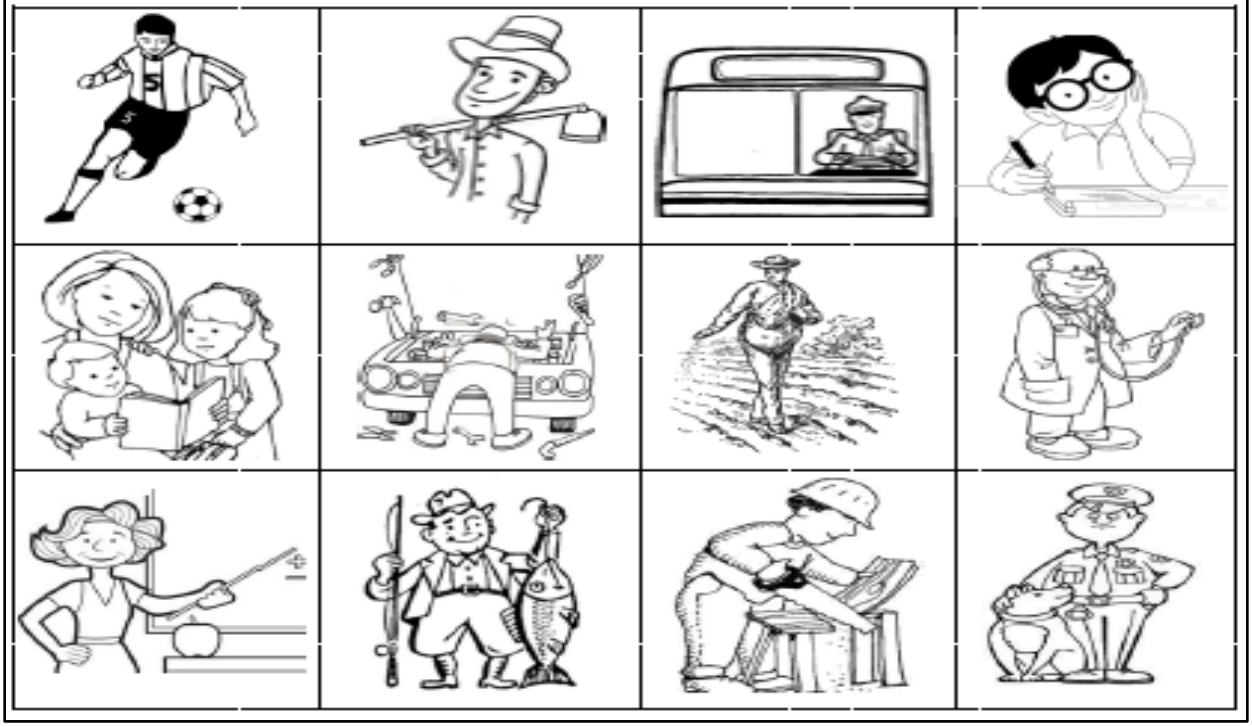
carpenter
bus driver
mechanic
student
teacher
fisher
farmer
doctor

Lottery

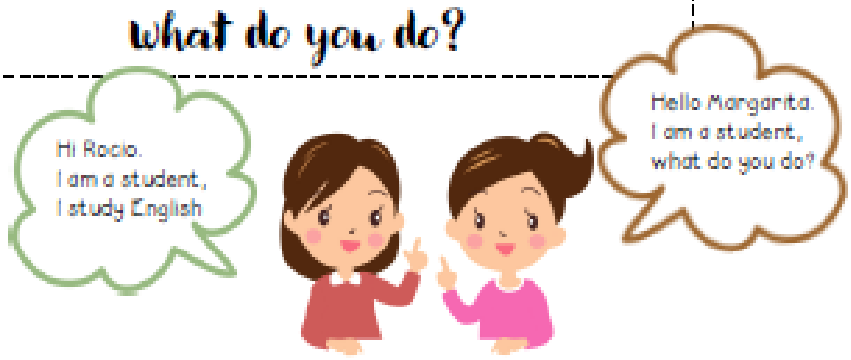
1. Instructions to create your lottery:

1. Color the occupations
2. Cut and paste the occupations that you want in the chart. Order them as you want.
   (Recorta y pega las ocupaciones que quieras en la tabla. Ordénalas como quieras).

Let's play!



I am a student; I study English
what do you do?



Let's learn what people do:

I plant vegetables
I rise animals

I work with wood

I help sick people

I repair cars

I help from home

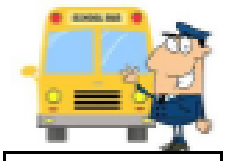
I catch fish

I protect citizens

I sow rice

I teach at school

I study at school


I drive a bus

I play soccer

5. Look at the pictures and choose the description. Use vocabulary learnt.
(Mira las imágenes y escoge la descripción correcta)

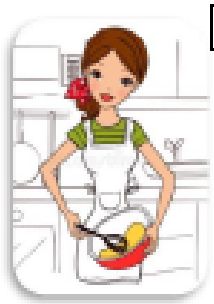
1

2

3

4

5



1. A Carpenter works with wood _____
2. A Mechanic repairs cars _____
3. A Student studies at school _____
4. A Teacher teaches at school _____
5. A Farmer raises animals and plants vegetables ____
6. A Sower of rice plants rice _____
7. A Soccer player plays soccer _____
8. A housewife helps from home _____
9. A Police Officer protects citizens _____
10. A Fisherman catches fish _____
11. A Doctor helps sick people _____
12. A Bus driver drives a bus _____

6. Write the occupations in your notebook. Teacher will help you presenting some flashcards
(Escribe las ocupaciones en tu cuaderno. El profesor te ayudará a aprender mostrándote unas tarjetas)

1. A Carpenter works with wood
2. A Mechanic repairs cars
3. A Student studies at school
4. A Teacher teaches at school
5. A Farmer raises animals and plants vegetables
6. A Sower of rice plants rice
7. A Soccer player plays soccer
8. A Bus driver drives a bus
9. A Police Officer protects citizens
10. A Fisherman catches fish
11. A Doctor helps sick people
12. A Stay-at-home parent helps from home.

Your teacher will explain to you these expressions in English

(El profe te explicará de qué se tratan estas expresiones)

I am: Yo soy

You are: Tú eres...

She is: Ella es...

He is: El es....

Example:

She is a teacher.
He is a soccer player.
You are a bus driver.
I am a student.

Complete the sentences:
(Completa las oraciones)

She is a _____
She protects citizens

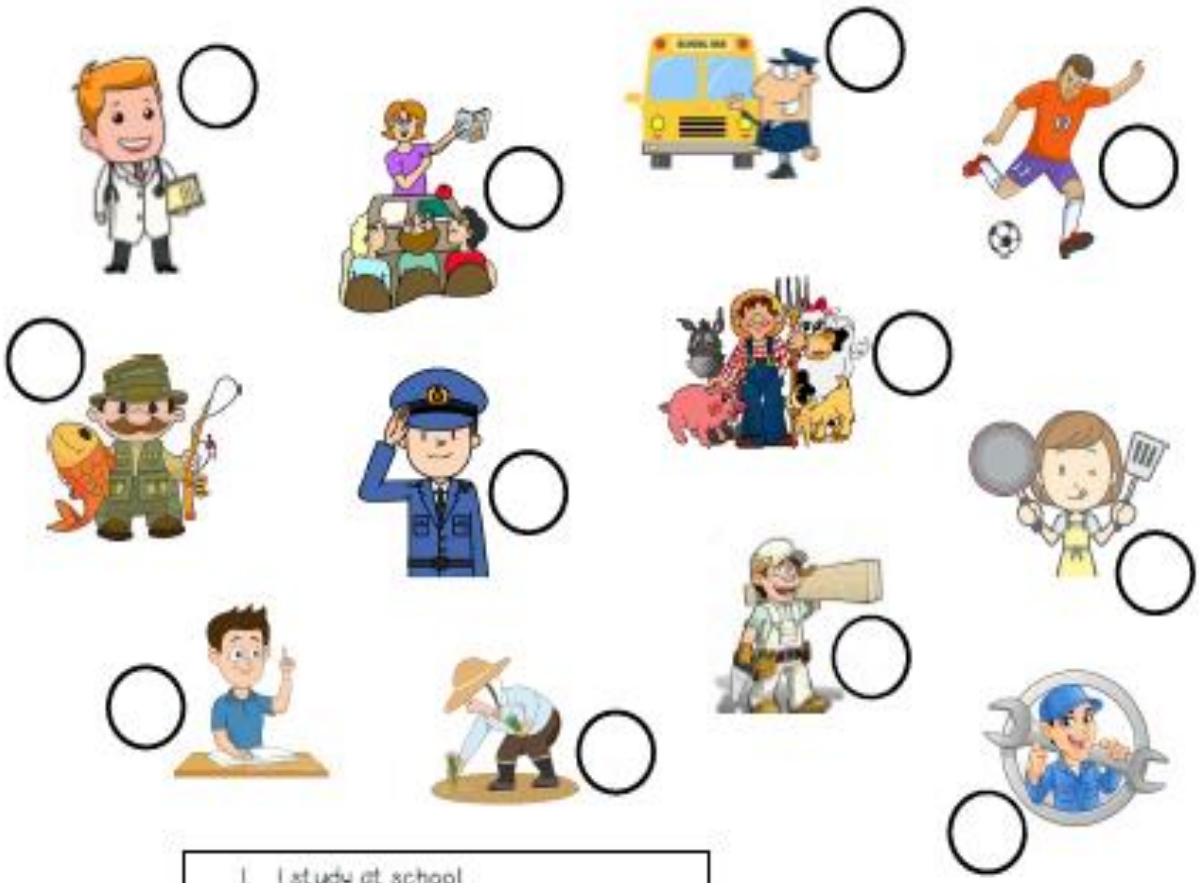
_____ _____ a doctor
He works with wood.

_____ _____ a student
I study at school.

_____ _____ a farmer
You raise animals.

Listening activity

6. Listen to the teacher and write the number when you hear the occupation
(Escucha a tu profesor y escribe el número cuando escuches la descripción de la ocupación)



1. I study at school
2. I raise animals and plant vegetables
3. I help from home
4. I drive a bus
5. I plant rice
6. I help sick people
7. I repair cars
8. I work with wood
9. I catch fish
10. I protect citizens
11. I play soccer
12. I teach at school

Reading activity

6. Read the descriptions and draw.
(Lee las descripciones y dibuja.)

My name is Camila. I am police officer. I protect citizens. I work in the streets.

My name is Cristian. I am a fisherman I catch fish. I work in the rivers.

My name is Santiago. I am a sower of rice I plant rice. I work with the crops.

Use your dictionary and look for the meaning of the words.
(Usa tu diccionario y busca el significado de las palabras)

Work: _____
Street: _____
River: _____
Crop: _____

WHAT DO YOU DO? - *(¿A qué te dedicas?)*
(Uat do yu do?)

A: What do you do?
B: I plant vegetables
A: You are farmer.
B: Yes, I am.

7. Complete the mini conversations and practice with your classmates. *(completa la mini conversación y practica con tus compañeros).*

A: What do you do?
B: I teach at school
A: You are _____.
B: Yes, I am.

A: What do you ____?
B: I play _____
A: You are _____ player.
B: Yes, I am.

A: What do you do?
B: I _____ from home.
A: You are stay-at-home parent.
B: Yes, I am.

A: What do you do?
B: I _____ cars
A: You are mechanic.
B: Yes, I ____.

A: What do you do?
B: I plant _____.
A: You are sower of rice.
B: Yes, I ____.

Reading Activity

(Read the text and do the following activities. Lee el texto y realiza las actividades).

My Family and their occupations

Hello, I am Elena, I live in a village: La Candelaria, in Lorica, with my family. I am a student in the elementary school of the village. My father, Francisco, he is a farmer. He raises animals and plant vegetables in a farm far from my house. He walks 30 minutes to go or sometimes he rides a horse. My mother, Carmen helps from home. She cleans the house and cook delicious food. I have one brother and one sister. My brother Juan goes fishing every day. But when it rains, he stays home, because floods. My sister Yulis is a student too but she likes football. She is a football player. She plays with friends here in the village. We have two dogs and one cat. Our house is big.

Use your dictionary

10. Read and underline with different colors words related to:
(Lee y subraya con diferentes colores las palabras relacionadas con):

- Family members - Animals - Work places- occupations

11 Make Drawings of two Elena 's Family members doing their activities. *(Haz dibujos de dos miembros de la familia de Elena haciendo sus actividades.)*

12. Read the questions and complete the answers
(lee las preguntas y completa la respuesta).

What does Elena do?

She is a_____.

She _____ at school.

What does the father do?

He is _____

He _____

What does Juan when he does not go to fishing?

He _____

14 Now, let's watch the video and relate places in the video to the occupations and actions people do there *(Ahora, miremos un video y relacionemos con él las ocupaciones y las acciones de esas ocupaciones)*

https://www.youtube.com/watch?v=iJMcI-p2YJ7o

What about you?

What does your family do?

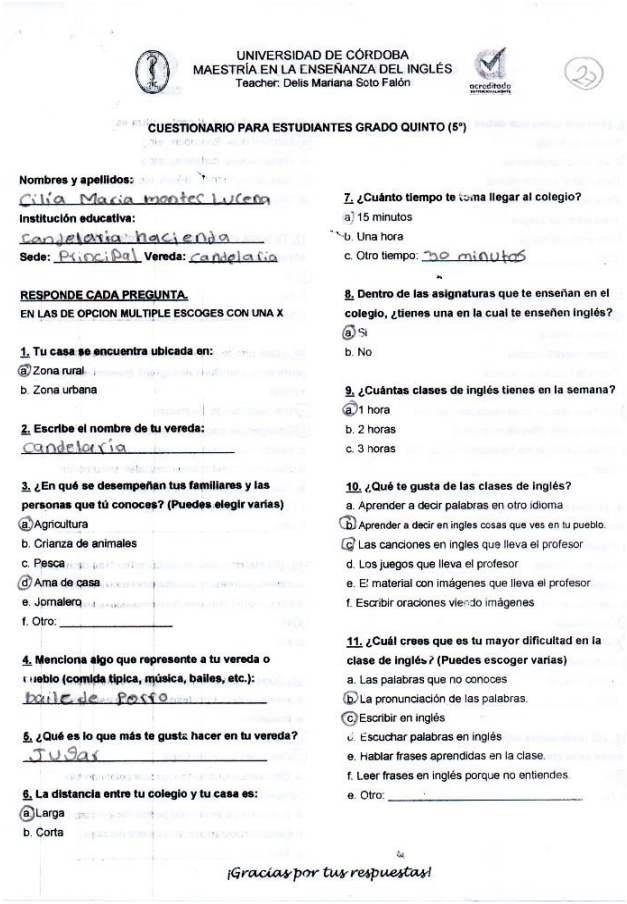
Write in your notebook using the questions:

What do you do?

What does your father do?

What does your mother do?

Appendix 2. Students' questionnaire



UNIVERSIDAD DE CÓRDOBA
MAESTRÍA EN LA ENSEÑANZA DEL INGLÉS
Teacher: Delis Mariana Soto Falón

CUESTIONARIO PARA ESTUDIANTES GRADO QUINTO (5°)

Nombres y apellidos: Cilia Maria montes Lucena
Institución educativa: Candelaria hacienda
Sede: Principal **Vereda:** Candelaria

RESPONDE CADA PREGUNTA.
EN LAS DE OPCION MULTIPLE ESCOGES CON UNA X

1. Tu casa se encuentra ubicada en:
(a) Zona rural
b. Zona urbana

2. Escribe el nombre de tu vereda: Candelaria

3. ¿En qué se desempeñan tus familiares y las personas que tú conoces? (Puedes elegir varias)
(a) Agricultura
b. Crianza de animales
c. Pesca
(d) Ama de casa
e. Jornalero
f. Otro: _____

4. Menciona algo que represente a tu vereda o pueblo (comida típica, música, bailes, etc.): baile de Fosfo

5. ¿Qué es lo que más te gusta hacer en tu vereda? Jugar

6. La distancia entre tu colegio y tu casa es:
(a) Larga
b. Corta

7. ¿Cuánto tiempo te toma llegar al colegio?
a) 15 minutos
b. Una hora
c. Otro tiempo: 30 minutos

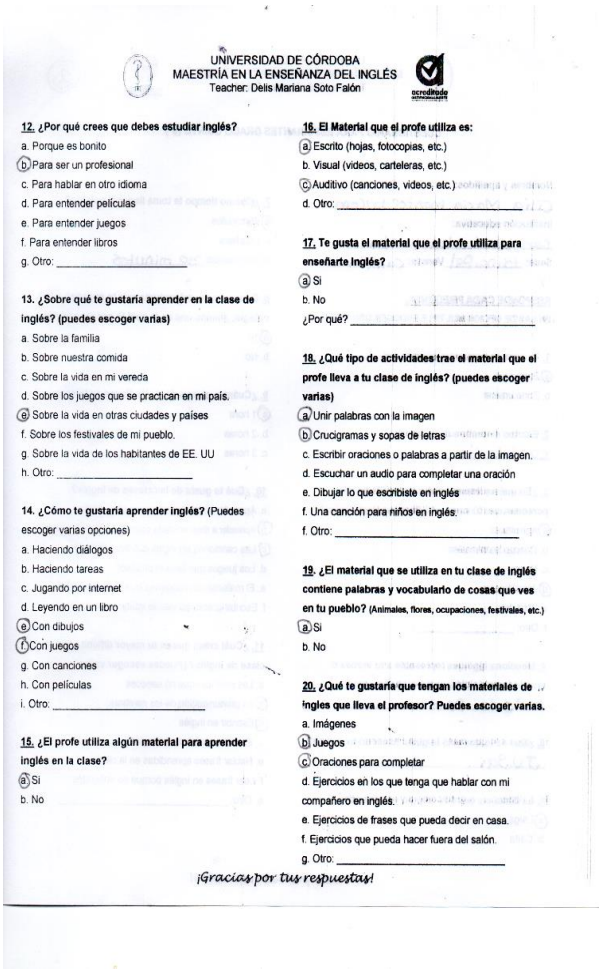
8. Dentro de las asignaturas que te enseñan en el colegio, ¿tienes una en la cual te enseñen inglés?
(a) Si
b. No

9. ¿Cuántas clases de inglés tienes en la semana?
(a) 1 hora
b. 2 horas
c. 3 horas

10. ¿Qué te gusta de las clases de inglés?
a. Aprender a decir palabras en otro idioma
(b) Aprender a decir en ingles cosas que ves en tu pueblo.
(c) Las canciones en ingles que lleva el profesor
d. Los juegos que lleva el profesor
e. El material con imágenes que lleva el profesor
f. Escribir oraciones viendo imágenes

11. ¿Cuál crees que es tu mayor dificultad en la clase de inglés? (Puedes escoger varias)
a. Las palabras que no conoces
(b) La pronunciación de las palabras.
(c) Escribir en inglés
d. Escuchar palabras en inglés
e. Hablar frases aprendidas en la clase.
f. Leer frases en inglés porque no entiendes.
e. Otro: _____

¡Gracias por tus respuestas!



UNIVERSIDAD DE CÓRDOBA
MAESTRÍA EN LA ENSEÑANZA DEL INGLÉS
Teacher: Delis Mariana Soto Falón

12. ¿Por qué crees que debes estudiar inglés?
a. Porque es bonito
(b) Para ser un profesional
c. Para hablar en otro idioma
d. Para entender películas
e. Para entender juegos
f. Para entender libros
g. Otro: _____

13. ¿Sobre qué te gustaría aprender en la clase de inglés? (puedes escoger varias)
a. Sobre la familia
b. Sobre nuestra comida
c. Sobre la vida en mi vereda
d. Sobre los juegos que se practican en mi país.
(e) Sobre la vida en otras ciudades y países
f. Sobre los festivales de mi pueblo.
g. Sobre la vida de los habitantes de EE. UU
h. Otro: _____

14. ¿Cómo te gustaría aprender inglés? (Puedes escoger varias opciones)
a. Haciendo diálogos
b. Haciendo tareas
c. Jugando por internet
d. Leyendo en un libro
(e) Con dibujos
(f) Con juegos
g. Con canciones
h. Con películas
i. Otro: _____

15. ¿El profe utiliza algún material para aprender inglés en la clase?
(a) Si
b. No

16. El Material que el profe utiliza es:
(a) Escrito (hojas, fotocopias, etc.)
b. Visual (videos, carteleras, etc.)
(c) Auditivo (canciones, videos, etc.)
d. Otro: _____

17. Te gusta el material que el profe utiliza para enseñarte inglés?
(a) Si
b. No
¿Por qué? _____

18. ¿Qué tipo de actividades trae el material que el profe lleva a tu clase de inglés? (puedes escoger varias)
(a) Unir palabras con la imagen
(b) Crucigramas y sopas de letras
c. Escribir oraciones o palabras a partir de la imagen.
d. Escuchar un audio para completar una oración
e. Dibujar lo que escribiste en inglés
f. Una canción para niños en inglés.
f. Otro: _____

19. ¿El material que se utiliza en tu clase de inglés contiene palabras y vocabulario de cosas que ves en tu pueblo? (Animales, flores, ocupaciones, festivales, etc.)
(a) Si
b. No

20. ¿Qué te gustaría que tengan los materiales de inglés que lleva el profesor? Puedes escoger varias.
a. Imágenes
(b) Juegos
(c) Oraciones para completar
d. Ejercicios en los que tenga que hablar con mi compañero en inglés.
e. Ejercicios de frases que pueda decir en casa.
f. Ejercicios que pueda hacer fuera del salón.
g. Otro: _____

¡Gracias por tus respuestas!

Appendix 3. Interview applied to teachers

UNIVERSIDAD DE CORDOBA
MAESTRÍA EN LA ENSEÑANZA DEL INGLÉS

PROYECTO DE TESIS: **RURAL LEARNERS: CULTURALLY BASED MATERIALS TO DEVELOP EFL RECEPTIVE SKILLS.**

Maestrante: Delis Mariana Soto Falón
delissotof@correo.unicordoba.edu.co
3016807855

ENTREVISTA A GRUPO FOCAL

NOMBRE DEL PARTICIPANTE:
INSTITUCION EDUCATIVA:
CARGO:
GRADOS EN EL QUE ENSEÑA:

Teniendo en cuenta sus experiencias como docente de inglés en el nivel de primaria en una institución pública rural, responda las siguientes preguntas:

1. Describa el contexto de su institución educativa:
2. ¿Podría describir la situación socioeconómica y cultural de sus estudiantes de primaria?
3. ¿Ha enseñado usted inglés?, ¿cuánto tiempo? ¿en qué grados?
4. En la institución educativa donde labora, ¿cuántas horas son dedicadas a la enseñanza del inglés como lengua extranjera en el nivel de primaria?
5. ¿Cuál cree usted es el propósito de que los niños aprendan inglés?
6. ¿Piensa usted que el inglés que aprenden en la escuela les es útil? ¿por qué?
7. En su experiencia, ¿usted cree que a los niños les gusta el inglés?, por qué?
8. A su consideración, ¿cuáles son las principales barreras que ha tenido usted como docente cuando enseña la clase de inglés? ¿por qué?
9. ¿Qué metodología (pasos) utiliza usted para enseñarles inglés?
10. ¿Siente que los niños aprenden con ella?
11. De acuerdo a su experiencia, ¿cómo les gusta a los niños aprender inglés?
12. ¿Qué cosas les llama la atención aprender del inglés?
13. ¿Cuáles cree usted que son las principales necesidades que tienen sus estudiantes con respecto a su aprendizaje del inglés?
14. ¿Utiliza algún material para sus clases de inglés? ¿De dónde lo obtiene?
15. ¿Qué clase de material utiliza? ¿por qué?
16. Ha diseñado alguna vez los materiales para sus clases?, si, no, ¿por qué?
17. ¿Qué tiene usted en cuenta a la hora de diseñar u/o escoger un material para sus clases de inglés?
18. ¿cómo se ha sentido utilizando sus materiales diseñados ?, ¿qué ha logrado?
19. ¿Podría describir la actitud de sus estudiantes cuando imparte sus clases usando materiales de inglés?
20. ¿Cuáles son los objetivos específicos que usted busca alcanzar con el uso y diseño de sus materiales en las clases de inglés?
21. ¿Propone las habilidades de escucha y lectura del inglés en sus materiales? ¿De qué manera?
22. ¿Considera usted que existe una conexión entre el aprendizaje de cualquier disciplina del saber y el contexto socio cultural de sus estudiantes? ¿Por qué?
23. ¿Considera esa conexión también para el caso de la enseñanza del inglés?
24. ¿Alguna vez ha usado los materiales puestos a disposición por el Ministerio de Educación Nacional respecto a la enseñanza del inglés? ¿por qué?
25. ¿Cuál es su concepto sobre los materiales que comúnmente son diseñados para las clases de inglés? ¿por qué?

Appendix 4. Document Analysis Template

Document Analysis Template				
	MEN Suggested Curriculum for primary level.	**ECO 2.0**	**Bunny Bonita**	**My ABC English Kit**
Author:	MEN, bilingualism program team.	MEN and British Council	MEN and British Council	MEN
Date of publication:	2016	2021	2012	2013
Major objectives:	• To make visible the curricular components and the basic contents or minimum common teaching, to which Colombian children are entitled. The intention is to stimulate discussion on the possibilities of reorganizing and adapting them to the context.	• To offer a contextualized transmedia dissemination strategy for English teaching and learning that allow to reach all regions of the country, including rural and dispersed areas, through a radio program accompanied by graphic, digital and printed content. This printed content for easy dissemination. • ECO 2.0 seeks to awaken and strengthen children's interest and motivation to learn and develop their communicative competence in English, using translanguage and develop their communicative competence in English, using trans linguistic strategies, which imply that students should not have to give	• To accompany the teacher and the student in meaningful and fun learning process that allows them to use the English language in a confident and effective way in and out of the classroom. • Pay special attention to the development of vocabulary and communicative functions that are of immediate use by the student and teacher.	• To guide English classes in different Colombian contexts: rural, urban, official sector and also in the private sector. • Broaden the spectrum of pedagogical practices in the classroom. • Become familiar with and improve the lesson planning process. • Implement communicative activities that generate high levels of motivation in children. • Contribute to the learning of the English language by primary school children in a more experiential and meaningful way.

		up the main linguistic resource they have: their mother tongue.		• To help children develop their communicative competencies through playful activities.
Compared Analysis Taking Categories Emerged from Interviews				
Categories and subcategories	**MEN Suggested Curriculum**	**Eco 2.0**	**Bunny Bonita**	**My Abc English Kit**
EFL MATERIAL PROMOTING LEARNES' ACTIVE ROLE AND ENGAGEMENT	Learner como *participante activo de su proceso de aprendizaje, en su interacción con el otro. (p. 25)* *"Construir su propio conocimiento desde su dimensión personal y a partir del contacto con los demás, apoyado por su naturaleza sociocultural. Que sea un sujeto activo durante el desarrollo de sus procesos integrales de formación (cognitivos, socioafectivos, éticos, estéticos, psico-social, etc.), que se involucre y participe en cada una de las actividades propuestas lleno de motivación y con la dinámica misma que caracteriza esta etapa de desarrollo, con miras a iniciar procesos educativos" (p. 36).* *"En este documento, los y las docentes de **cuarto y quinto** encontrarán sugerencias de proyectos a realizar en cada periodo escolar, los cuales pueden contribuir*	*"Hay que recordar que, según el nivel comunicativo de los niños y niñas, éstos pueden explorar el contenido de la Sección 2 o 3 diseñados para rangos de edad diferente y poner a prueba su conocimiento y habilidades." (p.30).* *Las guías están diseñadas para que puedan ser usadas de manera autónoma o con el apoyo de los padres de familia o docentes y se relacionan con cada una de las cápsulas del programa radial ECO Kids, sin ser esto una condición para su desarrollo. (p.30).* The activities proposed were not adequate to the learning conditions that children from Lorica possess after the pandemic time. I analyzed The Lesson #2 from ECO Kids 2.0: "La plaza de mercado". The students would work in worksheet designed to the ages 6-8 years old. ECO 2.0, which was an especial material for rural learners presented visual aids in worksheets and 5 videos for	*"Bunny Bonita presta especial atención al desarrollo del vocabulario y funciones comunicativas que son de uso inmediato por el estudiante y profesor en el salón de clase."* *"Las nuevas lecciones de Bunny Bonita están enmarcadas dentro de la metodología de Respuesta Física Total (TPR por sus siglas en inglés). Esta metodología se fundamenta en la idea de que una lengua puede ser enseñada usando el movimiento físico como forma de reaccionar a un impulso verbal." (p.2)* *"Instructions:* *Learn this dialogue and act it out to the class." (p. 84)*	*"Organice actividades en parejas y en grupos y procure que los procesos de lectura sean de tipo colectivo."* The visual elements were presented in most of their worksheets. Also, Bunny Bonita and My ABC English Kit supplied posters and videos and flashcards to use in class. Another important aspect of these set of materials is the do- it-yourself activities that they contain, this especial characteristic promotes learners to construct their own material and hence their own learning.

	al alcance de las metas de aprendizaje propuestas." (p. 20) The suggested curriculum for fifth grades proposed project based-learning which would require amount time due to conditions of learning for rural learners and the time assigned to English class (1 hour per week in most of schools). *"Diseñar una pequeña encuesta en inglés, con ayuda del profesor, que debe ser aplicada en clase, para establecer las rutinas* *desarrolladas por los niños y niñas diariamente.* *What is your daily routine? What time do you do_____?" (p.222)* The use of surveys, written in the suggested curriculum, as an example of the type of activities teachers could conducted in class, was an interesting finding. The results show that dynamism and interaction are aspects to consider within EFL materials since it helps to create a language-affective atmosphere.	children, however, in these videos, the teacher talked in English all the time and some of them were summary of topics were for exposing learners to language rather than learning a specific topic.	*Instructions: Cut out the flash cards, take one, then mime the* *action for your classmates to guess. (p. 64).* *Hoja de trabajo 2.5: Bunny Bonita greets you formally.* *Instructions: Let's create a lottery! Draw a picture that corresponds to each sentence. (p.42).* Another important aspect of these set of materials is the do- it-yourself activities that they contain, this especial characteristic promotes learners to construct their own material and hence their own learning.	
EFL MATERIALS THAT DEVELOP ABILITIES THROUGH CONTEXTUALIZED VOCABULARY AND AUDIO-VISUAL TOOLS	*Estándares de lectura:* *-Sigo la secuencia de una historia sencilla, a partir de* *imágenes y palabras conocidas.* *-Puedo predecir una historia a partir de las* *ilustraciones y las palabras claves conocidas.* *-Relaciono ilustraciones con oraciones sencillas,*	***"Better this way:** Es un espacio donde a través de mensajes electrónicos, los oyentes envían preguntas sobre la forma correcta de decir algo, expresarse o usar el idioma inglés." (p. 11)* *"Los docentes pueden realizar su planeación de clase de forma habitual considerando una sección como una actividad de escucha. Es decir, se debe*	*"Ponga el video varias veces para que los estudiantes repitan la pronunciación de las palabras." (P. 83)* *"Instructions: read the sentences, count the objects and write their names on the line." (p. 80)*	*"La lectura de imágenes e ilustraciones es especialmente importante con los estudiantes más pequeños. El docente selecciona una historia sencilla y puede* *realizar las siguientes actividades antes de la lectura del texto:*

	sobre temas que me son familiares. *-Reconozco palabras y frases familiares en contextos* *inmediatos.* *Estándares de escucha:* *-Reconozco cuando me hablan en inglés y reacciono* *de manera verbal y no verbal.* *-Sigo la secuencia de un cuento corto apoyado en* *imágenes.* *-Comprendo descripciones cortas.* *"La escucha se considera la habilidad fundamental para* *promover el aprestamiento comunicativo en los niveles de* *transición a quinto, es por esto que es la habilidad que se* *enfatiza desde el inicio del proceso de aprendizaje."* *"Cabe resaltar que, debido a las características del personal* *docente a cargo de la enseñanza del inglés, se sugiere que ellos cuenten con herramientas que les apoyen en el desarrollo de esta habilidad (material audiovisual,* *reproductores de audio, etc.)" (p.29).* *"Se inicia con un proceso de lectura de imágenes y comprensión de narraciones sencillas a partir de las mismas en los grados*	*proveer un ambiente adecuado para realizar la actividad, generar expectativas frente a lo que se escuchará y asignar una tarea corta pero que active el conocimiento previo y la curiosidad (pre-listening) de los estudiantes." (p. 21).* *"De igual manera, se debe asignar una tarea que los estudiantes deberán realizar mientras escuchan el programa. Esta debe ir de lo general a lo particular o, en otras palabras, de la* *idea general de la sección a los detalles (listening for gist and detail)." (p. 11)* *"Es muy importante asignar un ejercicio sencillo (while-listening) pero que permita a los estudiantes mantener su concentración en lo que ocurre en la sección; esto despertará el sentido de curiosidad y compromiso para hacer la actividad."* *"Los videos de micro aprendizaje o microlearning videos, son una estrategia de aprendizaje que descompone un tema en partes más pequeñas y sencillas para facilitar su comprensión y* *retención.* *Cada video es de aproximadamente 2 minutos y desarrollan temáticas relevantes al contexto de* *los aprendices y docentes brindando ejemplos de la vida real y "llamados a la acción" que invitan a los*	Bunny Bonita recognized the importance of pronunciation as part of listening development.	*- Mostrar a los niños las ilustraciones.* *-Pedirles que digan todo lo que puedan sobre las mismas (puede ser en español si son principiantes).* *-Vaya escribiendo el vocabulario central en inglés en el tablero, en la medida en que los niños hacen la descripción: palabras centrales, acciones, etc." (p.29).* *"Enfatice en la comprensión de los textos y en ir adquiriendo una buena pronunciación y entonación,* *pero asegúrese que los niños tengan suficiente exposición a lectura de textos por parte del docente y de textos grabados en audios." (p. 26)* *"Enseñar a los niños una canción que contenga el vocabulario del tema. Puede escoger cualquiera de la Cartilla 2, sección Songs.* *Se pueden repartir flashcards (tarjetas didácticas)."* *"• Cada vez que un niño o una niña escuche su palabra en la canción, levantará su flashcard para que todos la vean.* *• Otra opción es detener la música justo antes de que la canción diga cada palabra.*

	iniciales, para luego ir progresando hacia tareas un poco más complejas como la comprensión de descripciones cortas y sencillas en los grados cuarto y quinto." (p. 38).	*espectadores a hacer algo con lo que han aprendido del video." (p.22)* *En primer lugar y una vez los docentes hayan identificado la necesidad de utilizar un corto video de micro-aprendizaje, pueden asegurarse de revisar su contenido, lenguaje funcional, competencias y habilidades que permite desarrollar, esto con el fin de lograr una mayor articulación con el contenido de la clase de inglés y de los objetivos que se quiere alcanzar.* ECO 2.0 provides graphics for reading as well as simplicity in grammar, however, it contained numerous expressions to learn that include more than one grammar structure and vocabulary set.		*• Se muestra la flashcard correspondiente en dicha pausa y los niños tendrán que decir la palabra en alto.* *• Ellos mismos se corregirán al poner de nuevo la canción." (p.29)*
EFL MATERIAL ENHANCING CULTURALLY VOCABULARY USE IN A MEANINGFUL WAY	*"El aprendizaje dentro de este enfoque es igualmente una* *construcción social que se hace partiendo del entorno "enseñanza participativa e interactiva, ya que se centra en lo que ocurre en la cotidianidad" (p. 29)* *"El enfoque contextual para el aprendizaje del inglés, en este* *currículo, busca promover el desarrollo de la lengua en* *ambientes colaborativos que favorecen la interacción* *de los niños y niñas con sus semejantes y en escenarios* *que son conocidos, y que pueden ir expandiéndose hasta alcanzar la interacción con el mundo." (p.29).*	*"Emplean un lenguaje sencillo y cercano al contexto de los niños, niñas y sus familias". (p.29).* *"La actividad 1 siempre invita a los niños y niñas a realizar una tarea con énfasis lexical en un contexto dado. Por ejemplo, en una finca agro-sostenible. Mientras que la actividad 2 los lleva a responder una pregunta relacionada con sus gustos, intereses o con su contexto." (p. 29).* *Este conjunto de* *recursos está permeado por los enfoques intercultural y comunicativo funcional. Esto tiene* *que ver con la posibilidad de usar el español y el inglés con diferentes*		*"Utilice ejemplos que tengan relevancia cultural para los niños; realice analogías al presentar un tema o vocabulario nuevo.* *• Use escenarios reales como: llevar a los niños a la plaza de mercado para que manipulen las frutas y verduras; hacer un recorrido por el barrio para identificar lugares, colores, practicar los números* *contando casas, etc."* Most of the activities that promote My ABC English Kit, are generalizable, it means that they can be adapted to any context.

	"La diversidad en el Currículo Sugerido fortalece relaciones interculturales de los niños y niñas, y promueve el conocimiento de su propia cultura, y el respeto a las diferencias con las demás." (p. 31)	*propósitos comunicativos teniendo en cuenta los variados contextos en los que los niños, niñas y jóvenes interactúan y la riqueza cultural del país. (p. 6)* Eco 2.0 encompassed cultural vocabulary and expressions from different parts of the country. The vocabulary was related to fruit, food, musical instruments, animals, among others; even the characters belong to different regions. It means that ECO 2.0 was an intercultural supplement material that contained vocabulary focused to present cultural diversity in the country. Another aspect from this material was the practicability of the resource. This material was photocopiable and teachers could print and bring to class.		These activities promote learning using real scenarios.

Note. Document Analysis template: Document extracts contrasted with categories emerged form interview. Source: https://www.colombiaaprende.edu.co/contenidos/coleccion/bunny-bonita ; https://eco.colombiaaprende.edu.co/wpfd_file/guia-metodologica-my-abc-english-kit/ ; https://eco.colombiaaprende.edu.co/ https://eco.colombiaaprende.edu.co/2021/10/29/mallas-de-aprendizaje-de-ingles-para-transicion-a-5-de-primaria/

Appendix 5. Document Analysis template

Document Analysis Template				
	MEN Suggested Curriculum for primary level.	**ECO 2.0**	**Bunny Bonita**	**My ABC English Kit**
Author:	MEN, bilingualism program team.	MEN and British Council	MEN and British Council	MEN
Date of publication:				
Major objectives:				
Compared Analysis Taking Categories Emerged from Interviews				
Categories and subcategories	**MEN Suggested Curriculum**	**Eco 2.0**	**Bunny Bonita**	**My Abc English Kit**
EFL MATERIAL PROMOTING LEARNES' ACTIVE ROLE AND ENGAGEMENT				
EFL MATERIALS THAT DEVELOP ABILITIES THROUGH CONTEXTUALIZED VOCABULARY AND AUDIO-VISUAL TOOLS				
EFL MATERIAL ENHANCING CULTURALLY VOCABULARY USE IN A MEANINGFUL WAY				

Appendix 6. Informed consent

UNIVERSIDAD DE CÓRDOBA
MAESTRÍA EN LA ENSEÑANZA DEL INGLÉS

PROYECTO DE TESIS: **RURAL LEARNERS: CULTURALLY BASED MATERIALS TO DEVELOP EFL COMMUNICATION SKILLS.**

Maestrante: Delis Mariana Soto Falón
delissotof@correo.unicordoba.edu.co
3016807855

Lorica- Córdoba marzo 28-2022

INSTITUCION EDUCATIVA CASTILLERAL

Apreciados docentes de primaria.

Es grato para mi saludarles, mi nombre es DELIS MARIANA SOTO FALON, identificada con cedula n°1.067.905.288, docente de inglés de la institución Educativa Román Chica Olaya ubicada en el corregimiento La Doctrina, Lorica y estudiante del programa MAESTRIA EN LA ENSEÑANZA DEL INGLES de la Universidad de Córdoba.

El motivo por el cual me dirijo a ustedes es para solicitarles de manera voluntaria y respetuosa su participación en la obtención de algunos datos para mi trabajo de grado, el cual lleva por titulo ***ESTUDIANTES RURALES: MATERIALES BASADOS EN LA CULTURA PARA EL DESARROLLO DE LAS HABILIDADES RECEPTIVAS DEL INGLES.***

Los instrumentos a aplicar son:

-Cuestionario físico para los niños de grado quinto (5°).

-Entrevista a docentes de primaria que enseñen ingles en grado quinto.

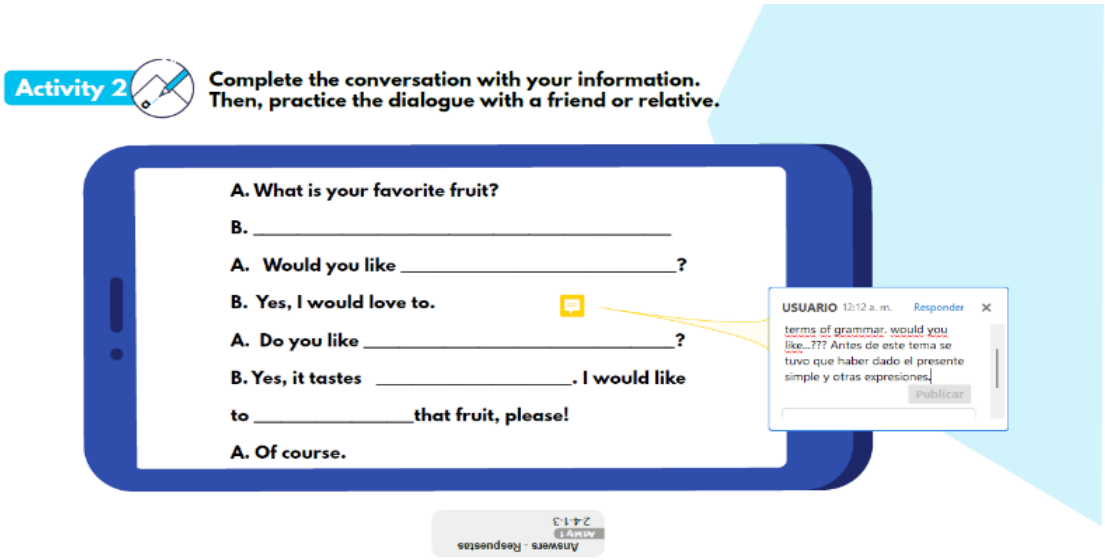
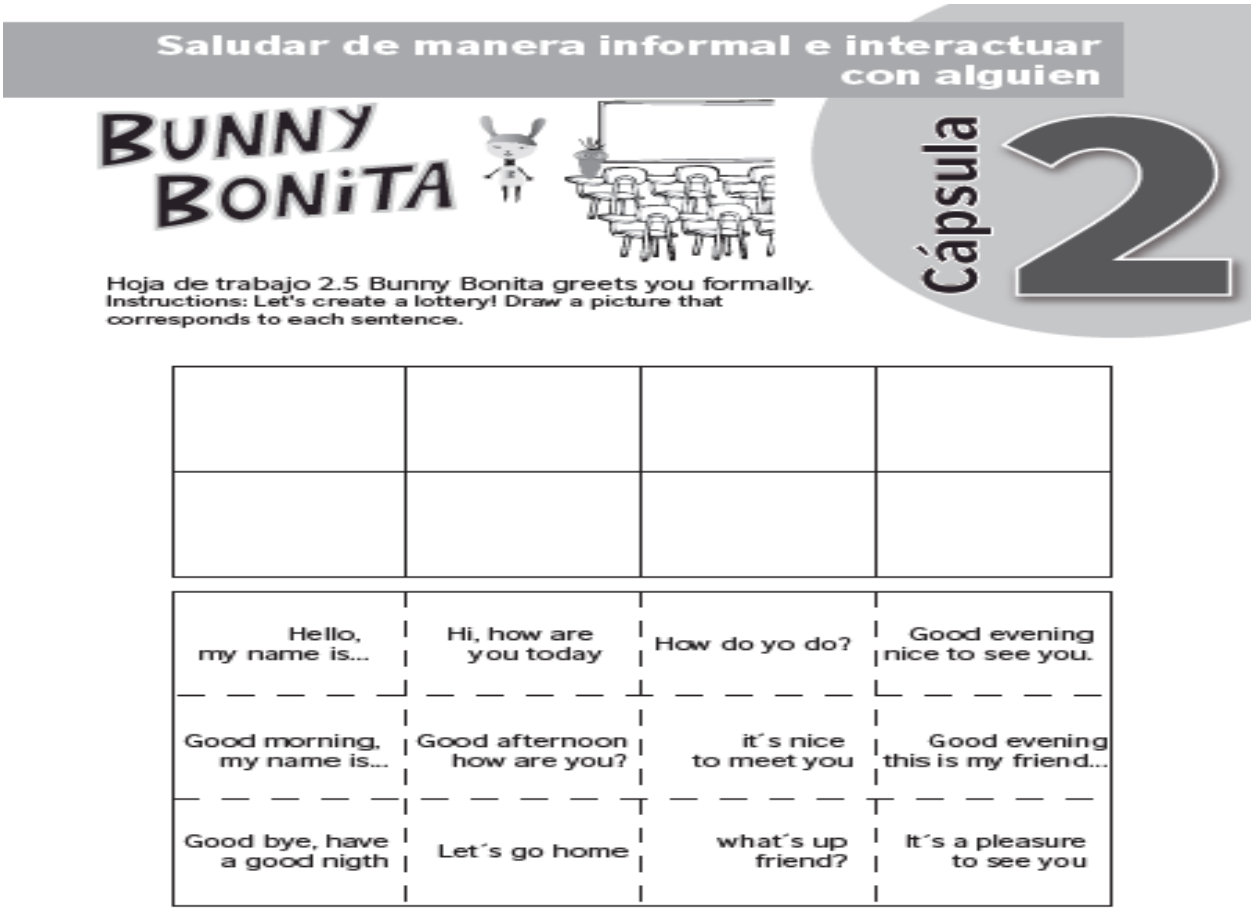
Cada uno de los datos obtenidos durante esta aplicación quedarán en total confidencialidad y no se revelará la identidad de ningún participante.

Aprecio mucho su colaboración y participación voluntaria en este proyecto, del cual, gratamente les estaré informando sus resultados.

Delis Soto Falón

Lic. Delis Soto Falón. 1.067.905.288.

Appendix 7. Grammar structure of lesson #2 from Eco 2.0



Appendix 8. Lottery from Bunny Bonita. Page 42