

**Pedagogical Strategies for English Teaching in Rural Contexts in Latin America:  
Challenges, Current Practices, and trends**

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Escuela Ciencias de la Educación

Licenciatura en Lenguas Extranjeras con énfasis en Inglés

2025

### **Dedication**

I dedicate this work to my family, to my parents, who, with their constant example, have taught me the value of education, and who with their effort and sacrifice have supported me in every moment of my life. To my brothers, my girlfriend and my uncles who with their love, unconditional support and teachings have inspired and motivated me to continue forward in my academic, family and social life.

To the rural teachers of my land and especially those belonging to the José Félix de Restrepo Rural Educational Institution, who opened the doors to me and supported me in my pedagogical educational practices, who despite the adversities and limited conditions, strive every day to offer the best of themselves for the education of students. May this research be a contribution to their admirable work and a recognition of their commitment to education in our rural areas.

### Specialized Analytical Summary

Title	Pedagogical Strategies for English Teaching in Rural Contexts in Latin America: Challenges, Current Practices, and trends.
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Editorial	Universidad Nacional Abierta y a Distancia
Date	June 4, 2025
Keywords	Pedagogical strategies, English teaching, Rural education, English Teaching Trends, EFL.
Description	Research Project; Monograph
Contents	<p>Este estudio busca evaluar las estrategias pedagógicas para la enseñanza del inglés en América Latina, específicamente en zonas rurales, en los niveles de primaria y secundaria, mediante la categorización de las prácticas pedagógicas actuales más comunes y ampliamente utilizadas en la enseñanza del inglés como lengua extranjera. También aborda los desafíos que enfrentan actualmente las escuelas rurales, analiza las tendencias que pueden abordar las necesidades presentadas en estos entornos y contrasta la realidad colombiana con casos presentados en América Latina. Este estudio es importante ya que tiene un gran potencial para ayudar a estas zonas desfavorecidas y aborda los desafíos críticos que enfrentan las instituciones educativas rurales en América Latina, ayudando a llenar el vacío en la literatura sobre este tema poco estudiado, especialmente en América Latina y Colombia. La investigación se realizó utilizando un enfoque cualitativo a</p>

	<p>través de una revisión sistemática de la literatura, recopilando datos de estudios y artículos académicos de fuentes como Google Scholar, Elicit y Scopus. Otra herramienta utilizada para la codificación temática y la identificación de patrones fue Atlas.ti. Los hallazgos revelan que existen múltiples desafíos en los contextos rurales, dominados por barreras estructurales como la falta de recursos (tecnológicos y materiales), la limitada capacitación docente y la infraestructura inadecuada. Las prácticas actuales identificadas incluyen la evaluación colaborativa, la integración pedagógica de las TIC, las estrategias comunitarias y la adaptación de recursos, que a menudo son desarrolladas por los docentes para superar las limitaciones. Las tendencias emergentes involucran el uso de la tecnología, enfoques contextualizados e interculturales, y modelos como la "Escuela Nueva". Los hallazgos sugieren la necesidad de enfoques diversos y adaptativos, destacando que las barreras estructurales requieren soluciones políticas sistémicas. Se aboga por políticas públicas integrales para fortalecer la formación docente, garantizar recursos adecuados y promover una educación lingüística inclusiva y relevante, reconociendo y apoyando las prácticas adaptativas existentes.</p>
<p>Research Line</p>	<p>The research was conducted using a qualitative approach through a deep review, compiling data from studies and academic articles from sources such as Google Scholar, Elicit, and Scopus. This study is part of the ECEDU's line <i>Argumentación, Pedagogía y Aprendizaje</i>.</p>

Conclusions	<p>Structural barriers appear to be the most common obstacles and those that most affect the educational process in rural areas. These barriers include a lack of both technological resources (obsolete devices, poor and limited connectivity) and adequate teaching materials. The lack of trained teachers also emerges as one of the most outstanding problems, as rural teachers lack specialized training in English, which turns them into generalist and traditional teachers. It is also common to see that both classrooms and the physical facilities in general have spaces in very precarious conditions, which also limits pedagogical dynamics. Furthermore, factors such as multi-grade classrooms and the low attitude and irrelevance that students place on acquiring a second language increase the gaps. These findings suggest that structural barriers require solutions at the public policy level.</p> <p>Despite all these barriers and limitations, teachers are using various practices, such as collaborative assessment (CP-CA01), the pedagogical integration of ICTs (CP-TPI06), the use of community strategies (CRS04), and resource adaptation (CP-RAD01), as strategies and a sense of resilience when facing challenges and adapting to different situations. In the absence of institutional support, teachers are constantly developing their own strategies based on personal experiences. It is of utmost importance to adapt methods to rural contexts that integrate local knowledge and value the cultural and linguistic diversity of students.</p> <p>Among the emerging trends in English teaching in rural areas, the most notable are the use of ICTs and digital tools, contextualized and</p>
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	<p>intercultural approaches, pedagogical models such as "Escuela Nueva", which promote active and collaborative learning, Project-Based Learning (PBL), and Reading to Learn (R2L). Although these trends seek to adapt teaching to the rural environment and realities, their adoption is limited across different settings, highlighting a tension between innovation and structural barriers.</p> <p>Improving English language instruction in rural areas not only contributes to the development of language skills, but also empowers and contributes to the growth of students and, consequently, communities, by providing access to better educational and employment opportunities. Likewise, supporting teachers' adaptive practices is key to achieving meaningful education in the region and promoting equity and social justice in education</p>
Advisor	Juan Camilo Perez Hernandez

## Abstract

This study seeks to evaluate pedagogical strategies for teaching English in Latin America, specifically in rural areas, at the primary and secondary levels, by categorizing the most common and widely used current pedagogical practices in the teaching of English as a foreign language. It also addresses the challenges currently faced in rural schools, analyzes trends that can address the needs presented in these settings, and contrasts the Colombian reality with cases presented in Latin America. This study is important since it has a huge potential to help these disadvantaged zones and it addresses critical challenges faced by rural educational institutions in Latin America, helping to fill the gap in the literature on this understudied topic, especially in Latin America and Colombia. The research was conducted using a qualitative approach, compiling data from studies and academic articles from sources such as Google Scholar, Elicit, and Scopus. Another tool used for the thematic coding and pattern identification was the Atlas.ti. The findings reveal that there are multiple challenges in rural contexts, dominated by structural barriers such as a lack of resources (technological and material), limited teacher training, and inadequate infrastructure. The current practices identified include collaborative assessment, pedagogical integration of ICTs, community-based strategies, and resource adaptation, which are often developed by teachers to overcome the limitations. The emerging trends involve the use of technology, contextualized and intercultural approaches, and models such as the "Escuela Nueva." The findings suggest the need for diverse and adaptive approaches, highlighting that structural barriers require systemic policy solutions. Comprehensive public policies are advocated to strengthen teacher training, ensure adequate resources, and promote inclusive and relevant language education, recognizing and supporting existing adaptive practices.

***Key words:*** Pedagogical strategies, English teaching, Rural education, Latin America, Challenges, Current practices, Trends.

### **Acknowledgements**

This project would not have been possible without the support and encouragement of many individuals and the institution who have supported me throughout my academic growth and the process of researching and writing this monograph. All their guidance, encouragement, and assistance were essentials for the development of this academic paper.

First, I extend my sincere thanks to my academic advisor, Juan Camilo Perez Hernandez, whose guidance, expertise, patience, and insightful feedback were invaluable. His continued and dedicated support and mentorship have profoundly shaped my research, thinking and approach to this project.

This research would not have been also possible without the support of Universidad Nacional Abierta y a Distancia - UNAD, which provided me with the resources, funding, and intellectual environment necessary to pursue this project.

I am also deeply grateful to the members of my family, especially my parents. I thank them for their unwavering support, understanding, and encouragement throughout this journey. Their belief on me has been a constant source of motivation.

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## Introduction

It is well known that English is considered the universal language, not because of the number of people who speak it, but because of its influence around the world. Its importance lies in business and commerce, science and technology, media, and education. Therefore, it is extremely important, and many countries implement it in their education, so that their inhabitants have access to better educational and employment opportunities. However, only a few have access to a decent, quality education. In Colombia, as in Latin America, rural contexts face significant challenges that affect the teaching-learning process and, consequently, the development and future of students. These rural areas, which are characterized by diverse socioeconomic, geographic, and cultural realities, often lack the resources and support necessary to implement effective language programs.

The common problems faced by rural institutions in Latin America include limited infrastructure, such as inadequate and poorly maintained classrooms. There is a recurring lack of adequate resources, ranging from relevant teaching materials to technological tools and reliable connectivity. A critical barrier is the limited training and knowledge of many rural English teachers; they are generally generalists and lack formal experience teaching a foreign language. Other factors such as multi-grade classrooms, institutional support, and rural students' perceptions of English in their daily lives are equally influential in these barriers. Furthermore, all these challenges and opportunities for improvement that may arise are often not addressed by educational policies. All the above restricts pedagogical dynamics and affects the teaching-learning process in rural institutions.

This is a transcendental issue affecting many populations in Latin America and Colombia, since it remains understudied and presents a significant gap in the existing literature. These regions, with diverse and complex rural realities, deserve more detailed attention. Understanding the pedagogical strategies currently in use, the challenges that persist, and emerging trends is crucial for developing more equitable and effective educational environments and approaches.

This monograph, entitled "Pedagogical Strategies for English Teaching in Rural Contexts in Latin America: Challenges, Current Practices, and Trends" seeks to address this gap. The general purpose of this study is to evaluate pedagogical strategies for teaching English in Latin America, specifically in rural areas at the primary and secondary education levels, identifying challenges, current teaching practices, and emerging trends in English language teaching. To achieve this overall objective, the research aimed to: first, to categorize the most common and currently used pedagogical practices in teaching English as a foreign language, addressing their challenges and strategies presented in primary and secondary education in rural schools in Latin America; second, to analyze the trends used in teaching English as a foreign language in rural environments, to meet the needs of primary and secondary education in Latin America; and third, To contrast the Colombian reality with cases in Latin American contexts, highlighting the common components, differences and challenges in EFL in primary and secondary schools.

The importance of this study lies in its potential to reveal what is currently happening in rural education, not only in the area of English but also in other areas of knowledge. This study aims to guide the design of public policies and teacher training programs that are relevant to the specificities of the rural context. By identifying the adaptive practices that rural teachers already employ and analyzing trends seeking to innovate in these settings, this research can offer valuable insights for improving the quality of English teaching and, ultimately, contribute to the improvement and development of rural students and communities, promoting a more inclusive and socially equitable education.

This study was conducted using a qualitative approach. It is structured by first presenting the theoretical framework and the methodology used, then followed by a detailed analysis of the results, exploring the main challenges, current practices, and trends identified in the literature. Finally, the conclusions derived from this analysis are presented, along with key recommendations for future research and action in the field of rural education in Latin America. This analysis seeks to offer a deeper understanding of the complex situation facing rural schools and points to the possibility of transforming the teaching of English in rural contexts in the regions

### **Significance of the Study**

The importance of this study lies in its potential to address critical challenges faced by rural educational institutions in Latin America in relation to teaching and learning English as a foreign language. It is well known that English is the universal language, so mastering it is essential in this globalized world as it offers access to better educational and employment opportunities. Nevertheless, rural zones in Latin America often lack of resources such as infrastructure, pedagogical materials, technological tools, and trained teachers and professionals necessary to provide an effective and a quality teaching in English as a second language. This study seeks to fill this gap by identifying, addressing and evaluating the pedagogical strategies that can be adapted to these disadvantage rural areas, ultimately improving the quality of English language education for rural students.

This research is also significant for several reasons. At first, it benefits and aids teachers in rural areas by providing them with different strategies based on evidence and studies that can be implemented in rural zones despite their poor resources. By identifying and understanding the challenges, current practices and trends, teachers can implement more effective methodologies to enhance student engagement and improve their learning process. Second, the study is valuable for educational administrators and policymakers, as it highlights and provides the specific needs of rural schools and offers perspectives in how to allocate and distribute the resources more successfully. This could lead to the development of targeted policies and programs that support the education of English as a second language in these disadvantage areas.

Furthermore, this study tends to favor students from rural areas in Latin America who are the most disadvantage, since it seeks to find the way to improve the quality of English instruction and students will be better prepared to afront the globalized economy, where English proficiency is often required for higher education and for many employment opportunities. This research also addresses issues of equity and inclusion, since these are also the main problems presented in rural schools, it seeks to ensure that students in rural areas, who are often marginalized, have access to the same educational opportunities as student in urban schools.

Regarding to the academic perspective, this study contributes to the increasing of knowledge about teaching English in rural and resource-limited contexts, which is an understudied topic. This study could help to fill the gap in the literature by focusing specifically on Latin America and Colombia, regions that have not been widely addressed in research on English as a Foreign Language (EFL). The findings of this study could serve for future research, encouraging the exploration of innovative pedagogical strategies and their applicability in similar contexts.

Finally, this study has some societal implications as well. With the improvement of English language education in rural areas, this research has the potential to contribute to the socioeconomic development of these regions. As mentioned above, English language proficiency can open many doors and contribute to the economic growth in societies. Furthermore, by addressing the educational gap between urban and rural areas, this study contributes to social equity and inclusion in line with the fourth goal of the United Nations Sustainable Development Goals (SDGs), which is Quality Education.

### **Statement of the Problem**

Teaching English in rural contexts in Latin America faces a variety of challenges, the most common problems faced by rural institutions in Latin America are: Limited infrastructure conditions, problems such as deteriorated buildings, classrooms in poor condition or unsuitable for teaching, lack of recreational and pedagogical spaces would be the most common difficulties in terms of infrastructure, these factors directly affect the learning environment, since not having the spaces correctly adapted for learning limits the use of pedagogical dynamics; Lack of teaching materials, rural schools often have little teaching material in the subject of English, sometimes they have old, traditional and inefficient resources for today's education, this lack of teaching materials that are essential for the teaching-learning process makes teachers depend on many occasions on improvised resources or their creativity, which does not always guarantee effectiveness in the learning process; The shortage of teachers specialized in this area can often be seen in the low supply of English in rural institutions, resulting in teachers in other areas, such

as mathematics, social sciences or natural sciences, being forced to teach English. This frequently occurs in rural schools, the teaching staff must cover multiple subjects due to the limited availability of teachers, and these teachers, not having specific training in English, do not always have the linguistic and pedagogical skills necessary to teach the language effectively; Inclusion problems, there are several factors that limit access, equitable access and participation of all students in rural contexts in Latin America. Difficulties such as economic barriers, accessibility and inadequate infrastructure make it difficult to access basic educational resources and force some students to divide their time between school and work in the fields to support their families. Likewise, in many cases, accessibility to the school and its facilities is complex for students with disabilities, making all these aspects that negatively impact their participation and academic performance; Lack of ICT tools, in rural schools there is a lack of necessary technological and digital tools, even when technology is available, they are old and in many cases obsolete devices, where internet connectivity is also poor or non-existent, limiting access to online digital resources and educational platforms. A problem that must be considered since the use of digital tools and internet access are essential in teaching English.

In Latin America, English has become a necessary skill to access better educational and employment opportunities, however, in rural areas, students lack the tools and support necessary to develop it effectively. The problems mentioned above significantly reduce the quality of learning and the motivation of students, who often perceive English as irrelevant to their daily reality. This study aims to investigate specific pedagogical strategies that can be implemented in rural contexts, evaluating their effectiveness, the challenges faced by teachers, and current trends that could help overcome these barriers. Likewise, this study is relevant as it addresses a significant problem in the Latin American educational system, highlighting the importance of foreign language training in disadvantaged contexts such as rural educational institutions. By clarifying and exploring this problem, this research aims to provide tools that can positively transform teaching practices in rural areas, offering both students and teachers the opportunity to reach a more competitive level in English proficiency. In this case, the research problem points to the urgent need to identify and analyze those effective pedagogical strategies that can be

adapted and applied in these environments, in order to improve the teaching-learning process of English for rural students.

## **Objectives**

### **General Objective**

To evaluate pedagogical strategies for teaching English in Latin America, specifically in rural areas, in elementary and secondary education, identifying challenges, current practices, and trends in English language teaching.

### **Specific Objectives**

To categorize the most common and currently used pedagogical practices in teaching English as a foreign language, addressing their challenges and strategies presented in primary and secondary education in rural schools in Latin America.

To analyze the trends used in teaching English as a foreign language in rural environments, to meet the needs of primary and secondary education in Latin America.

To contrast the Colombian reality with cases in Latin American contexts, highlighting the common components, differences and challenges in EFL in primary and secondary schools.

## **Literature Review**

In Latin America and particularly in Colombia, methods for teaching English as a second language in rural areas have faced countless problems, stemming from various socioeconomic, cultural, and infrastructural factors that restrict equitable access to high-quality education. Within this framework, educational methods emerge as essential tools to address these learning needs and overcome the obstacles regarding teaching English in elementary education. This academic review examined the topic through two regional lenses, the Hispanic American and Colombian frameworks, with the purpose of forging a holistic picture of the methodologies and obstacles encountered in teaching English in these areas.

This study began at the South American level, facing the challenges that appeared in rural sectors, including insufficient infrastructure, restricted access to academic materials, and a shortage of local or expert English teachers, prevalent in countries such as Mexico, Peru, and Colombia. Nevertheless, innovative actions emerge for these situations by addressing the problems, showing the importance of site-specific strategies in project designs, and ensuring their success in rural settings.

Hence, the national landscape was analyzed, examining the theories of “Escuela Nueva” and “Post-Primaria” which advocate for superior approaches in isolated regions. While these approaches have pioneered the way in which teaching is adapted to the cultures and methods of these groups, integrating English into rural classrooms also presents challenges such as a lack of teacher preparation and a shortage of appropriate educational materials.

The literature review aimed to identify parallels and differences between authors and the contrast of Colombia with the rest of Latin American countries, juxtapose situations, and highlight methods that could revolutionize teaching in the local rural areas.

### **Latin American Context**

In Latin America, Chile stands out in the promulgation and application of civic guidelines on the teaching of English, particularly in primary education. According to (Barahona & Ramírez-Romero, 2016), for more than two decades, the Chilean administration has

implemented programs that require students to learn English from fifth grade onwards. The author argues that educational approaches in this domain have yielded a fairly good result in providing these students with opportunities to master this global language despite persistent obstacles in their implementation. Among these problems are the shortage of educators trained to teach in rural primary schools, the excessive burden of national examinations, and the insufficient time allocated to this task. Likewise, Barahona points out the absence of teaching materials and pedagogical aids adapted for children, an obstacle to the efficiency of knowledge acquisition.

Consequently, the positive effects of these measures are evident in the improvement of the equity of English as a learning and occupational resource. It is a very similar scenario to that of Colombia, where rural regions face similar obstacles in terms of access to specialized educators and sufficient resources. In Chile, efforts are focused on establishing a bilingual education system from the start, while in Colombia, projects such as “Escuela Nueva” and “Postprimaria” emphasize adapting teaching approaches to meet the needs of students in rural settings.

A study in Costa Rica that aims to show that it is not just the ability to speak English that matters, but also the quality of methods such as the use of computer-assisted learning (CALL) tools. It can improve rural language skills and reductive environments the learning abilities of students (Álvarez-Marinelli et al., 2016). This study was conducted in primary schools and the results reveal important findings regarding the understanding of the need for the subject as a different language. According to the results of a one-year trial in 76 rural, urban and suburban schools, the quality of teaching and the interactive design of the CALL module played an important role in the development of language skills (Treatment A). Research showed that students who participated in these carefully designed sessions progressed faster in skills such as vocabulary knowledge and listening skills than other students in traditional classes (experimental group B and control group). This shows that it is not only the spoken language that plays an important role, but also the quality and structure of teaching.

Nevertheless, the undeniable observation is that at the end of the test, the students'

language proficiency level is still below native-speaking standards, reflecting the limitations of resources, implementation time and long-term monitoring in a place like Costa Rica. Comparing this situation with Colombia, knowing that both countries have implemented programs aimed at overcoming barriers in teaching English in marginalized communities, Costa Rica has made progress in integrating educational technology as an important part. In contrast, Colombia has focused more on face-to-face methods and uses educational methods such as the “New School”. This reflects a difference in educational priorities: Costa Rica wants to improve technical skills, while Colombia prioritizes inclusive methods of rural education.

In Ecuador, where teaching English in public institutions poses significant challenges due to the demanding curriculum that aims to achieve a high level (B1) by the end of secondary school. Another work published by (Orosz et al., 2021), based on their research, presents Ecuadorian teachers’ perspectives on the challenges they face, including limited training in basic skills such as critical and creative thinking, and students who have little ambition. Using a qualitative method based on in-depth interviews with 10 public school teachers, this study provides a nuanced picture of teachers’ workload and limited opportunities for professional development. One of the key findings of the study is the large gap that exists between teaching expectations and the actual work environment of teachers. Although the importance of English as a foreign language is highly valued, lack of resources and limited training reduce the effectiveness of the teaching strategies used. In Ecuador and Colombia, these types of failures occur in a high percentage, where the implementation of adequate methods faces similar obstacles, such as the lack of teacher training and the distribution of resources throughout the city and the countryside. Furthermore, in rural areas, whether in Ecuador or Colombia, the lack of infrastructure and access to adequate teaching materials aggravates these challenges and makes it difficult to achieve the goals set for the national program.

In the following article, entitled 'Rural education in Latin America: scenarios, trends and research horizons', by (Mora, 2020), highlights the renewed interest in rural education in Latin America, evidencing a transition from marginalization to more inclusive and contextualized approaches. However, it has been observed that health and cultural problems continue to limit

the growth of rural schools. This article also opens the possibility of exploring how global changes can help fill historical gaps in research in this field. Galván Mora's article discusses how rural education has historically been negatively influenced by urban planning and the importance of other subjects, such as ethnography or history. This is based on the understanding that teaching English in these areas requires teaching strategies specifically designed for the needs and specificities of remote urban environments. The way rural education is treated makes the identification and solution of the problem difficult. This challenge continues to confront efforts to use new techniques in teaching English. The author added that the discrepancy between national educational policies and local developments shows that any English language teaching strategy must address the lack of resources, limited teacher training, and centralized policies that did not take into account rural areas.

Chillagana et al., (2023) whose name "Teaching the English language in a rural school" is directly related to the main topic of this study, as it exposes the challenges, current practices and trends relevant to teaching English in rural contexts. This study provides strong evidence that there are structural barriers, such as a lack of resources and teachers, that limit English language learning in these areas. It also highlights the need to develop pedagogical strategies that help motivate students, train teachers and improve education in rural areas of Latin America.

Following the line of reviews of the Latin American region, another article from Argentina titled "The teaching of the English language in primary education in Argentina", by Porto, (2016) makes an analysis of the teaching of English in public primary schools in Argentina, highlighting its historical evolution, the political, economic and cultural context, and the intercultural and multilingual approaches that have guided educational policies since 2003. It also reviews the Priority Learning Cores (NAP) and curriculum development in different provinces and highlights future challenges and opportunities for language teaching. Interestingly, the content of this article is consistent with the topic and links it to current educational practices in Latin America, where intercultural interaction and multilingualism are important for teaching English in multicultural environments, including rural ones. It draws attention to existing problems in many Latin countries where difficulties and obstacles to foreign language teaching

are widespread and exist not only in Argentina, such as the economic situation and differences between provinces and cities in Colombia, such as inequality, educational resources and teacher training and social inequality. While the overall research focuses on primary education, many provinces in Argentina have rural areas where these policies and practices have a direct impact, combined with the issues of teaching in rural areas, they provide readers with a useful perspective to understand rural areas. Local conditions influence the teaching of English, creating challenges and teaching strategies that are transferable to other rural settings, from Argentina to other parts of Latin America.

A study in Uruguay is an example of how interactive technologies can be used as a pedagogical strategy in rural contexts or contexts with limited access to qualified teachers, which is in line with current trends in Latin America. In this article, Kaiser, (2017) analyzes the teaching of English in that country, focusing on the innovative project "Ceibal in English", which uses interactive videoconferencing to democratize the teaching of the language in public schools. The paper details how historically, English teaching trends, teacher preparation issues and the attachment to the implementation of educational policies place Uruguay at the forefront of thinking about the difficulties associated with English in the region. It also highlights the insufficiency of trained professional instructions that make use of such projects, the geographical problem "denying" simultaneously to all the landscapes similar to the one we feared, as the author says: "it reminded us of other mutandis respectively, regardless of the similarity between them". This speaks of deep problems in other rural contexts in the region, rural conflicts in Latin America, therefore, the need for innovative strategies to the problem is particularly relevant. By granting admission to the community as a whole, publishing this article means a contribution on social justice in education in problems, on which rural and disadvantaged settings are at the forefront. Expanding the program and leaving it for discussion as an example for other countries reiterates its relevance to the central issue, with an adaptable proposal that it is possible with four rural minds in the region. The article offers not only a timeliness on the teaching of English in Uruguay, but an understanding of the past advanced teaching, as it is applicable, of the present and future performances in other American countries to structural problems in combination with

technological ones.

A study carried out in 2019, focused on the teaching of English in rural environments, more specifically in a commune in southern Chile, a region called Ercilla, in which the professional practices carried out by teachers who participate in the Ercilla-Collipulli Rural English Net are analyzed, program implemented in municipal and public schools financed by the communes of that locality that evaluates the determining factors for the success or failure of the educational resource in use *It's my turn*. The author indicates that, for foreign language learning in English to be effective in achieving the expected results, the tutor must act in such a way that they support verbal communication by strongly referring to words and structures; (Ponce, 2019). In the Araucanía region, a study concluded that one of the main pedagogical problems in Latin America is the lack of teacher training for the didactic discipline of teaching English. In Argentina, it is estimated that 40% of the 561 English teachers have not completed this specific training. The PIAP - English Opens Doors Program initiative was created to strengthen English training in Chile and address this deficiency by adopting different strategies such as: placement tests, leveling courses, teacher network meetings; and educational materials, *It's My Turn* being has been distributed since 2010 in rural schools. The present study seeks to describe the professional practices in the Ercilla-Collipulli Network and analyze the factors that cause actions regarding *It's my turn* of the resource. With this article the author proposes an insight to the challenges and opportunities for teaching English in rural contexts in Chile oriented towards teacher training, collaborative work in networks and the adaptability of educational resources in discriminated environments that require multiculturalism and isolated geographies.

Teaching English in rural settings is the common thread that links the article by Mexican authors with the main topic. The article explores the difficulties faced by teachers in rural contexts in teaching English, the lack of specific training and the initiatives implemented to overcome these barriers (Izquierdo et al., 2021). In this particular case, the authors emphasize the experiences of generalist teachers who face sociocultural, methodological and institutional challenges instigated by the lack of resources and support for effective teaching. According to the authors' statements, it is evident that rural teachers face great obstacles in their work of

teaching, due to the lack of training and capacity building in the subject, they have to rely on limited pedagogical methodologies, affecting the effectiveness of teaching the second language. They also claim that the lack of teacher training in English, coupled with sociocultural and institutional challenges in rural communities, prevents the use of appropriate methods to improve their learning, which instead increases the disadvantages of teaching English in these contexts. Despite being aware of the need to acquire skills in a second language, other issues such as general seminars and workshops on the contents of the school curriculum, educational reforms and pedagogy in their mother tongue are prioritized. This limits the preparation of teachers and forces them to continue relying on old and inefficient methods that make them ineffective strategies for teaching English. The main barriers include: Lack of specific training programs in rural English, lack of time for training outside of work hours, Few institutional training options for English teachers.

In light of this situation, it is necessary to prioritize strategies to create programs that train teachers in rural areas. This could be achieved through educational projects that encourage collaboration between novice and professional teachers, promoting dialogue, critical reflection and research as a methodology to strengthen the teaching of English in rural environments.

A study carried out from the perspectives of two neighboring countries, taking as a background the educational public policies in the context of Latin America, provides a relevant reflection for the analysis of the teaching of English in rural environments by exploring the transformations of educational policies in Latin American contexts, specifically in Venezuela and Brazil (Socorro et al.). This paper provides an understanding of how neoliberal public policies have affected rural education and how these reforms affect access, quality, and concentration of education. Although not directly related to English language teaching, the analysis of educational policies in Venezuela and Brazil highlights the structural and sociopolitical challenges faced by Mexican teachers when working in rural areas under market-oriented educational systems. This article explains how international neoliberal reforms have shaped educational policies in Latin America and promoted management models focused on productivity and efficiency. This model has a direct impact on rural schools by prioritizing results and performance over contextualized

instruction adapted to local realities. In both Brazil and Venezuela, this article highlights how rural education policies are subordinated to external economic interests, such as agrobusiness and multinational corporations, relegating essential education to rural communities. This situation reflects the challenges faced by teachers in rural Mexico, who often have to work in difficult environments with limited resources and limited training, as also observed in studies of more qualified teachers. The paper gives the reader a useful framework for interpreting the struggles and initiatives of mainstream Mexican teachers, explaining how these policies prioritize external interests over local needs. Furthermore, as in the case of English-language education, it raises questions about the need to review public policies with an approach that values the cultural, economic and educational characteristics of rural areas to ensure effective and contextualized learning.

An article on rural education in Peru written by Mohammed Forero Bucheli (Forero, 2023) analyzes the challenges and achievements of rural and indigenous education in Peru. This study is particularly relevant to the analysis of English language education in rural areas as it explores key factors such as infrastructure gaps, multicultural and bilingual approaches, social and gender inequalities that can affect foreign language learning in rural areas. This article provides a useful comparative framework when analyzing rural education contexts and identifying systemic barriers and methodological opportunities that also apply to English language education. Furthermore, the Peru case study provides insights into how incorporating cultural and linguistic diversity can enrich pedagogical practice. In her work, Forero Bucheli (2023) focuses on the study carried out in a town in Puno and shows that imposing a language that the community does not understand significantly reduces academic performance. These findings highlight the importance of developing pedagogical methodologies that respect and value students' linguistic and cultural contexts, an approach that can also be applied to English language teaching in rural areas to foster contextualized learning methods. Another notable case is Cusicáncha (Huancavelica), where the relationship between educational space, technological resources, and the social evaluation of education stands out. Lack of access to technology and adequate space also affects English language teaching, especially when learning English relies

heavily on digital and multimedia devices. This research highlights how indigenous languages should be understood not only as historical legacies but also as living cultures. This principle can be applied to English language teaching to foster pedagogy that integrates local knowledge and foreign language learning while avoiding cultural stress. Finally, a comprehensive approach is provided that highlights the importance of considering interacting factors (infrastructure, gender, language, culture and community development) when addressing education in rural areas.

Looking north to Central America, Lindsay's article (Walberg) considers the tensions and challenges facing the teaching of English in rural contexts under the educational policy of the Nicaraguan Ministry of Education (MINED). In settings of poverty, geographic isolation and resource scarcity, English is promoted as a mechanism for international integration and economic development, but its actual implementation has serious structural limitations. The qualitative research conducted in this paper shows that despite advances in the provision of materials, teaching and access to technology, barriers such as poor infrastructure, excessive class sizes and disconnection between the curriculum and local realities persist. This study provides insight into how pedagogical strategies need to be adapted to specific rural contexts to ensure that English language education is truly meaningful and active for rural communities in Latin America.

Drawing on Spolsky (2004), the author highlights the link between language habits, ideology and management and assesses how these factors influence English language teaching in rural areas.

This approach is important for the study of pedagogical practices in Latin America because it shows that formal language policies, such as those implemented by the MINED in Nicaragua, are effective only when they are consistent with everyday practices and local beliefs about language. In a rural setting where socioeconomic and educational conditions limit implementation, this study shows that the language habits of teachers and students are essential to the success of any educational policy. Language management, although supported by resources and policies, faces serious challenges when local realities and dynamics are not taken into account, which forces pedagogical approaches to be adapted to specific contexts to ensure their viability and sustainability.

In Mexico, another article examines the critical issue in rural education in that country, the perception and appropriation of educational reforms by generalist teachers who teach English as a foreign language (EFL). The research approach reveals several important aspects related to the implementation of educational policies in rural areas, especially in teacher training and in areas with limited resources. (Hernández & Izquierdo, 2023) place English learning on a global scale, as this language is seen as a necessary tool for integration into the global economy. Educational reforms that integrate English as part of the mandatory curriculum reflect this view. However, the analysis highlights a key problem: implementing this policy in rural areas where there is a shortage of professionals who speak these languages. This context highlights the importance of the role of non-professional teachers, who take on a variety of responsibilities without requiring specialized training in language teaching. The article points out that in countries such as Mexico, where there is a gap between urban and rural areas, there are limitations in educational equity. The analysis shows that teachers' perceptions of the curriculum reform partially influence their willingness to adopt new teaching. This can be explained by the following factors: The lack of training of general teachers, who already lack advanced language skills and specific pedagogical training and the difficulty in effectively implementing the curriculum. The workload is overwhelming as it is evident that teachers are responsible for other areas of the curriculum, administrative tasks and student counselling. This article not only demonstrates the challenges of implementing educational reforms in rural areas, it also highlights the resilience and willingness of teachers to adapt despite organizational and situational challenges.

Let's now talk about another study on Teachers' and Students' Perceptions of Teaching and Learning English in Small Classes. (Toro et al, 2019), which not only takes these perceptions of the actors in Ecuador, but deals with the advantages and challenges of teaching and learning English in small classes. It is argued that although classes promote communication, participation, and personal feedback, it can increase students' anxiety when receiving individualized attention from teachers. The experiences gained among large and small groups of students reflect the importance of classroom professionalism in maximizing English language learning. This article

contributes directly to the analysis of pedagogical approaches to teaching English in rural areas of Latin America by addressing the impact of class size on the learning process. The findings are useful in identifying practices that can be replicated in rural areas. In rural areas, small groups are the most suitable for implementing personalized methods and more efficient resources. It also points out specific issues, such as student anxiety, that should be taken into account when designing teaching methods for these situations. The methodology of this study can serve as a reference to assess teacher and student attitudes in other countries in the region, facilitating systematic literature reviews.

A more recent article has been found, *Conceptions of teachers in training about rural education* (Serruto & Frisancho, 2024), in which the authors explore the beliefs and perceptions of future teachers about rural education in a province in the mountains of Peru. It highlights how stereotypes about rural areas and their students influence teachers' expectations and, consequently, students' academic performance. Although it does not specifically mention English language education, it is applicable to rural settings, where these are common problems in most Latin American countries. In addition, limitations in professional preparation related to these areas are observed, reinforcing the negative perception that multilevel education is an unfavorable characteristic. The findings reflect a tension between perceptions of rural cultural values and visions related to poverty and disadvantage, which can lead to uninspiring rhetoric.

Added to this is the lack of specific training to address challenges in rural education, such as differences in social strata and structures, which became more visible during the pandemic.

Another aspect of added value found in the article is that it shows how teachers' perceptions and stereotypes influence learning in rural areas. These insights can influence rural students' expectations and the implementation of specific pedagogical methods, such as cultural integration or inclusive methods, which are key to designing and implementing effective English language teaching methods in such contexts.

Returning to the topic of rural education in Mexico, in relation to the teaching of English, it is important to take into account a publication that accounts for the importance of classroom teachers as an alternative to become facilitators of access to the second language in marginal and

indigenous contexts. The article by García-García et al., 2018, analyses the teaching of English in rural and urban primary schools in Mexico, focusing on the possibility of classroom teachers with no experience in teaching English as a foreign language as instructors in rural areas. Using mixed research methods, data were collected through questionnaires to investigate the introduction of English as a foreign language in two educational settings: rural indigenous communities and urban schools. The results suggest that teachers can play a positive role as facilitators even if they lack formal experience in teaching English as a foreign language, and make recommendations for further research into this option in a variety of contexts. In relation to the main theme, this article analyses inequalities in English language education in Mexico and highlights the challenges and opportunities of implementing English language education in rural and indigenous settings compared to urban settings. This links the ability of non-expert teachers to take on the role of EFL teachers and the need to adapt teaching methods according to the sociocultural and linguistic characteristics of students.

A study titled *Teaching English in Ecuador: A review from an inclusive educational perspective*, Villafuerte & Mosquera, (2020) highlight the importance of inclusive education, especially in the field of learning English as a foreign language, in countries such as Ecuador that have declared themselves multicultural and inclusive. Inclusion, as defined by UNESCO, means a continuous process that seeks to eliminate barriers to access and participation for all students, regardless of their ability. In Ecuador, advances in this field are linked to educational policies such as the Framework Law on Higher Education (LOES), the Framework Law on Multicultural Education (LOEI) and the Framework Law on Persons with Disabilities (CONADIS).

However, the implementation of these policies in English language education still faces serious challenges. This group of regulations links key issues of government educational policy, legislative progress in inclusive education and the pedagogy necessary to ensure equitable learning of the English language. It is necessary to point out key aspects of the context found in this work, such as the fact that inclusive education began to be strengthened from 2008 with the introduction of the principle of “Schools for All”. In Ecuador, this principle was reinforced through the 2008 Constitution, which affirmed the right to inclusive education. Despite progress,

until 2006 there were no clear figures on the number of students with disabilities due to the social and cultural stigma that led families to hide them. The study also provides a chronological analysis of how inclusive education policies have developed in Ecuador from 1912 to 2020, and although significant progress has been identified, obstacles to the practical implementation of these policies have also been identified, especially in ELE education. There is a general lack of experience among teachers and schools to effectively adapt their curricula to the ELE field. Educational institutions are not adequately equipped to meet the needs of students with sensory disabilities (visual or auditory) or other special needs such as dyslexia or autism.

An article was recently published in a Mexican scientific journal in which (Tillaguango-Pintado & Argudo-Serrano) address the teaching of English in mixed-level classes in rural schools, highlighting the challenges that teachers face when working with students of heterogeneous linguistic abilities. This context highlights the need for different teaching methods that promote inclusive and effective learning. Precisely, this research focuses on improving them, especially in environments where resources are limited and classrooms are often overcrowded, which characterizes rural schools. To achieve the objectives of the work, the authors carried out a systematic review of the literature to identify teachers' challenges in teaching English in blended classes and suggest effective evidence-based teaching methods that can be applied in similar contexts. Therefore, peer-reviewed academic articles, research and case studies published in journals have been compiled, collecting methods and approaches most reported in previous research, analyzing the strengths and weaknesses of these investigations and suggesting lines of study for future research.

The following document presents the use of ICT as an impact tool for teaching English in rural environments. It talks specifically about a strategy called It's My Turn, used as a means to facilitate self-learning of English in a context where opportunities to learn the language are limited. (Lizasoain et al.). The Chilean study succeeded in using a systematic approach to measure student progress through an objective assessment of pre- and post-intervention outcomes, and by demonstrating teachers' diverse implementation methods, reflecting how they adapt according to local needs and constraints. For example, teachers demonstrate practices that

seek to balance the learning of new languages and students' cultural context by combining their native and foreign languages. This article shows that ICT tools such as It's My Turn are a viable and effective solution to address barriers to education in rural areas. Through a combination of self-learning, educational adaptation, and impact evaluation, this approach contributes to the development of language skills and the reduction of inequalities.

### **National Context**

A study conducted in a public school in the department of Huila, was the epicenter of this work, which sought to identify the impact of a task-based teacher development program on the teaching practices of three primary school teachers (Coronado-Rodríguez et al., 2022). Research, classroom observations, and interviews conducted before and after the implementation of the program have shown that teachers' ideas and beliefs have a significant impact on their work both inside and outside the classroom. In addition, it was also observed that they had improved areas such as the design and conception of teaching materials, as well as their English language skills, especially in speaking and word use. In Colombia, the “New School and Post-Primary Education” model is being promoted, widely used in rural Colombia, focusing on active, participatory, and practical learning aimed at solving the problems of education in low-income communities and dispersed populations. Therefore, the objective of the article is to adapt these methods and their application to author-based tasks. Together, these two approaches emphasize independent learning, collaboration, and culture. Finally, the article shows how teacher training can overcome historical barriers in rural areas, improve current practices and offer a path towards equitable and effective education, thus helping to overcome the obstacles that these communities face in their learning.

A thesis for a Bachelor's degree in English, presented in 2024, exposes a very particular context framed in the teaching of English in a post-conflict rural area, in an educational institution in San Clemente de Tierralta, Córdoba. This is a qualitative study that aims to reflect on the pros and cons of teaching English in violent areas, mainly including three categories: public education policies, teachers' perceptions and ideas, and cultural barriers. (Puche, 2024)

This study highlights the challenges of implementing effective education in these areas. The idea of the project was to use the public education system to improve the learning process in these areas, but a large gap was found between people's perceptions and the reality on the ground. The report highlights that English proficiency remains low despite the implementation of programs such as the National Bilingualism Program (NBP) aimed at reducing these gaps. The findings of this study highlights the need to review and adapt these policies to make them effective, especially in societies affected by armed conflict. For instance, teachers' opinions and reflections revealed a number of problems ranging from inadequate resources and infrastructure to lack of English language training. However, teachers have shown great resilience in changing their teaching methods and overcoming obstacles. Furthermore, the study found barriers such as lack of motivation and students' reluctance to teach English, indicating the need for more inclusive and culturally sensitive teaching strategies. Furthermore, cultural barriers such as language barriers and incorrect word usage can hinder the teaching and learning of English; including financial pressures, which affect student access and participation. The conclusions drawn from this study point to the importance of public policies that better address the needs of rural areas after the crisis, specialized teacher training, and teaching strategies that incorporate the cultural, economic, and linguistic traditions of these communities. Addressing these challenges will not only improve English teaching, but will also contribute to the empowerment and development of rural areas in Colombia.

In a study conducted by Browning, (2023) the author seeks to explain the dynamics of multilingual change in Colombia, where Spanish is mixed with creole languages based on Castilian and English, with the cultural heritage of indigenous and migrant communities, with English prevailing in language teaching policy. This work highlights the richness of many languages, including indigenous languages, creoles, and those adopted by immigrants and refugees, and emphasizes that language is not only a means of communication but also, a marker of identity, collective memory, and resistance. It explores current understandings of culture and the efforts of scholars and local communities to revitalize minority languages. The content of the article highlights the diversity of languages in Colombia and the problems with educational

policies that focus on English. This approach integrates language learning with broader debates about identity, social justice, and resistance to neoliberalism. In doing so, it offers a critical perspective that is different from traditional or one-size-fits-all approaches to language teaching. It examines how educators address the conflict between national policies and local issues, including research covering the impact of multilingualism on peacebuilding, social justice, and equality. The book combines critical research and analysis with insights into foreign language teaching, including English, exploring new research ideas in local settings and a variety of educational environments, including other aspects of graffiti and linguistic countries.

Calle-Álvarez & Arroyo, (2022) analyze the impact of creative writing in rural educational contexts. This study not only shows the limitations in rural areas regarding access to educational resources, but also shows the innovative solutions that can be achieved using digital technologies, such as the implementation of online school newspapers. From a learning perspective, this article highlights the importance of turning writing into a creative and engaging activity. In an educational system that favors writing and repetitive writing, this study proposes a model that links authentic student characteristics with the characteristics of creative writing. Primary school students, who often face communication difficulties, find in this model an outlet to reflect on their environment and develop their skills. While the use of digital technology can support and encourage writing, it does not replace the traditional culture that encourages handwritten designs. It focuses on measures of use, interaction, and collaboration to enhance the learning process and ensure that technological resources are prominent and accessible to students.

This article can be linked to the main theme of this project because teaching English in rural areas involves the use of new tools for rural teaching and important communication skills such as creative writing. Although the article does not directly address teaching English, it does contain ideas and methods that can be used to improve proficiency in other languages, including English.

The study conducted by Sanabria & Hernández, (2019) in two rural locations of the Institución Técnico Comercial de Jenesano, in Boyacá, Colombia. This rural region faces

significant challenges in accessing educational, technological and cultural resources. It is noteworthy that rural communities in Colombia often suffer disadvantages compared to urban areas, especially in foreign language teaching in particular, due to the lack of infrastructure, lack of teacher training and the disconnect between educational programs and the cultural reality of students. The main focus of this article is on early teaching of English as a foreign language in rural contexts and how combining technological tools with cultural content can facilitate the development of language skills of primary school students. The study specifically focuses on how these practices can prepare students to interact in a global world and promote acceptance and integration of other cultures; because English language teaching is considered not only a necessity for learning but also a skill. In this context, the article considers that language teaching in rural areas must overcome not only linguistic barriers but also cultural barriers and adapt to the unique conditions of rural areas.

An article titled *Primary School Teachers' Conceptions Towards the Incorporation of English into their Teaching Practices*, by Olaya-Mesa & Mora, (2023) focuses on the Colombian educational system, particularly on the challenges of teaching English in rural primary schools. In this environment, teachers face several problems, such as lack of special training, insufficient teaching resources, and poor socioeconomic conditions. The Department of Boyacá was cited as an example of the gap between the two countries' national language policies and their local implementation. This study explored the perceptions and attitudes of primary school teachers about the incorporation of English into teaching practice within the rural pedagogical space. The analysis focused on understanding how these perceptions affect their performance and student learning, highlighting the importance of ongoing professional development programs. This research is related to the project theme, as teaching English in rural areas is not only a technical problem, but also a social problem. The study highlights the need for professional development programs to take into account local characteristics and constraints, in line with the objectives of the Ministry of National Education (MEN). This makes teachers key actors in the implementation of successful educational policies. Therefore, it is important to emphasize the

research question posed by the author: How do rural primary school teachers evaluate the teaching of English? How do these ideas impact the way they teach and the way their students learn? The focus on rural areas in the Boyacá region allows us to understand how national policies affect rural communities in different ways and provides suggestions for designing training programs tailored to the real needs of teachers.

A study by Ferney Cruz Arcila, whose objective is to interpret the policy of Teaching English as a Foreign Language (ELT), reveals the complexities when implementing language policies, particularly in rural contexts in Colombia. Contextual factors, teachers' perceptions, available resources, external structures, and other factors determine how these policies are adopted, modified, and reinterpreted in educational activities. Arcila, (2018) examines rural teachers' interpretations and practices in relation to English language teaching policies, taking into account factors such as society, external pressures, and infrastructure. Through this research and through open interviews with teachers, it is possible to know their opinion on the policies implemented, recognizing the English language as a useful tool to find professional and personal opportunities. However, due to structural and social constraints, this concept cannot be directly translated into practice. Lack of adequate resources, lack of institutional support, and student apathy towards English make it difficult to achieve the policy goals. Rural students also show a lack of interest and emphasis on English in their daily lives. This shows a disconnect between national policy and local realities. Students may not see the need to use English in their environment, which exacerbates their lack of interest. Notably, despite these obstacles, the challenge for teachers is to come up with new ways to address them, including creative teaching methods that adapt English learning to students' needs and interests. However, these plans often arise from individual initiatives, highlighting the need for coordinated local development plans.

Aside from the Colombian context, an article that does not present a study of its own, but rather brings together contributions from leading scholars in the field to offer a critical and multifaceted view of English language studies in the global context. The book is organized into thematic chapters, each written by experts in the subject. Each chapter combines theory, research, and practical examples to provide an accessible and critical overview of the current

state and future of English language studies. This text, written by Maybin & Swann, (2009), entitled “The Companion to English Language Studies” does not specifically address English language teaching in Colombia or rural areas, but many of the ideas discussed are applicable to those settings and teaching methodology. For instance, it analyzes how English, called “the universal language”, relates to educational policies in various fields. In Colombia, especially in rural areas, these policies are often developed with the understanding that English is a “tool of progress” for social and economic well-being. However, in rural areas, students and residents often consider English to be unimportant and dismiss it as a cultural or economic asset. The book covers topics such as the history and development of English language studies, the impact of globalization on the spread of English as a foreign language in rural areas, and examines educational policies related to teaching English in different countries and analyzes the relationship between theory and practice in teacher training and curriculum development. Although this book does not directly address English language teaching in Colombia, it provides an insight on how to integrate international standards for English language teaching and local realities. In the case of Colombia, especially in rural areas, this means identifying and addressing structural problems, adapting teaching practices to the rural context, promoting inclusion and meeting the needs of students.

Correa & González, (2016) present a critical analysis of the Colombian government's efforts to implement policies that promote the learning of English in the public education system. As a historical background, the authors conducted an exhaustive documentary analysis of the four main bilingual programs implemented since 2004: National Bilingualism Program (NBP) 2004- 2019; Program to Strengthen the Development of Competencies in Foreign Languages (PSDCFL); National English Program: Colombia Very Well 2015-2025 (NEP) and Colombia Bilingüe 2014-2018. For this reason, the goals, objectives, implementation, and results of each program were examined in the Colombian context. At the same time, this study compare the differences between public and private institutions, taking into account factors such as access to equipment, time devoted to instruction, and teacher skills. This article presents research data conducted by local researchers on the impact of this policy in different parts of the country,

focusing on its neglect of the two languages that existed in the past: the indigenous and Afro-Colombian populations. The conclusion of this paper is that since their implementation two decades ago, bilingual programs have made some progress, such as increasing the diagnosis of teachers' English level and hiring teachers with greater command of the language. But as has been evidenced in all the articles consulted, there are several obstacles that any program to implement or improve English language teaching has had to face, such as inequalities between the public and private sectors, lack of specialized training for primary school teachers and insufficient technological and didactic infrastructure that institutions lack in rural contexts. The objectives outlined, together with the proposed goals, especially in the case of the National English Program (PNE) and Colombia Bilingüe, have been ambitious, but unrealistic in terms of coverage and available resources. The author mentions that it is necessary to consider the linguistic and cultural diversity of the country when formulating policies, as well as increasing investment and strengthening support for public schools.

Holguín & Morales, (2016), from the Technological University of Pereira, present an analysis of the challenges, implications and possible solutions regarding the teaching of English in rural areas. This article analyzes several factors that hinder the work of teachers in these areas, which are consistent with other points explored previously, such as the isolation of rural teachers, lack of training, and distance from support networks that affect the fulfillment of their tasks. Therefore, teachers do not want to face the challenges they must face in rural schools due to these obstacles. Based on the findings, some strategies are proposed for rural teachers to achieve their adaptation, namely:

(1) integrating the culture of rural areas into the curriculum, (2) adequate introduction of teachers in the community, (3) community participation in educational plans, (4) local support, and (5) access to technological resources. The document concludes with a call to government policy leaders to recognize and support teachers working in rural areas.

The following article addresses one of the most important topics in pedagogy in Colombia, which we will discuss in a separate chapter later on: The New School, its implication in the current learning methodology and its relation to the teaching of English. But in context,

first of all, it discusses the challenges and opportunities of teaching English in rural areas of Quindío, exploring the perceptions of the academic community involved. It also recognizes the importance of bilingualism in the country's development, but also highlights the specific barriers of rural Colombia. In this article Botero & Galeano, (2022) explain that due to globalization, the need to learn foreign languages is increasing, and Colombia is no exception. However, rural areas face specific challenges, such as lack of resources, inadequate teacher training, and lack of student interest, which highlights the importance of this research. Examples of concrete initiatives are the "ECO" and "Quindío Bilingüe y Competitivo" programs, but it is noted that there is a need for further development and greater involvement of teachers in the development of strategies. One such initiative is "La Escuela Nueva" (New School), which has emerged as a different and important approach to national education, as it supports a participatory teaching approach in which students are the protagonists of the learning process. It is a methodology that is efficiently integrated into the teaching of English in rural areas through a curriculum that supports communicative practices in everyday situations and allows for linguistic adaptation. This model is characterized by flexibility, allowing students to learn at their own pace and adapt to the situation. In teaching English, it includes creating activities that respect the students' school level and providing visual, auditory, and written materials adapted to the local context.

With the New School, teachers fulfill the role of facilitators, which requires rigorous training and new learning strategies.

Continuing with the analysis of the 'New School', applying it to the context of teaching English, especially in rural environments, a very interesting article has been found, especially because it is of Brazilian origin, but dealing with the Colombian case. This work, carried out by (Quintero & Sá, 2018), examines the learning guides of the Colombian educational model called 'New School', designed for the rural population and how these reflect the representations and interests of training in the rurality of the time. The authors argue that the interest that this model has generated in other Latin American countries is due to the fact that it presents the rural environment as a harmonious, traditional and conflict-free environment, which leads students to a practical and appropriate education for the world of work, without taking into account social

problems; that is, the countryside should be seen as a potential source of socioeconomic development and not as a zone of wars and conflicts, developing methods that encourage farmers to remain in their environment. The theme of the article revolves around two key aspects: The New School, (autonomous and collaborative learning) and the adaptation of the student to their rural environment as an area of agricultural work only, which can limit the perception of English as a tool for opportunities outside the field. The work of Urrea Quintero and Figueiredo (2018) is a critical analysis of how educational resources can create or diminish the perspectives of rural students. This demonstrates the need to design English learning programs that not only teach the language, but also empower students to face global and local challenges.

The New School is also an interesting topic for the author (Corredor, 2023), since the entire theme of the article revolves around this pedagogical model, highlighting that Colombia is the country where it is currently gaining immense value for its practice in rural environments. He highlights that this has been a pedagogical approach that has transcended borders, demonstrating its effectiveness in national and international contexts. The author begins by presenting the teaching methods of the New School, its development in the field of education and its contributions since the 16th century, especially in Latin America and Colombia. It should be noted that the Colombian model of the New School has been replicated around the world to promote education in rural and low-income areas, and it is highlighted that its success in countries such as Vietnam, Guatemala, Nicaragua and the Philippines is due to the key The important things. Reason: In Vietnam, there is significant progress in the development of cognitive and non-cognitive skills; In Central America, New School students obtained better results than students in traditional schools; Integrating the population into the educational system, which has reduced the number of school dropouts and retention in these countries. However, like everything in society and in educational systems, the model faces significant challenges to ensure its sustainability and expansion, such as the need for Active and Learning-Based Approaches, teamwork and the use of technological tools; implementing ongoing training programs to equip teachers with the latest technologies and teaching skills (a new initiative supported in rural areas), using effective tools such as Renueva to improve their teaching

method.

Bettney (2022), emphasizes her critical stance regarding the fact that in Colombia there are "hegemonic and monolithic ideologies and practices, both in private bilingual education institutions and in the National Bilingualism Program". From the author's point of view, it means that there are still certain behaviors, attitudes, values and ideas in Colombia that the dominant class uses to instill its ideas in the educational system.

Colombian language policy maintains a hierarchical structure that prioritizes certain languages (especially English) over regional dialects and different linguistic traditions. The article argues that bilingual education in Colombia reflects a colonial logic that emphasizes the development of foreign languages such as English and the marginalization of indigenous languages. Therefore, a change of perspective is proposed, adopting a critical approach that considers local (rural) actors as active agents in interpreting and changing educational policies and in opposing the dominant classes by promoting multilingual or hybrid methods, which allow students to collaborate with teachers using a variety of linguistic resources. As it is recommended to document additional experiences from the Colombian region, ultimately, this article seeks to inject a critical perspective into teaching practices that challenge stagnant thinking and promote a more inclusive bilingual education that values mother tongue practice and promotes teaching.

The following article deals with the contributions of the media and media texts as influencers in current educational models. For this reason (Domínguez, 2019) proposes an interesting and relevant approach on the importance of developing a critical awareness in future Colombian teachers of English as a foreign language (ELT). The author describes the participation of all the actors involved in the educational model: The influence of the media in society, since they shape values, identities and cultures, are powerful tools that can perpetuate social injustices (sexism, racism, homophobia, etc.) or promote education and social progress; Educators, as entities that prepare students to interact critically with media messages, therefore, English teachers have a double responsibility: to teach the language and to foster critical awareness of the media. The main focus of the research is to analyze the impact and current problems of the media in contemporary society, in relation to education. According to the report,

in addition to its educational potential, social media continues to perpetuate systemic social injustice and inequality. This approach is appropriate, especially in a globalized world where media plays an important role in shaping identities and values. Furthermore, it is essential to analyze how teacher training can address the technological gap in rural communities with limited access to certain platforms.

Castiblanco et al., (2023), studied the National Bilingualism Program (PNB), designed and implemented by the Ministry of National Education, seeks to transform Colombia into a bilingual country that meets international standards, focusing on the development of English skills in primary, secondary and tertiary education. Developed at a high level with international and environmental participation. This research project, started in 2020, focuses on rural areas, first addressing the educational challenges of the region by teaching the subject specifically for EFL (English as a Foreign Language), through pedagogical materials in rural Colombia, particularly in the Pennsylvania region (Caldas), confirms that the diversity of ideas and social situations requires creative and transformative strategies. The authors employ a qualitative approach and direct observation of the behaviors and experiences of teachers, who play the role of "agents of change," highlighting the important contribution they make to educational transformation, aligning with previous research. Part of the writing deals with the development of English language teaching materials, which he points out as "everything that is used to help language learners to." Tomlinson (2011). It represents values, objectives and teaching methods, linking the needs of students with the learning process and emphasizing that certain aspects must be met, such as: Creation (designing attractive and meaningful content), Evaluation (analyzing the value and effectiveness of the content in relation to educational objectives) and Adaptation (content adjusted to the specific needs of students and learning situations). The report concludes by stating that the PNB is working to close the gap in English language education in Colombia through the development and adaptation of content, and to ensure that teachers play a key role as "agents of change" by implementing differentiated methods and customized content to meet the needs of students. It is therefore important that educational policy continues to support teacher training and the provision of adequate resources to ensure the effectiveness of the program.

Continuing with the literature review, we now move on to an article that touches on ICTs as a basis for their study. In this work (Ojeda et al., 2022) they focus their attention on the impact of ICT and social innovation as motivating tools to improve educational processes in rural contexts in southern Colombia. The theme of the text revolves around the potential of information and communication technologies to improve education through methods such as participatory videos that foster creativity, motivation and collaboration among students. It also highlights how these tools can overcome barriers in rural education by providing innovative and accessible options that strengthen academic performance and social participation. Although this article addresses teaching in general, its relationship with the teaching of English in rural areas is due to the possibility of applying these tools to promote more dynamic, participatory and effective learning, adapting ICT and methodological resources to the specific needs of this subject. To test their hypothesis, the authors conducted a study in which they applied the proposed strategy, with a test before applying it and another test afterwards, demonstrating that the application of the methodology (Participatory Video) and its integration with ICT resources to do the activities of the curricular program, increased academic performance, not only in learning the English language, but also in computer science and the arts, in secondary school students in a rural context.

An article titled "Implementation of the New School Approach Teaching Guides in a Public Rural Elementary School to Improve Reading and Writing Skills of English Language." by (Arias, 2022) addresses the application of new pedagogical methodologies to strengthen the English skills of students in rural areas. In the article, the author argues in favor of implementing educational guides based on the new school pedagogical methods of the "New School" to improve the English reading and writing skills of fifth grade students in rural educational institutions in Colombia, specifically the Institución Educativa El Placer, in a village in the city of Guadalajara de Buga in the Valle del Cauca. Specifically, analyzing the impact of these guides when implemented in challenging environments such as those related to the lack of expert language teachers, limited resources, and inadequate policies. It relates to the central theme by showing evidence of the specific challenges that the methodology faces in these institutions, the

same ones mentioned above, a problem already recognized and addressed in most of the articles reviewed. The implementation of these educational guides is appropriate for rural environments, as it seeks to address these obstacles and offer pedagogical strategies that take into account the needs and realities of rural students. This approach can help reduce the educational gap between urban and rural areas and contribute to a more equitable and quality education. The study is justified, firstly, for the reasons explained above (Internet), and secondly, because most of the communication in the classroom is done in the mother tongue, so the amount of English is limited. Another need found is the institutional one, since this school, like many others, must strive to improve the results in state tests (Pruebas Saber), especially in the aforementioned linguistic skills (English as a foreign language).

A case study was found in which ideologies and discourses of Colombia Bilingüe were analyzed and their possible connections with the historical moment in Colombia, the peace process, at which time, the hope of achieving it seems more affordable after more than five decades of armed conflict between the Government and guerrilla groups, paramilitary groups, criminal gangs and other armed actors, although more than six years have passed since that article was published. This study by (Hurie, 2018) does so from a critical and decolonial perspective; that is, unmarking dominant forms of knowledge that predominate today. The author uses theories of colonialism, neoliberalism and ideologies to analyze public discourse in

“bilingual Colombia”, which contribute to the approach known as “English for peace”. What the author intends is to recognize the teaching of English as a tool for reconciliation, but from the neoliberal bases that priorities the technification of the language and separate the learning of English from local social and political realities. The author's main premise is that the neoliberal approach is still in force and dominant in teaching methodology, creating obstacles for learning English to contribute significantly to peacebuilding. In addition, he asserts that this ideology does not respond to academic demands or meet the needs of rural contexts. Finally, the article proposes novel curricular strategies based on decoloniality and regionalization, which seek to build more inclusive educational models that promote more transformative learning for these communities.

Within our review, an article published in 2024 seems important, where (Duque Salazar et al., 2024) focus on the analysis of relevant studies on interculturality in bilingual rural education in Latin America. This work is done by taking recognized academic databases, such as Scopus, Web of Science, and Google Scholar, especially publications made between 2000 and 2023, to ensure relevance and timeliness; with topics such as bilingual education and interculturality in rural contexts, research that moves away from the cultural and linguistic dynamics of urban areas.

Its relevance lies in the approach to 54 articles and their appreciation of the importance of an educational approach that not only promotes bilingualism, but also values and preserves the cultural diversity of rural communities. The results provide a framework for designing more inclusive educational policies and practices aimed at overcoming the identified barriers and taking advantage of emerging trends for effective intercultural education in Latin America. The use of software designed to code and analyze recurring patterns in selected publications is highlighted. After a review, the authors suggest that in order to achieve harmonious cultural exchange in rural education, language teaching needs to be decolonized. This means designing materials and methodologies that are more in line with the rural context and the needs of students.

Ordoñez, (2018) addresses the need to transform teacher training in languages in Colombia, focusing on innovative pedagogical practices that promote meaningful learning and effective communication. It also discusses how these practices can be integrated into different educational contexts, depending on national policies on bilingualism. Two of the most important aspects of the article are the author's statements, which say that it is very important to replace traditional approaches to language teaching with innovative approaches based on critical reflection, collaboration and active learning. Therefore, she suggests that teachers should be trained to focus on developing students' communicative, cultural and critical skills rather than simply teaching grammar and vocabulary by rote. Ordóñez speaks in favor of implementing some educational technology and innovative methods in classrooms, which in the medium term will allow teachers to work with digital tools and interactive methodologies, as learning

facilitators, and create participatory and collaborative environments. Another part analyzes how the bilingualism policy in Colombia has affected teacher training, identifies tensions between the goals proposed by the Ministry of Education and the realities of the educational situation, especially in rural areas, and explains that these policies focus solely on English as a foreign language, excluding native and local languages, creating challenging environments for teachers in multicultural contexts. Hence, he emphasizes the need to train teachers who can integrate innovation, communication and cultural diversity in their educational work as agents of change.

A publication from the Universidad Nacional de Colombia, prepared by (Cruz Castillo, 2023), reports on the action-research carried out in a rural primary school in Bogotá, exploring how local knowledge and practices influence the curricular design for teaching English as a foreign language. The idea of this work is to adapt the English curriculum from a critical perspective and enrich the teaching-learning process by integrating the local knowledge of students and the community. The action research is carried out in response to the needs of the Pasquilla Rural School, located in a rural area of Ciudad Bolívar, Bogotá. This particular context highlights the socioeconomic and educational inequalities that affect rural populations around the Colombian capital. Cruz Castillo uses demographic surveys to understand the local context, interviewing groups of teachers and documented evidence of the implementation of the curriculum. As expected, the study found numerous obstacles facing English language teaching in rural settings, reflecting the urgent need to restructure methodologies for teaching English as a foreign language to make it relevant and meaningful for rural students. The challenge is to adapt a new curriculum that integrates local knowledge and practices and promotes learning that values and enhances the perspectives and knowledge of its students, in addition to meeting national standards. The study was carried out with third, fourth and fifth grade students and developed a curriculum that addresses the identified problems, accommodates English based on particular ways of seeing and thinking about the world, confronts educational inequalities and political disconnects between urban and rural areas.

The following document, published by Vicky Colbert, director of the *Volvamos a la Gente* educational foundation, as well as a consultant for the World Bank, the Inter-American

Development Bank and UNICEF Latin America, addresses the topic of the New School, stating that, despite being an educational model born in Colombia, which has achieved worldwide recognition and is classified as one of the inspiring innovations in the educational field, as poor quality of teaching in rural environments has been evidenced, this methodology is designed to respond to the needs of rural areas, which has allowed the transformation of a traditional and passive educational system into one focused on cooperative, personalized and participatory learning (Colbert, 1999). Colbert highly praises this methodology and explains that La Escuela Nueva has become not only an innovative solution at the local level, but also a national strategy that has been replicated in numerous countries. These principles, based on modern learning theory, have improved access to and quality of primary education in low-income rural areas.

Despite administrative difficulties, this system has shown better results than traditional schools and has been recognized by international organizations as one of the most important educational experiences of recent years, emphasizing that the key point is that this model challenges and replaces the teacher-centered model with one focused on the student. While the region and the world look for solutions for inclusive education, La Escuela Nueva continues to be a beacon of hope and inspiration for the future, allowing for broader, more independent and inclusive learning.

Peláez-Henao, (2024) explores the encounter between the intellectual (knowledge is uncertain) and trends in the teaching of English, specifically in rural areas of Colombia. It explains how current language policies prioritize the beneficial aspects of English and ignore its multicultural nature. The purpose of this article is to promote a truth-seeking approach to education, to try to reorient it in the context of English in rural Colombia, and to challenge classical attitudes in order to promote inclusion, equality, and social justice in the framework of language learning. This article is based on extensive research and the author's professional knowledge and explores the relationships between linguistic trends, political powers, and language ideologies within foreign language pedagogy. The implications of post- structuralism in foreign language teaching are discussed and the need for a change of attitude is emphasized. For example, the adoption of more inclusive approaches that succeed in changing classical

approaches to more comprehensive ones and promote more equitable language education.

The following article is a thesis carried out by (Vargas Rojas), where, taking into account the problems found, the importance of English as a global language and its role in improving economic, social and cultural opportunities is highlighted, in addition to exposing the specific difficulties and challenges in the Colombian context, particularly in rural areas, to achieve the bilingualism objectives established by the government. The author begins her study by pointing out that English is recognized as the most important international language and plays an important role in politics, business, security, communication, entertainment, media and education (Crystal, 2003). By including English in national curricula, students are prepared to perform in the globalized world and to provide them with more job opportunities. In her document, Vargas reiterates the most common problems in rural communities regarding the teaching of English in Colombia: Lack of structural conditions (time, materials, qualified teachers), students' perception that English is not important in the sociocultural context is another issue found in the study. The author conducts a personalized study, which she calls Project-Based Learning (PBL) in eleventh grade students, managing to identify important improvements in the students' perceptions regarding the English language, as well as in their motivation and development of self-directed learning strategies. It was found that, if the PBL approach is used from the first years of high school, it will result in better autonomous development and empowerment, being an effective method to face the difficulties of demotivation and negative perception towards English in similar contexts. It is suggested that teachers be trained in the implementation of PBL and similar approaches, to apply motivating methodologies and promote student autonomy in their learning. Another recommendation from the study is the need to test this approach in different educational contexts, not only in language teaching, to test its effectiveness in developing self-directed learning skills and in acquiring language competences; not only will it improve English learning, but it will also foster skills and values in students, opening up new possibilities for teaching in challenging rural contexts.

Various methodologies have been heard for students to learn more efficiently any subject applied in the classroom, but none have been found one as suitable for teaching English as

"Reading to Learn" (R2L); which is precisely what the article addressed in this paragraph discusses. Reading to Learn and the construction of oral biographical stories by students of English as a foreign language, is a publication made by a group of students from the Universidad de Córdoba (Colombia), which addresses the use of the pedagogical model "Reading to Learn" in the teaching of English as a foreign language, specifically to support the oral comprehension and production of biographical stories by ninth grade students in a rural context (Herazo Rivera et al., 2021). This model, based on Systemic Functional Linguistics (SFL), seeks to take advantage of students' communicative resources, helping them to construct meanings in specific social and cultural contexts. This method is implemented to improve academic literacy, but in this case, the study explores its impact on the development of oral communication, an aspect that has been less investigated. The main contribution was the socialization of biographical stories about recognized figures, such as Steve Jobs and Martín Elías, through a structured methodology and pedagogical bases.

The objective of the researchers, apart from making the method known, is to explore and demonstrate how the implementation of the model in teacher training can improve the oral comprehension and production of biographical stories in English, as well as to record the progress in the oral discourse of ninth-grade rural students. The results were not long in coming, as once the suggested methodology was implemented, the students were able to express more new content in their stories, and there were improvements in the use of linguistic resources, reflecting a greater mastery of the language.

A recent publication addresses and analyses the same challenges that we have been addressing in this review and which seem to be the common denominator in terms of obstacles for rural schools and colleges. This is how (Murcia-Yalí, 2024) addresses a crucial problem in the educational panorama: the teaching of English as a foreign language in rural schools in Colombia. Through a historical and contextual analysis, the author shows how language policy and globalization have shaped the challenges and opportunities in rural areas. Before addressing the topic, Murcia makes a historical record of the introduction of bilingualism in the educational context of Colombia since 1940, when the insistence of the British Council created a false

perception of well-being by ensuring that the inclusion of English as a subject in urban and rural schools was synonymous with modernism and prosperity, when in reality it became an educational burden, since inexperienced teachers, without knowledge of that language, without resources and far from civilization had to become multifaceted in that and other subjects.

However, the author asserts that the potential of these communities, in terms of endurance and adaptation, opens up a panorama of possibilities for change. The key is to understand that rurality is not synonymous with lack, but with diversity and cultural wealth. Therefore, three actions are suggested to achieve this: 1. Continuous Training, 2. Exchange of Experiences and 3.

Deployment of Specialized Teachers. This approach requires a transformative vision that recognizes the differences in rural areas, while ensuring equity and closing the historical gaps in Colombian education.

There is a document that deals with the Identities of rural English teachers, explaining how rural English language teachers in Colombia construct and negotiate their professional identities in a context marked by multiple limitations. Cruz-Arcila, (2020) argues that, despite structural and social barriers, rural teachers develop innovative strategies and give another meaning to the concept of 'professional success' from another point of view, beyond the classic models imposed by national and international policies. In this article, the author analyzes how teachers' discourses reflect resilience, creativity and commitment to the rural community. It also questions language teaching policies that often ignore the characteristics of rural culture and suggests restructuring the concept of professional success from a more inclusive and contextualized perspective, since these arise from the need to give new values to teaching practices in rural areas, and serve as a basis for promoting changes in educational policies and practices in the country. At the end of her study, Cruz Arcila says that rural teachers see themselves as agents of change in their communities, although they often feel that their contributions are not valued by the State and that their success is not measured by traditional achievements (certifications, promotions), but by the ability to positively impact students and the community. Therefore, the experiences of rural teachers are important to take into account in

order to build a more inclusive vision and to value their role in the educational development of the country.

González & Luzkarime Calle-Díaz, (2023) explore how secondary school teachers in Colombia make use of their own capabilities, define their objectives and make decisions when adapting the suggested English curriculum proposed by the Ministry of National Education.

It begins by analyzing the experiences of three English language teachers in two public educational institutions. Through semi-structured interviews, narratives of teaching experiences, and classroom observations, the teachers' actions and decisions when implementing the suggested curriculum are examined. Using the Ecological Model of Agency as a theoretical framework, the projective (they anticipate and plan how to adapt the curriculum to meet the future needs of their students), iterative (they reflect on past experiences to inform their current practices and pedagogical decisions), and evaluative (they measure in real time the effectiveness of their curricular adaptations and make adjustments based on classroom activities) objectives in the teachers' teaching practice are identified. The results revealed that teachers deal with changes arising from educational policies in different ways, adapting the curriculum according to the individual needs and contexts of their students. It also highlights that teachers face obstacles such as lack of resources, limited institutional support, and strict educational policies that can prevent their possible adaptation. Finally, this analysis offers valuable conclusions for the creation and promotion of future curricular policies in similar environments. The implementation of the curriculum serves as an opportunity for teachers' professional growth and pedagogical strengthening.

(Arcila, 2018) addresses the dynamics of invisibility and marginality faced by rural English teachers in Colombia, examining how these affect their professional level, their teaching identity and their work in the educational field. His article also analyses how national educational policies focused on bilingualism tend to overlook rural realities and how teachers in these areas face major challenges, which the author himself has previously emphasized in other articles, such as lack of resources, professional isolation and limited social expectations about their role. At the same time, the study presents management strategies to overcome these limitations. Ferney Cruz

Arcila examines the narratives and experiences of teachers to understand their position in relation to the possibilities of the educational system and the limitations imposed by rural conditions. The author argues that educational policies, by focusing primarily on urban contexts, ignore the cultural and linguistic diversity of rural areas. Rural English teachers often experience a lack of recognition of their work, an absence of pedagogical and technological resources, and logistical challenges that complicate the implementation of English language programs. Despite these barriers, teachers develop tailored strategies to make their professional identity visible and actively participate in their community. He concludes by arguing that bilingualism policies in Colombia need to be reconfigured, adopting a more inclusive approach that values the role of rural teachers and the characteristics of rural areas.

This same author, who seems very interested in the problems that arise when teaching English as a subject in rural areas, presents a 2018 article entitled the importance of teachers' personal theories: creative practices in teaching English in rural areas in Colombian schools, where he explores community-based English teaching methods, addressing topics from previous articles and explains that teachers develop innovative and creative teaching methods, based on their own experiences and theories to face the challenges of rural environments. (Cruz Arcilla, 2018). These experiences have to do with what teachers have been able to experience first-hand in terms of contexts and personal theories about teaching, which have helped them overcome the problems of isolation, lack of resources, and institutional restrictions. These personal theories reflect a mix of experiments, academic training, and curricular adaptations that allow teachers to respond effectively to the needs of their students. The author argues that teachers' pedagogical practices are not just responses to traditional approaches, but are strongly informed by their lived experiences and accumulated knowledge. These practices include the creation of teaching materials, the use of innovative methods, and the use of local resources to adapt English language learning to that environment. The author further explores this with the intention of demonstrating that rural teachers' personal theories should be recognized and valued as a legitimate source of pedagogical wisdom. Furthermore, a call is made for educational policies to support these practices through adequate resources and professional training.

A thesis has recently been published that deals with the theories of the practice of an English teacher in a rural environment. This work (Cadavid, 2024) highlights the way in which this teacher builds strategies to overcome the limitations of the context where she works and teaches, focusing on how this experience reflects a confusing relationship between Colombian public policies, pedagogical improvisation and the needs of rural students. The article confirms what other authors have already revealed, that teaching English in rural areas faces challenges related to the lack of resources, infrastructure, and specialized teacher training, which affects the implementation of educational policies designed from urban contexts. The research seeks to rescue the voice and experiences of rural teachers as key actors in the interpretation and execution of these policies, addressing the rejection to which they are subjected due to erroneous state management. The study focuses on a single person, an English teacher with 32 years of experience who teaches at the rural school of Alto del Rompe, located in Falan, Tolima. This research delves into the strategies adapted in the rural context, which influence her practice as a teacher, in addition to criticizing the lack of importance towards the local context and the omission of the teaching adaptations that have brought forward the development of the educational community. It also emphasizes the need to reduce the difference between urban and rural areas in terms of access to educational resources, infrastructure, and institutional support.

Regarding Public Policies related to education in rural environments, there is an interesting article in which (Miranda & Valencia Giraldo, 2019), education students, examine how this English teaching system in Colombia has influenced the emergence of new differences between public schools themselves, analyzing how bilingualism regulations in Colombia, which promote the teaching of English as a foreign language, have been implemented unequally in these. They argue that these policies, instead of closing these educational gaps, have generated new inequalities between state-funded schools. Typically, schools and colleges with more resources are located in urban areas and have logically been able to adapt better to educational policies, while rural schools have fewer resources and face significant difficulties in complying with established guidelines. The article focuses on calling for a clear analysis of the physical and tangible realities of the English teaching policy by major state actors and of the academic

achievements in language learning by students, despite the limitations they suffer; that is, they critically express that educational policies, although well-intentioned, are maintaining the existing inequity and therefore must be adapted to the contexts of school communities.

The article *Revealing regional educational patterns in Colombia: data from public primary and secondary education institutions*, published in 2021 by (Hernández-Leal et al., 2021) is an experimental analysis focused on the Colombian educational environment. This work uses statistical and computational methods to explore patterns in the quality and performance of public primary and secondary education institutions at the regional level. A positive analysis is made of the use of Learning Analytics (LA) to analyze educational data at a regional level, particularly in the department of Norte de Santander, striving to measure indicators of quality, academic performance, access to education and socioeconomic conditions. The authors apply data mining techniques and statistical analysis to study large data sets provided by the Ministry of National Education and other sources. Among the main findings of the study are: Institutions in more developed regions such as Bogotá, Antioquia and Valle del Cauca tend to have better academic performance indicators compared to those in more marginalized regions, such as Chocó, La Guajira and Putumayo. The socioeconomic level of families and the quality of educational infrastructure correlate strongly with academic performance. National policies have lacked significant impact in reducing regional gaps, indicating the need for approaches more adapted to local realities. It is suggested that actions be taken in each region to address specific needs, such as promoting collaboration between government entities, educational institutions and LA experts, which will help restructure educational policies, rather than applying general approaches.

An experimental work developed by (Geovanny Alexander Abaunza et al., 2019) in southwestern Colombia, in a rural and vulnerable environment, with characteristics of low socioeconomic level and exposure to armed conflicts, took a sample of 30 sixth grade high school students, with the aim of evaluating the impact of the use of Duolingo (the largest digital language learning platform in the world) on the academic achievements of students in English as a foreign language in a b-Learning context (Learn at your own pace). Although it is a small

sample of the population, it allows for a more detailed analysis of the cases, although it could have limitations in the generalization of the findings. The research focused on analyzing two key aspects in the teaching of English as a foreign language supported by technology (Duolingo): 1.

The relationship between academic achievements and experience points on the use of this; and 2. Comparison between gender and experience points in Duolingo. The authors took into account two Hypotheses for their study: (H1): There is a positive correlation between academic achievements in English as a foreign language and the experience points obtained with Duolingo; that is, the greater the number of points, the better the academic achievements. (H2): The apprehension of knowledge in English, measured by experience points in Duolingo, will be greater in women than in men. The study included a pilot test to verify the viability of ICT, including Internet connection, computer capacity and the operation of the desktop version of Duolingo. The result confirmed that there is a direct relationship between Duolingo use and academic performance in English (H1) and that no significant values are reported to support a difference between gender and Duolingo experience points (H2). The study reinforces the need to implement educational technologies in rural areas, adapted to the needs of students and aligned with the limitations of the environment.

#### Contrasts in Teaching English in Rural Contexts, Colombia and Latin America

Since the beginning of our knowledge, the context of teaching English as a foreign language in rural environments in Latin America has faced numerous challenges and problems, which has led to the formulation of all kinds of strategies, some adapted from the classic ones, others innovative ones adjusted to the social, economic and cultural needs of each region.

Logically, Colombia is not alien to this situation, so as a response to these demands, among many models designed over time, the educational models 'New School and Post-Primary' stand out, strategies that the government has implemented to face the problems of rural education already known in our bibliographic review. This section aims to make a comparison between the essay compares Colombian practices with those of other Latin American countries, highlighting similarities and differences in challenges and strategies, as well as in their results.

Colombia has faced and continues to face obstacles and threats that the educational

system in rural areas suffers, problems that we have already discussed, such as limitations in infrastructure, very few teaching resources and poor teacher training, especially in the teaching of English. According to the Ministry of Education, the 'Escuela Nueva' program is literally an "educational model that allows offering complete primary education in multigrade schools with one or two teachers, systemically integrating curricular, community, training, monitoring and administration strategies where active, participatory and cooperative learning is promoted and the school-community relationship is strengthened" (MEN). Therefore, it is a methodology created to adapt a multigrade and participatory education, designed almost exclusively for students in rural areas, since at that time (the 70s), the curricular designs for rural schools were too poor and the students came out very poorly prepared. In addition to this model, there is another, 'Post-primary', aimed at "allowing children and young people from rural areas to access the basic secondary education cycle with programs relevant to their context" (MEN). These strategies have been the support to considerably reduce the deficiencies found and the gaps that exist with urban education, especially because its main characteristic is to promote self-learning, collaboration between communities and ease of learning.

Likewise, in other Latin American countries, such as Peru, Guatemala and Bolivia, apart from the same problems that exist in Colombia, rural education is also faced with others such as lack of connectivity, high poverty rates and cultural barriers related to multilingualism; although it also varies depending on the cultural characteristics of each region. For example, in Peru and Bolivia, the challenge is not only the teaching of English, but its mixture with indigenous languages such as Quechua and Aymara, which demands bilingual and intercultural strategies.

The countries analyzed share similar difficulties, some of which differ in matters related to government or socio-cultural contexts, but which are common, forcing States to develop strategies to address them and fight against the challenges that arise. For instance, it can be observed that the most common and recurrent challenges in Colombia and other Latin American countries are those related to limited access to infrastructure, poverty, and the need for teacher training, which are recurring obstacles in Colombia and other countries in the region. This has generated the design of similar practices and strategies, such as the adoption of ICT tools, the

union of pedagogical models, and cultural adaptation, which are present throughout Latin America; leading to shared and already read trends, such as gamification, adaptive learning, and continuous teacher training, priority approaches in the teaching of English in rural contexts.

Some are the similarities that are observed between teaching English in rural contexts and those of other countries can also be noted:

- In Colombia, there is still a lack of training in ICT and innovative methodological approaches, while in countries such as Mexico, Argentina and Ecuador, similar deficiencies have been reported, especially in remote areas.
- In the socioeconomic context, Colombia maintains a high level of poverty and inequality in rural regions, but it is also a challenge in countries such as Brazil and Honduras.
- Little exposure to English outside the classroom in Colombia; the same problem in rural areas of Chile and Paraguay.

Although there are more similarities in terms of challenges and limitations between Colombia and other Latin American countries regarding the teaching of English in rural areas, there are differences in these same problems, as common as they are difficult to overcome, such as lack of infrastructure, limited teacher training and adverse socioeconomic conditions. These contrasts, some subtle, others marked, correspond to strategies designed and adapted to these geographic, cultural and social environments, which vary according to the linguistic characteristics of each country. While in Colombia, models as efficient and successful as Escuela Nueva and Post Primaria make the difference due to their community and flexible approach, which has been used in countries outside the continent such as East Timor, Uganda, Vietnam or the Philippines and in Latin America Brazil, Chile, Mexico, Nicaragua, Panama, El Salvador and Peru; in Uruguay there is a model called Plan Ceibal and in Chile 'English Opens Doors'; models that expose an integration of technologies capable of transforming teaching in rural areas.

Without a doubt, the experiences of Colombian practices offer important results, albeit slowly, which show the need to adapt pedagogical strategies to the rural context, highlighting the power of reinforcing community learning and digital tools as key partners to overcome barriers in

teaching English.

## Methodology

This study used a qualitative approach, it focuses on identifying relevant pedagogical strategies for teaching English in rural territories, seeking to analyze both the national context and the Latin American context, in order to also make a comparison of the local context with the Latin American context. Data was collected through a rigorous selection and examination of studies and academic articles from reliable tools such as Google Scholar, Elicit and Scopus. Cautious inclusion and exclusion criteria ensured that only relevant studies, documents that were recent and of high quality were considered for analysis. To systematize the data, the Atlas.ti tool was used, which allowed thematic coding, categorization and identification of standards within the reviewed documents.

The literature review followed a design that allowed for an in-depth analysis of existing studies on the teaching of English in rural environments in primary and secondary education in Latin America and Colombia. The structure of this monograph was carried out as follows: first, a literature search was conducted, where relevant academic studies were identified; second, a selection of documentation was carried out, where only recent, high-quality and relevant studies were selected based on predefined inclusion criteria; third, a review of the documents was carried out, where the studies were read, analyzed and the content was extracted in accordance with the content to be addressed during the monograph; fourth, the theoretical framework and the writing of the study were carried out, highlighting the findings relevant to the topic; fifth, the analysis of the documents was carried out, where the application of Atlas.ti for thematic coding and pattern recognition was used; sixth, the discussion and results continued, where the key findings and the contrast between Latin American countries and Colombia were presented; Finally, conclusions were drawn, where a summary was made of the main strategies, challenges and trends in teaching English in rural populations in Latin America.

## Results and Discussion

**Table 1**

*Categorization of barriers, current practices and trends in teaching English in rural areas.*

Title	Reference	Methodology	Challenges	Current Practices	Trends
<p>1. Challenges and Accomplishments of ELT at Primary Level in Chile: Towards the Aspiration of Becoming a Bilingual Country.</p> <p>Cite: (Barahona &amp; Ramírez- Romero, 2016)</p> <p>Keywords: ELT policy; Chile; primary education.</p>	<p>Barahona, M. (2016). Challenges and accomplishments of ELT at primary level in Chile: Towards the aspiration of becoming a bilingual country. Education policy analysis archives, 24(82), n82.</p>	<p>Descriptive and critical analysis of public policies in the teaching of English.</p>	<p>- Lack of appropriate teaching materials for children at primary level.</p> <p>- Insufficient number of teachers trained to teach English at primary level.</p> <p>- Overloaded curriculum and insufficient hours devoted to English.</p> <p>Categories: : - B-LR02 - B-TT03 - BEP04</p>	<p>- Use of available resources to improve teaching in the absence of ideal materials.</p> <p>- Strategies that consider the cultural context of students to facilitate learning.</p> <p>- Ongoing training to strengthen teachers' identity and skills.</p> <p>Categories: - CP-CA01 - CP-CRS04 - CP-TPI06</p>	<p>Using new technologies to transform English teaching practices</p> <p>Categories: - T-PIT03</p>
<p>2. Computer assisted English language learning in Costa Rican elementary schools: an experimental study.</p> <p>Cite: (Álvarez-Marinelli et al., 2016)</p> <p>Keywords: experimental design; CALL; EFL; Costa Rican elementary schools' multilevel mode</p>	<p>Alvarez-Marinelli, H., Blanco, M., Lara-Alecio, R., Irby, B. J., Tong, F., Stanley, K., &amp; Fan, Y. (2016). Computer assisted English language learning in Costa Rican elementary schools: An experimental study. Computer Assisted Language Learning, 29(1), 103-126.</p>	<p>Group experimental design with pre-test and post-test, including a control group and two treatments based on call technology (Treatment A and Treatment B).</p>	<p>- Students began with very limited oral English proficiency in third grade.</p> <p>- Instruction quality was a determining factor in learning outcomes, and in some cases was insufficient.</p> <p>- Difficulties implementing CALL in rural and marginalized settings due to technological limitations.</p> <p>Categories: : - B-EP04 - B-TA03</p>	<p>- Adapting call programs to urban, rural, and marginalized contexts.</p> <p>- Development of call content based on standardized tests such as the WMLS-R.</p> <p>Categories: - CP-CA01 - CP-UT05</p>	<p>- Promoting computer-assisted instruction from the earliest levels of schooling.</p> <p>- Emphasis on improving the quality of educational software and its ability to engage students in an interactive and structured manner.</p> <p>Categories: - T-SBE02 - T-PIT03</p>

<p>3. Ecuadorian teachers' perceptions of teaching English: Challenges in the public education sector.</p> <p>Cite: (Orosz et al., 2021)</p> <p>Keywords: English language teaching; perceptions on English; English teaching curriculum; classroom teaching strategies; English teacher training.</p>	<p>Orosz, A., Monzón, M., &amp; Velasco, P. (2021). Ecuadorian teachers' perceptions of teaching English: Challenges in the public education sector. <i>International Journal of Learning, Teaching and Educational Research</i>, 20(3), 229-249.</p>	<p>Research design: Qualitative exploratory. In-depth interviews with 10 primary and secondary English teachers. Data analysis: MAXqda software for qualitative coding and analysis.</p>	<p>- The current curriculum requires students to reach an intermediate level (B1), which is challenging for teachers due to lack of resources and preparation.</p> <p>- Low motivation among teachers due to perceived insufficient institutional support.</p> <p>Categories : - B-TT03 - B-EP04</p>	<p>- Teachers recognize the importance of English and make significant efforts to meet professional demands.</p> <p>- Limited use of resources and strategies to adapt to the new curriculum.</p> <p>Categories : - CP-CTA03 - CP-CA01</p>	<p>- Incorporation of educational technologies to complement teaching strategies and overcome structural limitations.</p> <p>Categories: - T-PIT03</p>
<p>4. Educación rural en América Latina Escenarios, tendencias y horizontes de investigación.</p> <p>Cite: (Mora, 2020)</p> <p>Keywords: Rural education; policies; educational research; emerging issues.</p>	<p>Mora, L. G. (2020). Educación rural en América Latina Escenarios, tendencias y horizontes de investigación (Vol. 1, pp. 48-69). <a href="https://doi.org/10.24310/mgnma.r.v1i2.8598">https://doi.org/10.24310/mgnma.r.v1i2.8598</a></p>	<p>The design of the article could be classified as a documentary and exploratory review, since it is based on: Literature review and contextual analysis, since specific characteristics of the contexts of Mexico, Colombia and Peru are observed.</p>	<p>- An urban-centric perspective is identified that obscures the conditions of rural schooling, with approaches that do not consider the cultural specificities of the rural context. Tensions with educational policies that prioritize other approaches (such as indigenous or historiographical education), which contributes to the postponement of the study of non-indigenous rural schools.</p> <p>Categories : - B-SC01 - B-EP04</p>	<p>- A curriculum adapted to the realities of rural areas is being implemented, although it does not address them directly.</p> <p>- There is research into rural education from more inclusive and contextualized perspectives.</p> <p>Categories : - CP-CA01 - CP-CRS04</p>	<p>This is evident in the criticism of the urban-centric perspective and in the search for more inclusive approaches for diverse rural populations.</p> <p>Categories: - T-ICA01</p>

5. English language education in a rural school.	Lucero Chillagana, E. E., Tigasi Chiluisa, B. M., & Cando Guanoluisa, F. S. (2023). English language education in a rural school. Explorador Digital, 7(1), 64-85.	The article uses a descriptive qualitative approach, based on semi-structured interviews and direct observation as data collection methods.	<ul style="list-style-type: none"> <li>- Rural schools are found to have inadequate facilities, which hinders learning experiences.</li> <li>- Rural schools face difficulties in recruiting qualified teachers.</li> <li>- Rural students lack motivation, attributed to the perception that English is not relevant in their context.</li> <li>- Limited infrastructure conditions affect the quality of teaching and learning.</li> </ul>	The educational community strives to maintain the stability of the institution, which reflects the commitment of local stakeholders. However, it does not mention innovative pedagogical practices or specific strategies used to overcome challenges.	Trends that emphasize the importance of training teachers in rural areas (Hossain, 2016; Cárdenas et al., 2019). There is a need to improve school conditions to achieve effective learning, which is related to the urgency of investing in infrastructure and educational resources.
Cite: (Chillagana et al., 2023)			<p>Categories : - B-LR02 - B-TT03</p>	<p>Categories : n/a</p>	<p>Categories: n/a</p>
6. English Language Education in Primary Schooling in Argentina.	Porto, M. (2016). English language education in primary schooling in Argentina. Education Policy Analysis Archives, 24(80).	Descriptive and documentary design. Historical and political context of education in Argentina. Review of linguistic and educational policies at national and provincial levels. Interviews with leaders of English teaching programs in four provinces: Buenos Aires, La Pampa, Entre Ríos and Chubut.	<ul style="list-style-type: none"> <li>- Few financial and material resources to implement homogeneous and effective programs in all provinces.</li> <li>- Educational policies lack international influence and are not aligned with local needs, generating tensions in the implementation of a multilingual approach.</li> <li>- Lack of teacher training and updating programs aligned with intercultural and multilingual approaches.</li> </ul>	<ul style="list-style-type: none"> <li>- Using national guidelines to structure the teaching of English in primary schools, Priority Learning Cores (PLCs).</li> <li>- Adopting a model that promotes cultural integration and the learning of multiple languages.</li> </ul>	<ul style="list-style-type: none"> <li>- Consolidation of a multilingual approach as part of national education policies, with an emphasis on social justice.</li> </ul>
Cite: (Porto, 2016)			<p>Categories : - B-LR02 - B-EP04 - BTT03</p>	<p>Categories : - CP-CA01 - CP-CRS04</p>	<p>Categories: - T-PIT03</p>

7. English language teaching in Uruguay.	Kaiser, D. J. (2017). English language teaching in Uruguay. <i>World Englishes</i> , 36(4), 744-759.	Type of Study: Descriptive with a focus on documentary and historical analysis. Analysis of national projects such as Ceibal in English.	- Lack of teachers with adequate command of English, especially in remote areas. - Need to improve the training of instructors in pedagogy and command of English.	- Teaching English through interactive videoconferencing for public classrooms throughout the country. - Integration of technological tools to overcome geographical and human resource barriers. - Documentation and dissemination of Uruguayan experiences in international academic forums.	- Using digital platforms as a basis for expanding access to English language teaching. - Expansion of Ceibal in English as an initiative that can be replicated in other Latin American countries.
Cite: (Kaiser, 2017)			Categories : - B-TT03	Categories : - CP-CRS04 - CP-UT05 - CP-CTA03	Categories: - T-PIT03 - T-ICA01
8. Enseñanza del inglés en educación rural: Ercilla- collipulli, chile.	Ponce, G. E. A. (2019). Teaching English in rural education: Ercilla-Collipulli, Chile. <i>Revista Prociências</i> , 2(2), 39-49.	A qualitative-descriptive approach is used, designed to understand and analyze the professional practices of teachers in the Ercilla-Collipulli Rural English Net and the factors associated with the success or failure of using the educational resource It's my turn.	- 40% of teachers who teach English in the Araucanía region do not have specialized training, which limits the quality of teaching. - Teachers point out a lack of constant support from the English Opens Doors Program (PIAP). - Multigrade schools, a lack of technological infrastructure and limited pedagogical resources affect the implementation of innovative strategies.	- The Ercilla-Collipulli Network encourages the exchange of experiences between teachers and the transposition of good practices to the classroom. - 'It's my turn' is used in rural classrooms, seeking to strengthen the learning of English. - Although limited, the PIAP offers courses, seminars and talks to level the skills of teachers.	- Strengthening teacher networks, consolidating groups such as the Ercilla-Collipulli Network that are replicated in other rural regions, promoting collaborative practices. - Programs such as PIAP are being expanded with specific strategies to reduce the gaps in educational quality between urban and rural areas.
Cite: (Ponce, 2019)			Categories :	Categories : - CP-	Categories: - T-SBE02 - T-PIT03
Keywords: English language teaching, Rural education, Multigrade classroom, Collaborative learning, Networking					

			- B-LR02 - B-TT03	CTA03 - CP- CRS04	
9. Foreign language education in rural schools: Struggles and initiatives among generalist teachers teaching English in Mexico.  Cite: (Izquierdo et al., 2021)  Keywords: Language policy; language planning; English as a foreign language; rural education; teacher education	Izquierdo, J., Zúñiga, S. P. A., & Martínez, V. G. (2021). Foreign language education in rural schools: Struggles and initiatives among generalist teachers teaching English in Mexico. In <i>Studies in Second Language Learning and Teaching</i> . Studies in Second Language Learning and Teaching. <a href="https://doi.org/10.14746/SLLT.2021.11.1.6">https://doi.org/10.14746/SLLT.2021.11.1.6</a>	Study approach and design: Mixed (qualitative and quantitative methods). Participants: 115 generalist teachers who teach English in 17 rural secondary schools in southeastern Mexico	- Sociocultural challenges faced by rural teachers when teaching English as a L2. - Limitations in resources available to teachers in rural schools. - Lack of specialized training in L2 teaching for generalist teachers.  Categories: : - B-SC01 - B-LR02 - B-TT03	- Limited strategies developed by teachers to overcome everyday challenges. - Teaching practices used by some teachers, although not always effective.  Categories: : - CP-LR02 - CP-CTA03	- Limited participation in L2 teacher training programs that could improve bilingual teaching. - This study itself represents a trend toward contextualized research on rural challenges in L2 teaching.  Categories: - T-SBE02 - T-CR04
10. Políticas públicas educativas en el contexto de américa latina. Una perspectiva de la educación rural/ Educación del campo en Venezuela y Brasil.  Cite: (Socorro et al.)  Keywords: Field Education. Rural Education. Educational Policies. Public Policies.	Socorro, P. E. V., Ruíz, S. C., Santos, A. R. D., & Nunes, C. P. POLÍTICAS PÚBLICAS EDUCATIVAS EN EL CONTEXTO DE AMÉRICA LATINA. UNA PERSPECTIVA DE LA EDUCACIÓN RURAL/EDUCACIÓN DEL CAMPO EN VENEZUELA Y BRASIL. In <i>Educação em Revista</i> . <i>Educação em Revista</i> . <a href="https://doi.org/10.1590/0102-4698196116">https://doi.org/10.1590/0102-4698196116</a>	This is a documentary research with a critical approach. It is characterized by: Use of secondary sources (laws, academic literature, official documents) and an analytical perspective is made on the relationship between neoliberal reforms and their effects on rural education.	- In Venezuela, the rural education model was influenced by economic dependence on oil and colonialism. - Agrarian and educational policies perpetuate latifundism and do not address the transformation of land ownership. - In Brazil, the trend towards educational privatization distances the State from its regulatory function. - Educational reforms aligned with neoliberalism, promoted by the World Bank and the OECD.	- There is evidence of critical reflection on the impact of neoliberal policies on rural and peasant education. - In Brazil, there have been legislative advances for peasant rights, although they continue to face obstacles to their materialization.  Categories: : - CP-CRS04	- Using legislative analysis to study public education policies in Brazil and Venezuela. - Contextualized research on the impact of neoliberal policies on rural areas in Latin America.  Categories: - T-CR04

## Categories

- :
- B-SC01
- B-EP04

11. Rural Education in Peru: A study of its performance, physical and digital infrastructure, gender, linguistic, and social and cultural development.	Forero Bucheli, M. (2023). Rural Education in Peru: A study of its performance, physical and digital infrastructure, gender, linguistic, and social and cultural development.	The methodological design used appears to be based on an analysis of needs, resources and future projections. An integrative approach is adopted that prioritizes the interaction between structural barriers, pedagogical practices and emerging trends.	Barrier Identification: The categorization of barriers is based on structural (resources and policies), sociocultural (contextual differences) and professional (teacher training) aspects, showing a holistic perspective on current limitations in education.	Current Practices: The categories listed here suggest a pragmatic and adaptive approach, where solutions focus on the context and the active participation of the actors involved. They highlight innovative pedagogical strategies and technological resources to overcome barriers.	Trends: These categories reflect where education is headed, showing an emphasis on cultural inclusion, bilingualism and the use of technological tools. In addition, it highlights the importance of research adapted to the context as a source of innovation.
Cite: (Forero, 2023)			Categories: : - B-SC01	Categories: : - CP-CRS04 - CP-UT05	Categories: - T-PIT03 - T-ICA01

12. “Speak English”: Challenges of and Opportunities for Implementing National Education Language Policy in Rural Nicaragua.	Walberg, L. “Speak English”: Challenges of and Opportunities for Implementing National Education Language Policy in Rural Nicaragua. <a href="https://doi.org/10.13016/M21G0HZ11">https://doi.org/10.13016/M21G0HZ11</a>	This study adopts a qualitative approach, exploring the dynamics in the implementation of the national language policy in rural areas of Nicaragua. The conceptual framework is based on Spolsky's (2004) language policy model, which includes linguistic practices, linguistic ideology and linguistic management as central axes.	Structural and contextual challenges (sociocultural, limited resources, teacher training, educational policies) are identified.	Rural schools adapt the curriculum, use local resources, and apply pedagogical strategies focused on communication and culture.	Explore future innovations that can transform English language teaching, such as the use of technology, enhanced bilingual education, and contextualized research.
Cite: (Walberg)			Categories : - B-SC01	Categories : - CP-CA01	Categories: - T-SBE02
13. Teachers’ Perceptions and Appropriation of EFL Educational Reforms: Insights from Generalist Teachers Teaching English in Mexican Rural Schools.	Hernández, M. H., & Izquierdo, J. (2023). Teachers’ Perceptions and Appropriation of EFL Educational Reforms: Insights from Generalist Teachers Teaching English in Mexican Rural Schools. In Education Sciences. <a href="https://doi.org/10.3390/educsci13050482">https://doi.org/10.3390/educsci13050482</a> Citas en el texto: (Hernández & Izquierdo, 2023)	The mixed methodological design of the study combines quantitative and qualitative phases to provide a comprehensive view.	In order to adhere to the guidelines, generalist teachers have to deal with issues such as L2 proficiency, teacher training, and pedagogical support in the same way as specialized English teachers do in rural areas.	Generalist teachers modify the content of the curriculum and use different materials.  Categories : - CP-CA01	No trends found
Cite: (Hernández & Izquierdo, 2023)			Categories : - B-TT03 - B-EP04		
Keywords: English Language Teaching (ELT); curricular reforms; teachers’ perception; curricular appropriation; generalist teachers; rural schools					
14. Teachers and students’ perceptions of teaching and learning English in small classes: a	Toro, L. V., Pinza, E. I., Vargas, A. B., Zúñiga, A., Paredes, F., & Espinosa, F. O.	The study employed a mixed-method research design,	- Lack of specific materials and limitations in educational infrastructure. - Influence of	- Adjusting activities and strategies to the needs of small classes. - Using available	Analysis focused on specific realities of the Ecuadorian context.

<p>case of Ecuador.</p> <p>Cite: (Toro et al.)</p> <p>Keywords: Small classes, teachers and students' perceptions, benefits, strategies and resources, students' feelings, limitations.</p>	<p>Teachers and Students' Perceptions of Teaching and Learning English in Small Classes: A Case of Ecuador. In Turkish Online Journal of Educational Technology (Vols. 18, pp. 95-104). Turkish Online Journal of Educational Technology. <a href="https://www.semanticscholar.org/paper/c6655870175194f07ebdf51f7271fafae1f4212a">https://www.semanticscholar.org/paper/c6655870175194f07ebdf51f7271fafae1f4212a</a></p>	<p>combining qualitative and quantitative approaches to gain a comprehensive understanding of teachers' and students' perceptions of teaching and learning English in small classes.</p>	<p>classroom size established by national regulations.</p> <p>Categories: - B-LR02 - B-EP04</p>	<p>materials to encourage interaction.</p> <p>- Teachers honing their small class management skills as a professional skill.</p> <p>Categories: - CP-CA01 - CP-LR02 - CP-TPI06</p>	<p>Categories: - T-CR04</p>
<p>15. Teachers in training's conceptions about rural education.</p> <p>Cite: (Serruto &amp; Frisancho, 2024)</p> <p>Keywords: conceptions, rural education, teaching</p>	<p>Serruto, V., &amp; Frisancho, S. (2024). Concepciones de docentes en formación acerca de la educación rural. In Revista de Psicología. Revista de Psicología. <a href="https://doi.org/10.18800/psico.202402.018">https://doi.org/10.18800/psico.202402.018</a>.</p>	<p>The study adopted a qualitative approach using semi-structured interviews.</p>	<p>- Stereotypes and prejudices towards rural areas, associated with poverty, limited development and low parental education, negatively impact teacher expectations and teacher-student relationships. - Insufficient preparation in the training curriculum to address the particularities of teaching in rural areas.</p> <p>Categories: - B-SC01 - B-TT03</p>	<p>- The need to adapt curricula to address the challenges of rural education can be inferred. - Recognition of the cultural value of rurality, although not adequately translated into inclusive pedagogical practices.</p> <p>Categories: - CP-CA01 - CP-CRS04</p>	<p>- The article suggests that teacher training should include intercultural approaches to value the unique characteristics of rural students. This study reflects a trend towards researching and understanding teacher conceptions in order to design more effective and inclusive strategies.</p> <p>Categories: - T-ICA01 - T-CR04 -</p>

<p>16. Teaching English in a Mexican rural and an urban primary schools: General classroom teachers as an alternative to become language access facilitators in marginal and indigenous contexts.</p> <p>Cite: (García-García et al., 2018)</p> <p>Keywords: English as a Foreign language teaching; language access facilitators; general classroom teachers; marginal school</p>	<p>García-García, L. D., Romero-Contreras, S., &amp; Silva-Maceda, G. (2018). Teaching English in a Mexican rural and an urban primary school: General classroom teachers as an alternative to become language access facilitators in marginal and indigenous contexts. In Cogent Education (Vols. 5). Cogent Education. <a href="https://doi.org/10.1080/2331186X.2018.1549691">https://doi.org/10.1080/2331186X.2018.1549691</a></p>	<p>Quantitative and qualitative data to identify perceptions and practices related to the role of teachers as second language facilitators.</p>	<p>- Structural and socioeconomic challenges affect EFL implementation, such as limited access to resources and materials specific to teaching English.</p> <p>- Challenges in integrating English with predominant indigenous languages.</p> <p>- Differences in infrastructure and teacher training hinder equity in teaching English.</p> <p>Categories : - B-SC01 - B-LR02</p>	<p>- Use of adaptive methodologies by non-EFL teachers, who employ strategies to link English to the local context.</p> <p>- Active participation of rural and indigenous teachers as cultural mediators, although they lack formal tools to teach a second language.</p> <p>- The importance of introducing English in rural communities as a tool for accessing global opportunities is recognized.</p> <p>Categories : - CP-CA01 - CP-CRS04</p>	<p>- Transforming mainstream classroom teachers into EFL facilitators poses a more inclusive and context-adapted model.</p> <p>- Pedagogical approaches that prioritize the integration of English with local linguistic and cultural particularities.</p> <p>- Potential use of digital tools to complement teacher training and resource limitations in marginalized areas.</p> <p>Categories: - T-ICA01 - T-PIT03</p>
<p>17. Teaching English Language in Ecuador: A Review from the Inclusive Educational Approach.</p> <p>Cite: (Villafuerte &amp; Mosquera, 2020)</p> <p>Keywords: Ecuador, English as a foreign language, inclusive education, government policies.</p>	<p>Villafuerte, J., &amp; Mosquera, Y. M. (2020). Teaching English Language in Ecuador: A Review from the Inclusive Educational Approach. In Journal of Arts and Humanities (Vols. 9, pp. 75-90). Journal of Arts and Humanities. <a href="https://doi.org/10.18533/JOURNAL.V9I2.1854">https://doi.org/10.18533/JOURNAL.V9I2.1854</a></p>	<p>This research applies the documentary review techniques and the qualitative research approach to determine the current situation of EFL teaching and the learning of students in disability conditions in Manabí-Ecuador in 2020</p>	<p>- Lack of experience in adaptations by foreign language centers for students with special educational needs.</p> <p>- Lack of adequate resources and infrastructure to guarantee inclusive teaching.</p> <p>- Historical invisibility of people with disabilities until 2006, due to social stigmas.</p> <p>Categories : - B-LR02 - B-SC01</p>	<p>- Integration of students with special educational needs at all levels of the educational system.</p> <p>- Advances in educational access through government policies, such as the LOES and LOEI.</p> <p>- Recognition of Ecuador as an inclusive and multicultural country, according to the 2008 Constitution.</p> <p>- Collaboration between the Ministries of Economic and Social Inclusion (MIES) and Education (ME) to implement inclusive policies.</p>	<p>- Creating pedagogical strategies that adapt the teaching of English to students with visual, hearing or special educational needs not related to disabilities (e.g., dyslexia, autism).</p> <p>- Building a progressive society based on equity and inclusion through language teaching.</p> <p>Categories: - T-PIT03 - T-CR04</p>

## Categories

- :
- CP-CA01
- CP-CTA03

<p>18. Teaching English to mixed-level classes in rural schools.</p> <p>Cite: (Tillaguango- Pintado &amp; Argudo- Serrano)</p> <p>Keywords: Mixed-level classes; teaching English, challenges, strategies, rural schools, EFL.</p>	<p>Tillaguango-Pintado, D. M., &amp; Argudo-Serrano, J. TO MIXED-LEVEL CLASSES IN RURAL SCHOOLS. <a href="https://www.semanticscholar.org/paper/21b9fbc89cea83fe96a791322891a68f4d09b3">https://www.semanticscholar.org/paper/21b9fbc89cea83fe96a791322891a68f4d09b3</a></p>	<p>Systematic review approach to search, select and analyze relevant literature, minimize bias and improve the reliability of findings</p>	<p>- Students with varying English proficiency levels, making it arduous for teachers to cater to the needs of all students effectively</p> <p>- Limited resources, large class sizes, and student motivation.</p> <p>Categories :</p> <ul style="list-style-type: none"> <li>- B-SC01</li> <li>- B-LR02</li> </ul>	<p>- Teachers tailor curriculum content to make it relevant and understandable for students with different levels of English proficiency</p> <p>- The importance of respecting students' cultural identities is recognized, integrating elements of their own cultures into lessons to foster motivation and commitment to learning.</p> <p>Categories :</p> <ul style="list-style-type: none"> <li>- CP-LR02</li> <li>- CP-CRS04</li> </ul>	<p>- Interculturality is promoted in rural classrooms, emphasizing respect for diversity and the integration of cultural perspectives in the teaching of English.</p> <p>- It is proposed to conduct studies that address the particularities of rural environments in order to develop more effective pedagogical approaches, considering specific barriers and available resources.</p> <p>Categories:</p> <ul style="list-style-type: none"> <li>- T-ICA01</li> <li>- T-CR04</li> </ul>
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<p>19. Using an ICT tool for teaching English in a rural context.</p> <p>Cite: (Lizasoain et al.)</p> <p>Keywords: ICT – Self-learning – English as a Foreign Language – Rural Education – English Literacy</p>	<p>Lizasoain, A., Zárate, A., Mansilla, C. B., English, A., &amp; Sigerson, .</p> <p>Using an ICT tool for teaching English in a rural context 1*.</p> <p><a href="https://www.semanticscholar.org/paper/8f3dbc2fb1d553e714be2913410710df85a56fde">https://www.semanticscholar.org/paper/8f3dbc2fb1d553e714be2913410710df85a56fde</a></p>	<p>- Evaluative case study (Cohen; Manion; Manion, 2007) that took place in seven schools in the Region de los Ríos in the south of Chile</p>	<p>- Historical inequalities affecting rural communities</p> <p>- Shortage of educational resources</p> <p>- Need for further training to standardize effective use of the tool.</p> <p>Categories :</p> <p>- B-SC01</p> <p>- B-LR02</p> <p>- B-TT03</p>	<p>- The It's My Turn tool is used as a means to facilitate self-learning of English in a context where opportunities to learn the language are limited.</p> <p>- Teachers combine the use of the native language and the foreign language, evidencing a practice that seeks to balance learning the new language with the cultural context of the student.</p> <p>Categories :</p> <p>- CP-UT05</p> <p>- CP-LR02</p>	<p>- The introduction of It's My Turn reflects a trend toward using technology to promote self-learning,</p> <p>Categories:</p> <p>- T-PIT03</p>
<p>20. A Task-based Teacher Development Program in a Rural Public School in Colombia.</p> <p>Cite: (Coronado-Rodríguez et al., 2022)</p> <p>Keywords: Primary education, teacher professional development, rural education, task-based approach</p>	<p>Coronado-Rodríguez, C., Aguilar-Peña, L. F., &amp; Jaime-Osorio, M. F. (2022). A Task-based Teacher Development Program in a Rural Public School in Colombia. In HOW. HOW. <a href="https://doi.org/10.19183/how.29.1.640">https://doi.org/10.19183/how.29.1.640</a></p>	<p>Methodological design: Survey, classroom observations and semi-structured interviews before and after the implementation of the development program</p>	<p>- Rural schools face greater limitations in resources, infrastructure and teacher training, deepening inequality compared to urban areas.</p> <p>- English language learning based on international standards is not adapted to local conditions, generating mismatches and unrealistic expectations.</p> <p>Categories :</p> <p>- B-LR02</p> <p>- B-TT03</p>	<p>- English teaching focuses on basic vocabulary and pronunciation tasks, reflecting limitations in training and available time.</p> <p>- In the absence of institutional support, teachers base their practices on self-taught methods or personal experience.</p> <p>Categories :</p> <p>- CP-CTA03</p> <p>- CP-CRS04</p>	<p>Focus on the Common European Framework (connection between educational policy and practice).</p> <p>Categories:</p> <p>- T-ICA01</p>
<p>21. Challenges When Teaching EFL in A Post-Conflict Rural Area to Foster Quality Education</p>	<p>Puche Miranda, C. L. (2024). Challenges when teaching EFL in a post-conflict rural</p>	<p>Participatory Action Research (PAR) is a qualitative research</p>	<p>- The impact of the armed conflict has led to displacement, social and economic</p>	<p>- Cultural adaptation, incorporating elements of the local environment and traditions into</p>	<p>- Strategies that link the teaching of English with the promotion of equality, inclusion</p>

<p>And Reduce Inequalities in San Clemente Educational Institution at Tierralta, Córdoba.</p>	<p>area to foster quality education and reduce inequalities in San Clemente Educational Institution at Tierralta, Córdoba.</p>	<p>methodology that involves researchers and participants collaborating to understand social issues and take actions to bring about social change (Jacobs, 2016).</p>	<p>instability, and an unfavorable learning environment. - Students' self-esteem, socioeconomic status and geographical barriers limit the learning of English.</p>	<p>lessons to connect students to learning. - Teaching creativity and flexibility, devising interactive and dynamic strategies to maintain student interest despite limitations. - Inclusive and discrimination-free environments are being created, which are essential in a post-conflict context.</p>	<p>and community resilience. - Promotion of the Sustainable Development Goal (SDG) that seeks to reduce inequalities and promote quality education in vulnerable areas through social investments, inclusive policies and the strengthening of educational infrastructure.</p>
<p>Cite: (Puche, 2024)</p>			<p>Categories : - B-SC01</p>	<p>Categories : - CP-CA01 - CP-CRS04</p>	<p>Categories: - T-PIT03</p>
<p>Keywords: Challenges, teaching English, foreign language, post-conflict, rural areas</p>					
<p>22. Language Education in Multilingual Colombia Critical Perspectives and Voices from the Field.</p>	<p>Browning, P. (2023). Miranda, Norbella, Anne-Marie de Mejía and Silvia Valencia Giraldo: Language Education in Multilingual Colombia: Critical perspectives and voices from the field. In <i>Journal of English as a Lingua Franca</i> (Vols. 12, pp. 123-129). <i>Journal of English as a Lingua Franca</i>. <a href="https://doi.org/10.1515/jelf-2023-2002">https://doi.org/10.1515/jelf-2023-2002</a></p>	<p>The methodological approach is qualitative, combining sociocultural, ecological and multimodal approaches to address the complexities of the topic.</p>	<p>- The emphasis on Spanish/English bilingualism marginalizes other local languages. - Rural contexts and indigenous groups face structural barriers to implementing multilingual approaches. - Language becomes an economic resource, displacing cultural and social values.</p>	<p>- Teachers adapt national policies to the local context, generating inclusive practices in urban and rural classrooms. - Other studies on language policy seek to make the complexities of multilingualism visible. - Use of graffiti and linguistic landscapes as educational tools.</p>	<p>Greater focus on epistemologies of the Global South and resistance to hegemonic narratives.</p>
<p>Cite: (Brownin g, 2023)</p>			<p>Categories : - B-SC01</p>	<p>Categories : - CP-CA01 - CP-LR02 - CP-CRS04</p>	<p>Categories: - T-ICA01</p>

<p>23. Creative Writing from a Digital School Newspaper in a Rural School.</p> <p>Cite: (Calle-Álvarez &amp; Arroyo, 2022)</p> <p>Keywords: Information literacy, writing teaching, primary school, creative writing, rural school, newspaper, educational technology.</p>	<p>Calle-Álvarez, G. Y., &amp; Arroyo, Y. A. (2022). La escritura creativa desde un periódico escolar digital en la escuela rural. In Cuadernos de Lingüística Hispánica. Cuadernos de Lingüística Hispánica. <a href="https://doi.org/10.19053/0121053x.n40.2023.14205">https://doi.org/10.19053/0121053x.n40.2023.14205</a></p>	<p>The methodology applied was action research, which allows the study of problems in a given context to be linked with social action programs, so that knowledge and social changes are achieved simultaneously.</p>	<p>- Limited access to technology such as computers and internet connection hinders the implementation of modern pedagogical strategies such as digital newspapers.</p> <p>- Teachers face difficulties in integrating innovative tools such as creative writing and digital newspapers.</p> <p>Categories: : - B-LR02</p>	<p>- Creating a digital newspaper as a teaching tool is presented as a practice that fosters creativity and communication skills.</p> <p>- The use of images, sounds and videos is used to complement creative writing, helping students explore other communication formats.</p> <p>Categories: : - CP-UT05</p>	<p>Growing inclination to integrate technological tools that make learning more attractive, such as digital newspapers, school blogs and interactive platforms.</p> <p>Categories: - T-PIT03</p>
<p>24. EFL Early Oral Practices in Rural Primary Students: Technological Tools Guiding their Intercultural Learning.</p> <p>Cite: (Sanabria &amp; Hernández)</p> <p>Keywords: Technological tools, culture, early oral practices, rural students.</p>	<p>Sanabria, M. C. T., &amp; Hernández, A. (2022). EFL Early oral practices in rural primary students: technological tools guiding their Intercultural learning. <a href="https://www.semanticscholar.org/paper/672961f55c6eab0b76a2b9ca4156f0f326e347ad">https://www.semanticscholar.org/paper/672961f55c6eab0b76a2b9ca4156f0f326e347ad</a></p>	<p>Research Design: Action research is defined as a form of self-reflection based on people real world experiences.</p>	<p>-There is a disconnect between English language teaching programs and the intercultural learning necessary for effective communication.</p> <p>- Limited technological awareness: Students and teachers are not fully prepared to integrate technological tools into English language teaching.</p> <p>Categories: : - B-SC01 - B-TT03</p>	<p>- The study followed an action-research methodology with three-phase workshops (pre-workshop, workshop, and post-workshop) to guide learning.</p> <p>- Activities included content on traditions from English-speaking countries, promoting reflection and cultural comparison.</p> <p>Categories: : - CP-CRS04</p>	<p>- Technological tools are included to enrich teaching, increase motivation and encourage cultural appropriation.</p> <p>- Qualitative methodologies are being adopted to design personalized and contextualized strategies.</p> <p>Categories: - T-PIT03 - T-CR04</p>

25. Elementary Teacher's Conceptions towards the Incorporation of English in Their Teaching Practices.	Olaya-Mesa, M. L., & Mora, W. A. (2023). Elementary Teacher's Conceptions towards the Incorporation of English in Their Teaching Practices. In HOW. HOW. <a href="https://doi.org/10.19183/how.30.2.671">https://doi.org/10.19183/how.30.2.671</a>	The study can be characterized as a descriptive qualitative design with data collection techniques based on interviews and documentary analysis, focused on exploring and describing teachers' experiences in teaching English in rural contexts.	- Poor school infrastructure and economic constraints in communities. - The goals and requirements set by the MEN are not realistic in rural contexts. - Rural schools lack the specific tools needed to teach English.	- Methods such as using basic books or guides, without access to interactive or digital materials. - Classes focus on simple vocabulary and grammatical structures, rather than promoting communication skills.	- Use of digital tools, such as mobile applications and virtual platforms, to support the teaching of English. - Active methodologies such as project-based learning and the communicative approach are gaining relevance.
Cite: (Olaya- Mesa & Mora, 2023)			Categories : - B-LR02 - B-EP04	Categories : - CP-CA01 - CP-LR02	Categories: - T-PIT03 - T-CR04
Keywords: Professional development, primary education, public education, teacher perceptions.					
26. ELT policy interpretations and translations in rural Colombia.	Arcila, F. C. (2018). ELT policy interpretations and translations in rural Colombia. In Current Issues in Language Planning (Vols. 19, pp. 363-382). Current Issues in Language Planning. <a href="https://doi.org/10.1080/14664208.2017.1377903">https://doi.org/10.1080/14664208.2017.1377903</a>	Based on Ball, Maguire and Braun's (2012) policy implementation theory, the study adopts a qualitative perspective, exploring how educational policies related to English language teaching are reinterpreted and translated into practices by teachers in rural areas of Colombia.	- Poor educational infrastructure, lack of teaching materials, and limited access to technologies that facilitate learning English. - Absence of robust teacher training programs and limited support from educational authorities.	- Teachers make curriculum descriptors more flexible or even modify them to fit the available resources and the specific needs of their students. - Teachers resort to strategies such as sharing materials, creating their own content, and using available technologies, even if they are limited.	No trends detected
Cite: (Arcila, 2018)			Categories : - B-LR02 - B-TT03	Categories : - CP-CA01 - CP-TPI06	
Keywords: ELT; Policy interpretation; Policy translation; Rural contexts; Resistance; Accommodation.					
27. The Routledge companion to English language studies.	Maybin, J., & Swann, J. (2009). The Routledge Companion to English Language Studies. <a href="https://doi.org/10.4324/9780203878958">https://doi.org/10.4324/9780203878958</a>	Is not a traditional research article, but rather a collection of academic essays that explore different dimensions	n/a	n/a	n/a
Cite: (Maybin & Swann, 2009)					

of English language studies. Due to this nature, it does not follow a single standard methodology.

<p>28. English in Public Primary Schools in Colombia: Achievements and Challenges Brought about by National Language Education Policies.</p> <p>Cite: (Correa &amp; González, 2016)</p> <p>Keywords: Bilingualism, Colombia, English, ESL, EFL, language policy, primary education.</p>	<p>Correa, D., &amp; González, A. (2016). English in Public Primary Schools in Colombia: Achievements and Challenges Brought about by National Language Education Policies. In Education Policy Analysis Archives (Vols. 24, p. 83). Education Policy Analysis Archives. <a href="https://doi.org/10.14507/EPAA.24.2459">https://doi.org/10.14507/EPAA.24.2459</a></p>	<p>A comprehensive documentary analysis was conducted on four bilingual programs implemented since 2004 in Colombia</p>	<p>- Lack of teachers trained in English language teaching (ELT) in public schools, especially at primary level.</p> <p>- Poor quality of technological infrastructure, such as slow and unreliable internet in rural areas.</p> <p>- Lack of interest in indigenous languages and other existing bilingualisms, such as Palenquero and Creole, which generates cultural exclusion.</p> <p>Categories : - B-SC01 - B-LR02 - B-TT03</p>	<p>- NPB: Focused on promoting communication in English as a key skill for globalization.</p> <p>PSDCFL: Changed focus to consider English as a foreign language, recognizing the existing bilingualism in Colombia.</p> <p>PNE: Review of previous programs with increased investment and support from the private sector.</p> <p>Colombia Bilingüe: Reduction of scope to 32 education secretariats and 145 schools, with specific goals for students and teachers at levels A2 and B1.</p> <p>Categories : - CP-CRS04</p>	<p>Greater involvement of companies and other ministries in financing and supporting the programs.</p> <p>Categories: - T-SBE02</p>
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<p>29. English Language Teaching in Rural Areas: A New Challenge for English Language Teachers in Colombia.</p>	<p>Holguín, B., &amp; Morales, J. A. (2016). English Language Teaching in Rural Areas: A New Challenge for English Language Teachers in Colombia. In Cuadernos de Lingüística Hispánica (pp. 209-222). Cuadernos de Lingüística Hispánica. <a href="https://doi.org/10.19053/0121053X.4217">https://doi.org/10.19053/0121053X.4217</a></p>	<p>It is a study based on the results of another research carried out in Boyacá and Santander (Colombia)</p>	<p>Isolation, cultural adaptation, and misconceptions rural families have about education, motivation, infrastructure, and violence.</p>	<p>n/a</p>	<p>Proposals for the development of strategies that address the specific needs of rural areas.</p> <p>Categories: - T-SBE02</p>
<p>Cite: (Holguín &amp; Morales, 2016)</p>			<p>Categories : - B-SC01</p>		
<p>Keywords: Colombian rural education, English language teaching, English teachers</p>					
<p>30. English teaching in Colombian rural schools: Challenges and opportunities.</p>	<p>Botero, J. G., &amp; Galeano, C. C. R. (2022). English teaching in Colombian rural schools: Challenges and opportunities. In Revista Boletín Redipe. Revista Boletín Redipe. <a href="https://doi.org/10.36260/rbr.v11i07.1853">https://doi.org/10.36260/rbr.v11i07.1853</a></p>	<p>A qualitative design is used through interviews, observations and focus groups to capture the perceptions and experiences of the participants.</p>	<p>- Lack of specific teaching materials for teaching English. Inadequate infrastructure (classrooms, access to technology and the Internet). Insufficient training: - Teachers with a low level of English and limited training in innovative methodologies. - Little perception of the true value of English in rural areas.</p>	<p>Initiatives such as ECO (English for Colombia) and "Quindío Bilingual and Competitive" have provided basic training in English to rural teachers.</p>	<p>- Use of digital tools such as educational applications, virtual platforms and multimedia content adapted to rural needs. - Communication skills and functional use of the English language, overcoming traditional grammar-based teaching.</p> <p>Categories: - T-SBE02 - T-PIT03</p>
<p>Cite: (Botero &amp; Galeano, 2022)</p>			<p>Categories : - B-LR02 - B-TT03</p>	<p>Categories : - CP-CRS04</p>	
<p>Keywords: English teaching, Escuela Nueva, perceptions, rural areas</p>					

<p>31. Escuela Nueva colombiana análisis de sus guías de aprendizaje.</p> <p>Cite: (Quintero &amp; Sá, 2018)</p> <p>Keywords: Escuela Nueva; textbook; learning guides; rural education.</p>	<p>Quintero, S., &amp; Sá, E. D. (2018). Escuela Nueva colombiana: análisis de sus guías de aprendizaje. In Acta Scientiarum. Education. Acta Scientiarum. Education. <a href="https://doi.org/10.4025/ACTASCIEDUC.V40I3.39727">https://doi.org/10.4025/ACTASCIEDUC.V40I3.39727</a></p>	<p>The research is part of the perspective of Cultural History, taking as reference other literary works</p>	<p>Although the <i>Escuela Nueva</i> is a recognized national policy, there is little articulation between its pedagogical model and bilingualism policies, which makes it difficult to integrate the teaching of English in rural areas.</p> <p>Categories : - B-EP04</p>	<p>An autonomous teaching identity is encouraged, but limited by deficiencies in training and resources to teach English.</p> <p>Categories : - CP-TPI06</p>	<p>There is potential to integrate interculturality into the guides, allowing students to connect their cultural roots with learning English and other global cultures.</p> <p>Categories: - T-ICA01</p>
<p>32. Escuela nueva y construcción de aprendizajes, reflexiones, desafíos y aportes del modelo colombiano.</p> <p>Cite: (Corredor ,2023)</p> <p>Keywords: Education; pedagogical practices; rural zone, active learning; new school.</p>	<p>Corredor Alipio, R. A. (2023). Escuela nueva y construcción de aprendizajes, reflexiones, desafíos ya aportes del modelo colombiano. <i>Ciencia Latina Revista Científica Multidisciplinar</i>, 7(2), 2871-2888. <a href="https://doi.org/10.37811/cl_rm.v7i2.5527">https://doi.org/10.37811/cl_rm.v7i2.5527</a>.</p>	<p>A documentary or bibliographic approach is used based on consultation of historical-pedagogical research and publications, review of historical and contextual background</p>	<p>n/a</p>	<p>n/a</p>	<p>n/a</p>
<p>33. Examining Hegemonic and Monoglossic Language Ideologies, Policies, and Practices Within Bilingual Education in Colombia.</p> <p>Cite: (Bettney, E, 2022)</p> <p>Keywords: Colombia; heteroglossia; bilingual education; language ideology; language policy;</p>	<p>Bettney, E. (2022). Examining hegemonic and monoglossic language ideologies, policies, and practices within bilingual education in Colombia. <i>Ikala</i>, 27(1), 249–270. <a href="https://doi.org/10.17533/udea.ikala.v27n1a12">https://doi.org/10.17533/udea.ikala.v27n1a12</a></p>	<p>A theoretical-critical approach is used.</p>	<p>Educational policies prioritize English as a foreign language, devaluing local languages and diverse linguistic practices.</p> <p>Categories : - B-EP04</p>	<p>Institutions follow monoglossic models, ignoring the hybrid linguistic practices that occur naturally in educational contexts.</p> <p>Categories : - CP-CRS04</p>	<p>Critical Multilingual Awareness (CMLA), a tool that encourages critical thinking about linguistic diversity and bias.</p> <p>Categories: - T-CR04</p>

coloniality; hegemon					
34. Exploring Critical Awareness of Media and Teacher Education: An Experience with Colombian ELT Pre-Service Teachers.	Dominguez, C. (2019). Critical Awareness of Media and Teacher Education: An Experience with Colombian ELT Pre-Service Teachers. Journal of Media Literacy Education, 11(1), 32–51. <a href="https://doi.org/10.23860/jmle-2019-11-1-2">https://doi.org/10.23860/jmle-2019-11-1-2</a>	Study with a qualitative research design	- Ignorance of teachers and students about how the media shapes values, identities and perceptions. - Limited access to modern educational resources and diversity in media texts.	- Using advertisements and other media texts as tools to foster critical analysis. - Including critical approaches to addressing social injustices depicted in the media.	Incorporating critical media literacy into teacher training programs.  Categories: - T-CR04
Cite: (Dominguez, 2019)			Categories: : - B-LR02 - B-TT03	Categories: : - CP-CTA03 - CP-CRS04	
Keywords: Critical awareness, media literacy, teacher education, ELT					
35. How Do Teachers Differentiate Instruction Through Materials in a Colombian Rural Zone?	Castiblanco, V., Pelaez, L., Santana, M., & Tibaná, D. (2023). How Do Teachers Differentiate Instruction Through Materials in a Colombian Rural Zone? Lengua Y Sociedad, 22(2), 283–302. <a href="https://doi.org/10.15381/lengsoc.v22i2.25216">https://doi.org/10.15381/lengsoc.v22i2.25216</a>	Methodological design: qualitative and phenomenological which explores teachers' knowledge on the development of materials in diverse educational spaces in the Colombian context.	- Teachers must adapt materials, as those provided by the government do not always align with students' needs. - Teachers lack sufficient training in differentiation strategies and in developing adapted materials.	- Teachers evaluate and modify government-provided textbooks to make them more relevant and effective. - They create materials focused on specific purposes: instructional, experiential, elicitation, or exploratory.	The National Bilingualism Program (PNB) promotes the use of modern resources and technology to improve the teaching of English.  Categories: - T-SBE02 - T-PIT03
Cite: (Castiblanco et al., 2023)			Categories: : - B-LR02 - B-TT03	Categories: : - CP-CA01 - CP-CRLR02 - CP-CTA03 - CP-CRS04	
Keywords: Strategies; materials; educators; differentiation; adaptation					
36. ICT and Social Innovation as Motivational Resources: Pilot Experience in Rural Southern Colombian Students.	Ojeda, H. M. N., Ayala, C. E. O., Abaunza, G. A., & Avalos, O. M. D. (2022). ICT and social innovation as motivational resources: pilot	Design. The research follows a quantitative approach and a quasi-experimental design with two study groups:	- Poor educational conditions in rural areas, including limitations in ICT infrastructure and connectivity, as well as insufficient technological skills	- Incorporation of ICT tools in the classroom, with a focus on government programs such as "Vive Digital" and "El Futuro Digital es de Todos". - The	- Social innovation as a transformative axis for rural education Use of participatory video and other technological strategies
Cite: (Ojeda et al.,					

2022)	experience in rural southern Colombian students., Hechos y Proyecciones del Language, 28, 20- 37	experimental group (EG) and non-equivalent control group (CG)	among teachers. - Disarticulation between educational policies and the needs of the rural context, which generates a stagnation in the use of technological resources.  Categories: : - B-LR02 - B-EP04	participatory video methodology as a motivational strategy, applied in the pilot experience described in the article.  Categories: : - CP-CRS04 - CP-UT05	- - Integration of ICT as support tools for the educational curriculum.  Categories: - T-PIT03
37. Implementation of the new school approach teaching guides in a public rural elementary school to improve reading and writing skills of English language.  Cite: (Arias, O)  Keywords: New School-Instructional materials, learning guides-rural education.	Arias, o. E. H. Implementation of the new school approach teaching guides in a public rural elementary school to improve reading and writing skills of English language.	This is a qualitative case study developed at the I. E. El Placer de Guadalajara de Buga, Valle del Cauca.	- Lack of resources and adequate teacher training. - Low level of English - Regular performance in external national tests and Saber tests.  Categories: : - B-LR02 - B-TT03 - B-EP04	- Using the “New School” pedagogical approach to personalize and contextualize teaching. - Design and implementation of learning guides as a strategy to make up for the lack of specific resources and materials for English in primary school.  Categories: : - CP-CTA03 - CP-CRS04	- Adaptation of methodologies to rural contexts to reduce the gaps between urban and rural education. - Implementation of 4 learning guides to strengthen the teaching of English.  Categories: - T-SBE02
38. Inglés para la paz colinealidad, ideología neoliberal y expansión discursiva en Colombia bilingüe.  Cite: (Hurie, 2018)  Keywords: Colombia Bilingüe, English, peace in Colombia, coloniality,	Hurie, A. H. (2018). ¿Inglés para la paz? Colonialidad, ideología neoliberal y expansión discursiva en Colombia Bilingüe. Íkala, Revista de Lenguaje Y Cultura, 23(2), 333–354. <a href="https://doi.org/10.17533/udea.ik">https://doi.org/10.17533/udea.ik</a>	The article uses a qualitative approach with a case study design, focused on analyzing the underlying discourses and ideologies in the "Colombia Bilingüe" policy.	- English language teaching is technologized, disconnected from local needs and its potential to promote peacebuilding. - Insufficient tools and materials needed to implement contextualized and meaningful teaching.	Use of official manuals and curricula designed from a centralized approach that favors technical and standardized goals.  Categories: : - CP-CTA03	Design of educational policies that respond to the cultural, linguistic and social particularities of each region.  Categories: - T-ICA01

decolonization, neoliberalism language teaching.	ala.v23n02a09		Categories : - B-SCO1 - B-LR02		
39. Interculturality in Latin American Rural Bilingual Education: A Systematic Literature Review.  Cite: (Duque Salazar et al., 2024)  Keywords: Bilingual rural education, interculturality, Latin America, literature review, rural contexts	Duque Salazar, D. M., Tangarife Loaiza, M. A., & Velásquez Hoyos, A. P. (2024). Interculturality in Latin American Rural Bilingual Education: A Systematic Literature Review. Profile: Issues in Teachers’ Professional Development, 26(2), 199–215. <a href="https://doi.org/10.15446/profile.v26n2.109822">https://doi.org/10.15446/profile.v26n2.109822</a>	A systematic literature review is adopted as a methodology, focusing on the analysis of relevant studies on interculturalit y in rural bilingual education in Latin America.	Lack of texts, tools and technologies adapted to the cultural and linguistic needs of communities.  Categories : - B-LR02	N/A	Digital resources are being explored to support the teaching of indigenous languages and promote interculturality.  Categories: - T-CR04
40. Learning, Communication and Innovation in the Training of Language Teachers in Colombia.  Cite: (Claudia Lucía Ordoñez- Ordoñez, 2018)  Keywords: Training of language teachers; development of communication skills; development of pedagogical skills; learning and language development; bilingualism	Claudia Lucía Ordoñez- Ordoñez. (2018). Aprendizaje, comunicación e innovación en la formación de maestros de lenguas en Colombia. Revista Colombiana de Educación, 75, 187–214. <a href="https://doi.org/10.17227/rce.nu.m75-8108">https://doi.org/10.17227/rce.nu.m75-8108</a>	The methodology used is based on a qualitative and reflective approach, common in studies on education and teacher training.	Teachers face difficulties in adopting innovative approaches due to the routine in traditional teaching systems.  Categories : - B-SCO1	The programs are more aligned with the requirements of the MEN than with the needs and contexts of the students.  Categories : - CP- CA01	- It is proposed that training programs should incorporate reflective processes so that teachers are agents of change in their contexts. - There is an effort to include digital tools in teacher training to improve language teaching.  Categories: - T-CR04 - T-PIT03

41. Local Knowledge and Practices for EFL Curriculum Design in a Rural School in Bogotá, Colombia.	Cruz Castillo, D. (2023). Local knowledge and practices for EFL curriculum design in a rural school in Bogotá, Colombia. Universidad Nacional de Colombia.	The study follows an action research approach.	- Lack of resources such as English laboratories in rural schools. - Low levels of teacher competence in English proficiency.	- Implementation of a curricular unit adapted to the rural context. - Incorporation of local knowledge in teaching activities.	Proposal for curriculum design models that combine national standards with the particularities of rural communities.
Cite: (Cruz Castillo, 2023)			Categories : - B-LR02 - B-TT03	Categories : - CP-CA01 - CP-CRS04	<b>Categories:</b> - T-ICA01
Keywords: Local knowledge, local practices, critical pedagogy, English as a Foreign Language, curriculum, rural education					
42. Mejorando el acceso y la calidad de la educación para el sector rural pobre El caso de la Escuela Nueva en Colombia.	Colbert, V. (1999). Mejorando el acceso y la calidad de la educación para el sector rural pobre. El caso de la Escuela Nueva en Colombia. Revista Iberoamericana de Educación, 20, 107–135. <a href="https://doi.org/10.35362/rie2001043">https://doi.org/10.35362/rie2001043</a>	The article presents a methodology based on documentary and comparative analysis to evaluate the New School.	n/a	n/a	n/a
Cite: (Colbert, 1999)					
43. Post structural Perspectives in English Teaching in Rural Colombia.	Peláez-Henao, O. A. (2024). Post structural Perspectives in English Teaching in Rural Colombia. Pedagogía Y Saberes, 61, 179–193. <a href="https://doi.org/10.17227/pys.nu.m61-20276">https://doi.org/10.17227/pys.nu.m61-20276</a>	A qualitative approach is based on a bibliographic review and critical analysis (reflection and synthesis of concepts)	Teachers with limited training in innovative approaches such as the post-method.	Post-method perspective: Introduced by authors such as Kumaravadivelu (2001, 2006), recognizing the need to transcend a single method or set of prescribed strategies.	- Promotion of practices adapted to the local context. - Teachers as reflective and dynamic agents. - Inclusion of L1 and cultural awareness.
Cite: (Peláez-Henao, 2024)			Categories : - B-TT03	Categories : - CP-CRS04	<b>Categories:</b> - T-ICA01 - T-CR04
Keywords: English language teaching; language trends; poststructuralism; rural English teachers					

44. Project based learning to transform negative perceptions of students towards learning English.	Vargas Rojas, N. L. Project based learning to transform negative perceptions of students towards learning english (Master's thesis, Universidad de La Sabana).	Qualitative approach based on action research, since the teacher-researcher actively participated in the pedagogical intervention and evaluated the changes in the students' perceptions and attitudes.	- Lack of material resources (books, access to technology, audiovisual material) in the educational institution. - The belief that English is irrelevant to their daily lives.	English teaching focuses on memorization and mechanical exercises.  Categories : - CP-CRS04	Use of PBL, whereby students will perceive English as a useful tool for communication, beyond school.  Categories: - T-SBE02
Cite: (Vargas Rojas)  Keywords: Autonomy, context, empowerment, PBL, perception, self-learning, Teaching. Learning process			Categories : - B-LR02		
45. Reading to Learn and EFL Students' Construction of Spoken Biographical Recounts.	Herazo Rivera, J. D., Becerra, T., García-Montes, P., Sagre Barbosa, A., Anaya, C., & Pastrana, J. (2021). Reading to Learn and EFL Students' Construction of Spoken Biographical Recounts. <i>Íkala</i> , 26(1), 41–60. <a href="https://doi.org/10.17533/udea.ikala.v26n01a06">https://doi.org/10.17533/udea.ikala.v26n01a06</a>	The study adopted a qualitative interpretive approach, the purpose of which was to explore changes in students' construction of meaning through the implementation of the "Reading to Learn" (R2L) model.	- Negative perception towards the English language, which hinders motivation and learning. - Teachers insufficiently trained to implement innovative methodologies such as R2L.  Categories : - B-SC01 - B-TT03	Use of pedagogical diagrams and metalinguistic explanations as a central framework for oral production.  Categories : - CP-CTA03 - CP-CRS04	R2L model that promotes language learning through relevant and contextualized textual genres.  Categories: - T-SBE02 - T-PIT03 - T-CR04
Cite: (Herazo Rivera et al., 2021)  Keywords: Spoken discourse; systemic functional linguistics; Reading to Learn; biographical recounts; genre-based instruction; EFL.					
46. Retos para potenciar el inglés en la primaria rural colombiana.	Murcia-Yalí, J. H. (2024). Retos para potenciar el inglés en la primaria rural colombiana. <i>Pedagogía Y Saberes</i> , 60, 175–191. <a href="https://doi.org/10.17227/pys.nu.m60-19011">https://doi.org/10.17227/pys.nu.m60-19011</a>	Qualitative descriptive research, based on a literature review and the author's experience as a mono-teacher in rural schools.	- Rural teachers do not have specialized training in teaching English. Lack of appropriate pedagogical and technological materials for teaching English in rural areas. - - Rurality has historically been ignored in the design of	- Rural teachers develop their own strategies to overcome the shortcomings, such as the use of alternative materials and methodological adaptations. - Single-teachers must teach classes to students of different ages and educational levels, which	- Implementation of virtual courses and diplomas for rural teachers - Periodic teacher training sessions in strategic urban centers - Sending teachers trained in English to rural areas.  Categories: - T-SBE02 - T-PIT03
Cite: (Murcia-Yalí, 2024)  Keywords: Rural education; language policies; bilingualism ; foreign language teaching; pedagogical practice.					

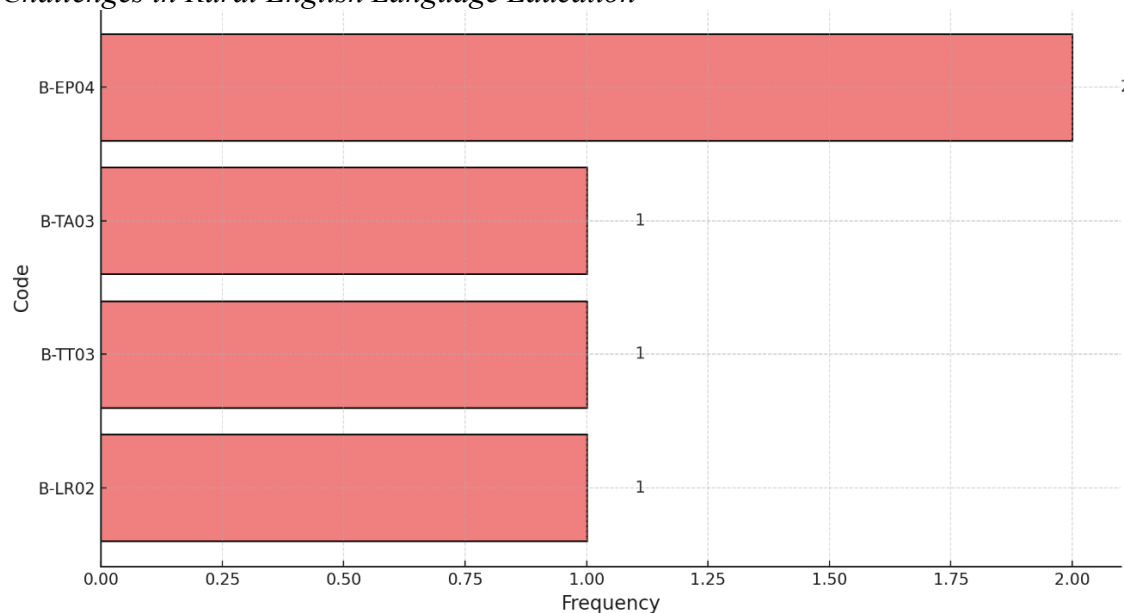
			educational strategies.	complicates the teaching of English.	
			Categories : - B-SC01 - B-LR02 - B-TT03	Categories : - CP-CA01 - CP-LR02 - CP-CRS04	
47. Rural English Language Teacher Identities: Alternative Narratives of Professional Success.  Cite: (Cruz-Arcila, 2020)  Keywords: Language teaching; rural teachers; professional success; teacher identity; narratives, English teachers.	Cruz-Arcila, F. (2020). Rural English Language Teacher Identities: Alternative Narratives of Professional Success. <i>Íkala</i> , 25(2), 435–453. <a href="https://doi.org/10.17533/udea.ikala.v25n02a05">https://doi.org/10.17533/udea.ikala.v25n02a05</a>	Cruz-Arcila uses a critical narrative approach to analyze the experiences of rural English teachers in Colombia.	- Bilingualism policies designed for urban environments, which do not consider the socioeconomic realities or specific needs of rural areas. Lack of institutional support and collaboration - networks between rural teachers.  Categories : - B-SC01 - B-EP04	- Using local resources and materials created by teachers themselves to teach English. - Teachers work together with rural communities to overcome barriers. - Incorporating personal narratives into teaching as a way to humanize the educational process.  Categories : - CP-LR02 - CP-CRS04 - CP-TPI06	- Policies that include the design of specific programs for continuous professional development in rural areas. - Construction and dissemination of success stories as a way of challenging hegemonic discourses on bilingualism and teaching.  Categories: - T-SBE02 - T-CR04
48. Teachers' Agency Development When Adapting the Colombian English Suggested Curriculum for High School.  Cite: (Gonzalez & Luzkarime Calle-Díaz, 2023)  Keywords: Curriculum implementation, language policy, national suggested curriculum, teacher agency.	Gonzalez, C., & Luzkarime Calle-Díaz. (2023). Teachers' Agency Development When Adapting the Colombian English Suggested Curriculum for High School. <i>Profile Issues in Teachers' Professional Development</i> , 25(2), 201–216. <a href="https://doi.org/10.15446/profil">https://doi.org/10.15446/profil</a>	Qualitative case study focused on deep understanding of teachers' experiences in implementing the suggested curriculum.	Shortage of teaching materials and technology needed to effectively implement the Suggested English Curriculum.  Categories : - B-LR02	- Adjustments to the suggested curriculum to address student needs, incorporating local cultural and linguistic elements. - Designing own teaching materials or taking advantage of free resources available online.  Categories :	- Promotion of autonomy and decision-making capacity of teachers to contextualize the suggested curriculum. - Tendency to incorporate technological tools and digital platforms to enrich pedagogical practices.  Categories: - T-PIT03 - T-CR04

	e. v25n2.104627			- CP- CA01 - CP-UT05	
49. Recognizing invisibility: The positioning of rural English language teachers in the Colombian context.  Cite: (Arcila, 2018)	Arcila, F. C. (2018). Recognizing invisibility: the positioning of rural English language teachers in the Colombian context.	A qualitative approach with a narrative research design.	- National bilingualism policies do not address the specific needs of rural areas. - Scarcity of teaching materials, limited access to technology and absence of adequate infrastructure.  Categories : - B-LR02 - B-EP04	Teachers act as cultural mediators, integrating elements of the rural context into the teaching of English.  Categories : - CP- CRS04 - CP- TPI06	- Opening up to contextualized bilingualism - Use of mobile technology.  Categories: - T-SBE02 - T-CR04
50. The wisdom of teachers' personal theories: Creative ELT practices from Colombian rural schools.  Cite: (Cruz Arcila, 2018)  Keywords: Critical pedagogy, English language teaching practices, teacher knowledge, rural contexts.	Cruz Arcila, F. (2018). The Wisdom of Teachers' Personal Theories: Creative ELT Practices From Colombian Rural Schools. Profile: Issues in Teachers' Professional Development, 20(2), 65–78. <a href="https://doi.org/10.15446/profile.v20n2.67142">https://doi.org/10.15446/profile.v20n2.67142</a>	The study was carried out using a qualitative approach with a narrative research design.	- Shortage of books, teaching materials and access to technology. - Limited physical spaces and poor basic services.  Categories : - B-LR02	- Teachers integrate cultural, linguistic and social elements of the rural environment into their teaching. - Use of alternative resources such as songs, games and local narratives to teach English.  Categories : - CP- CA01 - CP-LR02 - CP-CRS04	Incorporating elements from the rural environment to enrich English learning.  Categories: - T-CR04

<p>51. Uncovering the Theories of Practice of an English Teacher in a Rural Setting.</p> <p>Cite: (Cadavid, 2024)</p> <p>Keywords: English language teaching, rural education, theories of practice, case study.</p>	<p>Cadavid Londoño, L. (2024). Uncovering the theories of practice of an English teacher in a rural setting. <i>Fundación Universitaria Juan N. Corpas</i>.</p>	<p>The study follows a qualitative paradigm within a case study approach.</p>	<p>- The lack of materials and technology limits teachers' pedagogical options.</p> <p>- Public policies do not reflect the realities and challenges of rural schools.</p> <p>- Limited opportunities for professional development and training in rural contexts.</p> <p>Categories :</p> <p>- B-SC01</p> <p>- B-LR02</p> <p>- B-EP04</p>	<p>- The teacher employs innovative strategies, such as reusing materials and community learning.</p> <p>- Focus on collaborative learning and empathy towards students' difficulties.</p> <p>Categories :</p> <p>- CP-LR02</p> <p>- CP-CTA03</p>	<p>Need to close the gap between urban and rural education, recognizing the voices and experiences of rural teachers.</p> <p>Categories:</p> <p>- T-ICA01</p>
<p>52. Unsettling the 'Challenge': ELT Policy Ideology and the New Breach Amongst State-funded Schools in Colombia.</p> <p>Cite: (Miranda &amp; Valencia Giraldo, 2019)</p> <p>Keywords: Language policy; knowledge-based economy; agency; standards; Globalizations.</p>	<p>Miranda, N., &amp; Valencia Giraldo, S. (2019). Unsettling the "Challenge": ELT Policy Ideology and the New Breach Amongst State-funded Schools in Colombia. <i>Changing English</i>, 26(3), 282–294. <a href="https://doi.org/10.1080/1358684x.2019.1590144">https://doi.org/10.1080/1358684x.2019.1590144</a></p>	<p>The study is based on a qualitative approach, using analysis of official documents, interviews and observations.</p>	<p>- English language teaching policies do not consider contextual differences between schools, resulting in uneven implementation.</p> <p>- Many teachers lack the training necessary to teach English effectively, especially in rural areas.</p> <p>Categories :</p> <p>- B-EP04</p> <p>- B-TT03</p>	<p>Teachers develop various strategies to teach English, but face limitations due to lack of support and resources.</p> <p>Categories :</p> <p>- CP-CA01</p> <p>- CP-CRS04</p>	<p>N/A</p>

<p>53. Unveiling educational patterns at a regional level in Colombia: data from elementary and public high school institutions.</p> <p>Cite: (Hernández-Leal et al., 2021)</p> <p>Keywords: Educational data Educational data mining Learning Analytics Primary Education Secondary education</p>	<p>Hernández-Leal, E., Duque-Méndez, N. D., &amp; Cechinel, C. (2021). Unveiling educational patterns at a regional level in Colombia: data from elementary and public high school institutions. <i>Heliyon</i>, 7(9), e08017. <a href="https://doi.org/10.1016/j.heliyon.2021.e08017">https://doi.org/10.1016/j.heliyon.2021.e08017</a></p>	<p>Data mining and statistical analysis techniques are used to study large data sets.</p>	<p>Lack of resources to store and process large volumes of data.</p> <p>Categories : - B-LR02</p>	<p>Integration of data from multiple sources (enrolments, school and national grades) into a single analysis framework.</p> <p>Categories : - CP-UT05</p>	<p>- Increasing use of advanced methods such as t-SNE and SOM to project and visualize clustering results. - Greater integration of artificial intelligence and machine learning for predictive and prescriptive analysis.</p> <p>Categories: - T-PIT03</p>
<p>54. Web applications in the EFL class in contexts rural school Colombian.</p> <p>Cite: (Geovanny Alexander Abaunza et al., 2019)</p> <p>Keywords: Web application, Duolingo, Secondary School, b- Learning, EFL</p>	<p>Geovanny Alexander Abaunza, Fernando Martínez Abad, &amp; Conde-Rodríguez, M. J. (2019). Web applications in the EFL class in contexts rural school Colombian. <i>Technological Ecosystems for Enhancing Multiculturality</i>. <a href="https://doi.org/10.1145/3362789.3362879">https://doi.org/10.1145/3362789.3362879</a></p>	<p>The research includes a pre-experimental design of a single group in post-test phase</p>	<p>Infrastructure limitations, teacher training and socioeconomic context.</p> <p>Categories : - B-LR02 - B-TT03</p>	<p>Using Duolingo and interdisciplinary collaboration to improve academic performance.</p> <p>Categories : - CP-UT05</p>	<p>Expansion of b-Learning, personalization of learning and promotion of educational inclusion.</p> <p>Categories: - T-SBE02 - T-PIT03</p>

**Note:** Table 1 presents a comparative overview of two key studies addressing the teaching of English in rural and primary educational contexts in Latin America. This comparative framework aims to highlight shared obstacles such as lack of resources and teacher training, as well as innovative responses including the integration of technology and culturally relevant strategies. These findings inform broader discussions on ELT policy, practice, and reform in rural and underserved regions. *Source.* Own elaboration.

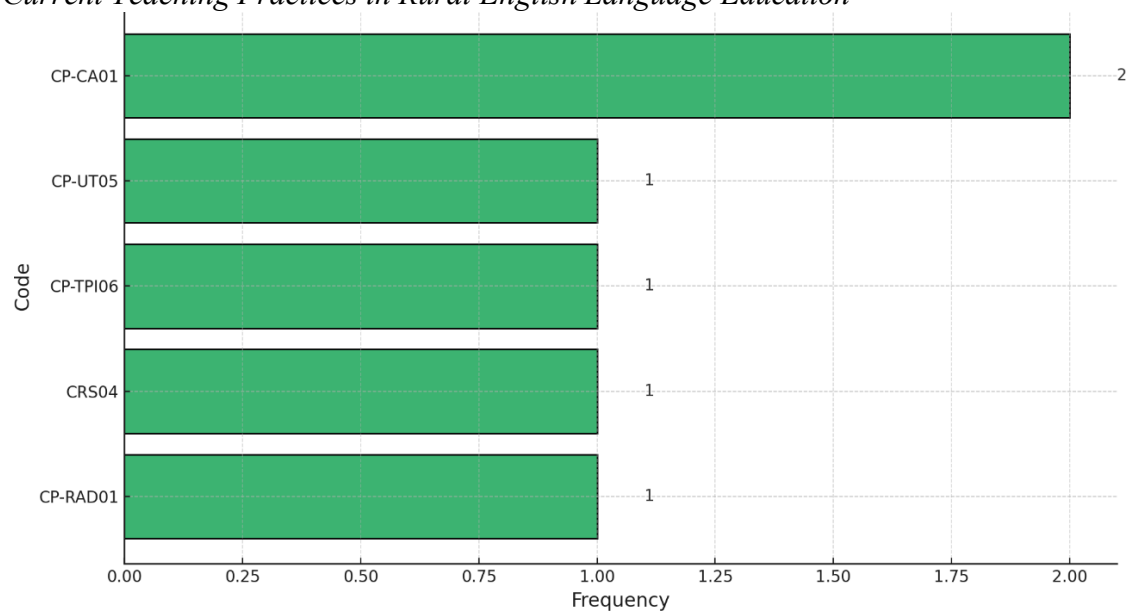
**Figure 1***Challenges in Rural English Language Education*

*Note.* Frequency of codes related to challenges in rural English education. The most common challenges include teacher training limitations, lack of resources, and issues with pedagogical strategies.

This chart presents the main challenges in teaching English in rural contexts. Four types of challenges were coded:

B-EP04 (frequency: 2): This code appears to be the most frequent. Although we do not have the exact description of the code, based on the pattern, we could infer that it refers to a recurring structural or pedagogical challenge. It could be related to poor teacher preparation or a lack of specific educational policies.

B-TA03, B-TT03, B-LR02 (frequency: 1 each): These appear only once, indicating that these challenges are noted but not as frequently reported in the literature reviewed. They possibly refer to: Lack of adequate technology; Limitations in reading materials; Geographic isolation that hinders access to training. Source. Own elaboration.

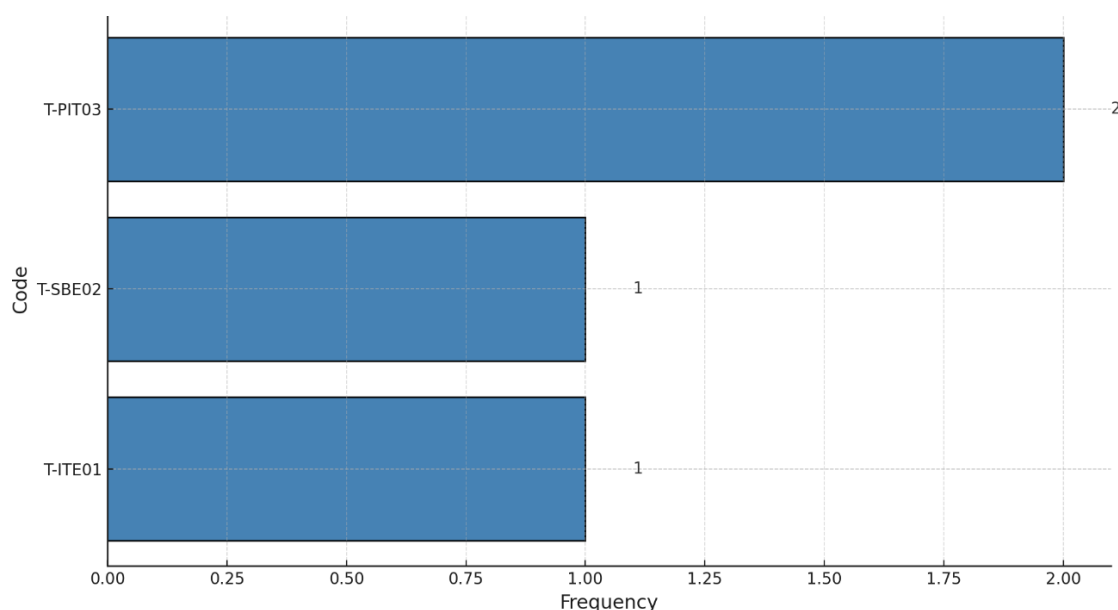
**Figure 2***Current Teaching Practices in Rural English Language Education*

*Note.* Frequency of codes related to current practices in rural English education. Notably, CP-CA01 (collaborative assessment) and CP-RAD01 (resource adaptation) appear across several studies.

The current practices used in teaching English in rural contexts are shown here, with 5 codes identified:

CP-CA01 (frequency: 2): This is the most frequently mentioned practice. It could refer to the use of student-centered methodologies, active lessons, or communicative strategies.

CP-UT05, CP-TPI06, CRS04, CP-RAD01 (frequency: 1 each): These reflect a variety of practices, such as: Use of technology (although limited); Participatory techniques; Educational radio; Community or school resources. Source. Own elaboration.

**Figure 3***Emerging Trends in Rural English Language Education*

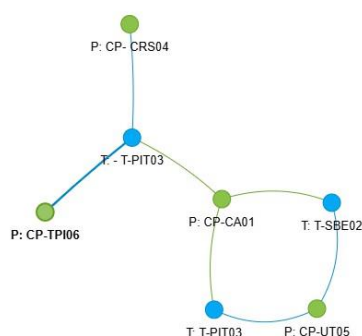
*Note.* Frequency of codes related to trends in rural English education. Key trends include promoting inclusive technology integration and strengthening basic English skills.

This chart presents the emerging trends identified in the literature on English language teaching in rural areas. Three codes were identified:

T-PIT03 (frequency: 2): This is the most prominent trend. Given the code, it likely refers to *the integration of innovative pedagogies and technology or teacher professional development*. Its frequency indicates a growing interest in renewing teaching practices with contemporary approaches.

T-SBE02 and T-TEO1 (frequency: 1 each): These are less frequent, but no less important, emerging trends. They could be related to:

Intercultural bilingual education and the use of specific theoretical approaches, such as the sociocultural approach or project-based learning. Source. Own elaboration.

**Figure 4***Connections Between Current Practices (P) and Trends (T) in Rural English Education*

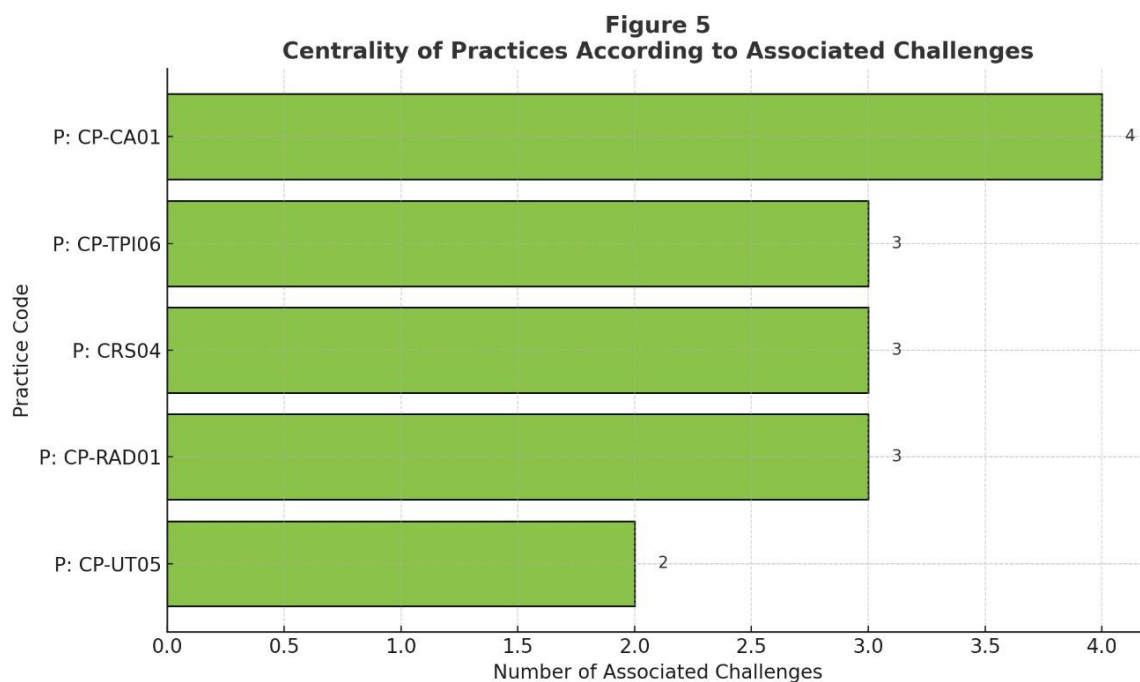
*Note.* Connections between current practices and trends in rural English language education in Latin America. Green nodes represent practices; blue nodes represent trends.

This figure presents a map of connections between current practices (P) and emerging trends (T). The most relevant aspects are:

T-PIT03 is strongly connected to P-CP-TPI06 and P-CR-CRS04, suggesting that some practices already incorporate elements of the new trends.

T-SBE02 connects with P-CP-CA01, indicating that practices focused on active and contextualized learning may be paving the way for socio-bilingual or intercultural approaches.

T-PIT03 also connects with P-CP-UT05, suggesting that the use of technologies in the classroom is aligned with trends in pedagogical innovation. Source. Own elaboration.

**Figure 5***Centrality of Practices According to Associated Challenges*

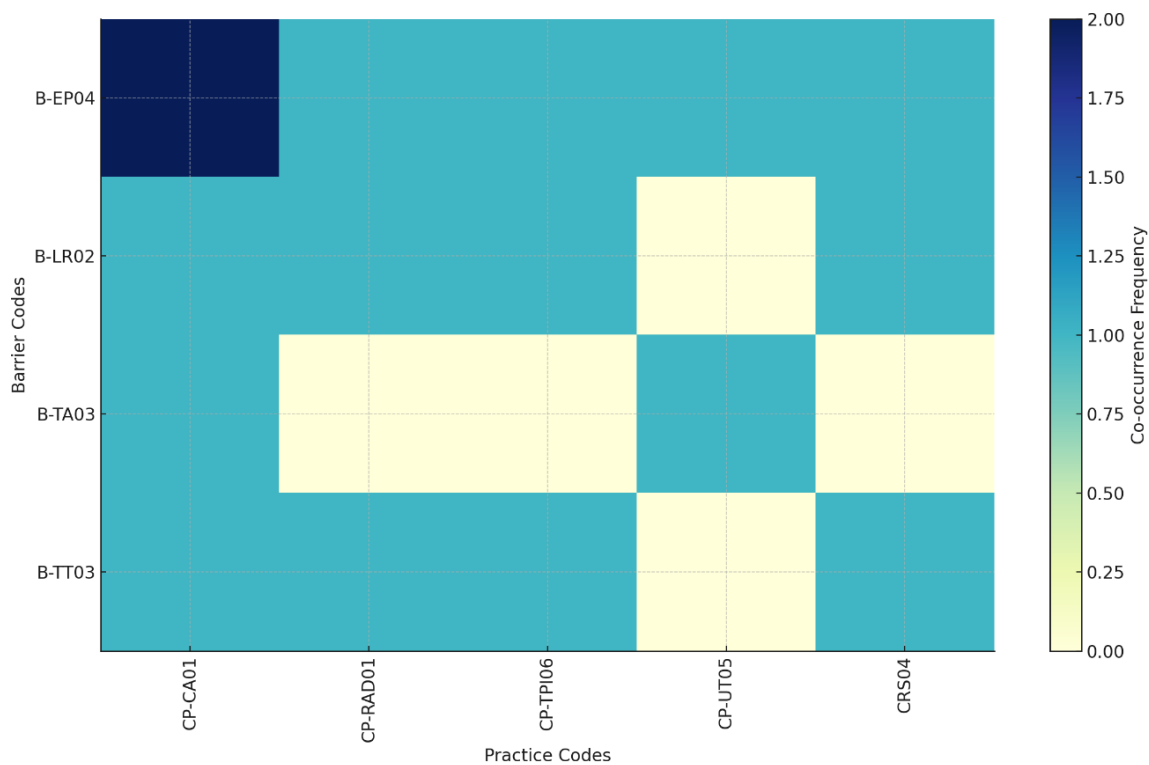
*Note.* Centrality of current practices based on the number of challenges they address in rural English language education. Practices such as CP-CA01 and CP-TPI06 are highly connected, suggesting their potential effectiveness in overcoming multiple barriers simultaneously.

This graph shows how many challenges are associated with each of the current English teaching practices in rural contexts. Centrality here indicates how "critical" or "exposed" certain practices are to the identified barriers.

CP-CA01 (Curricular Adaptation) is the most central practice, with four associated challenges, suggesting that it is a practice highly sensitive to current obstacles.

Practices CP-TPI06, CRS04 (Community-Related Strategies), and CP-RADO1 (Resource Allocation and Digital Outreach) each have three associations, also demonstrating a high level of exposure to contextual challenges.

CP-UT05 (Use of Traditional Tools) is somewhat less exposed, with only two related challenges. Source. Own elaboration.

**Figure 6***Co-occurrence Matrix of Barriers and Practices*

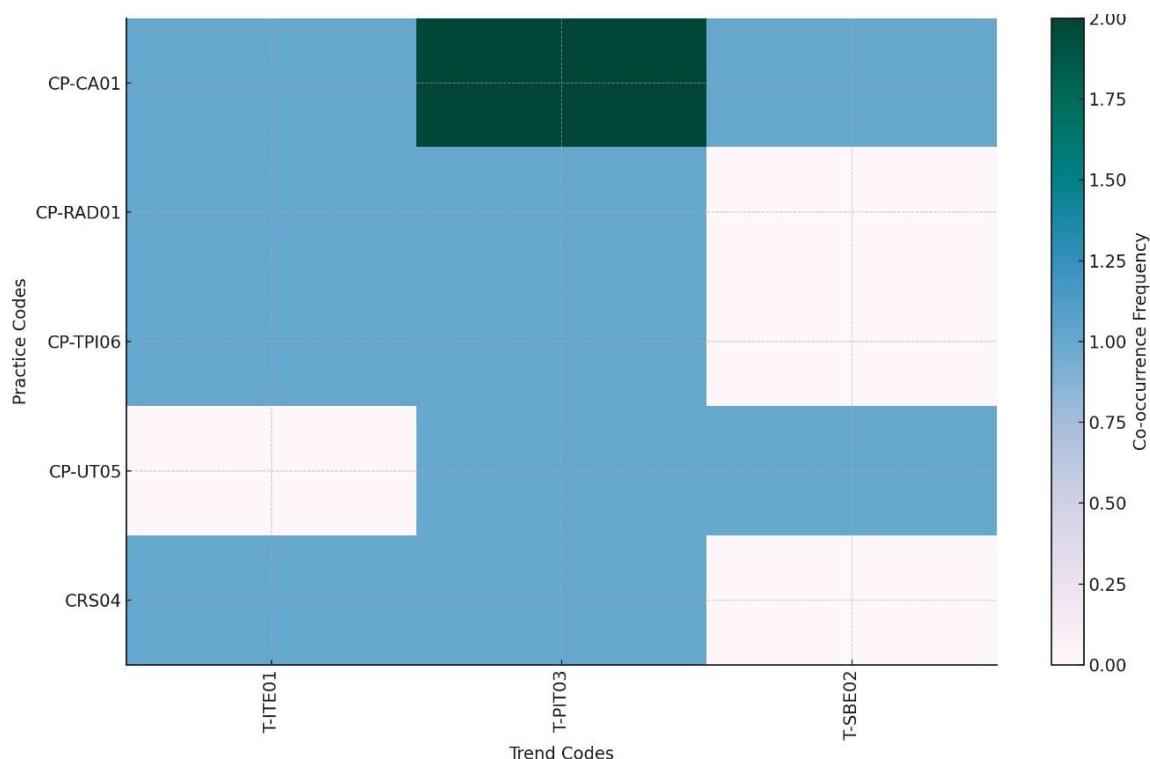
*Note.* Co-occurrence matrix showing the frequency of combinations between challenges and practices in rural English education. Darker shades represent higher co-occurrence, revealing which practices most frequently address specific barriers.

This co-occurrence matrix shows the extent to which certain barriers and practices occur together within the reviewed studies.

Code B-EP04 (possibly related to poor teacher preparation or a lack of effective educational policies) has a strong co-occurrence (2) with CP-CA01, reinforcing the previous interpretation: structural challenges directly impact curricular adaptation.

Several intersections show minimal (1) or zero (0) co-occurrences, indicating that although barriers are diverse, they do not all affect all practices equally.

Some combinations, such as B-TA03 with CP-UT05 and CRS04, could suggest technological or resource access challenges, common in rural contexts. Source. Own elaboration.

**Figure 7***Co-occurrence Matrix of Practices and Trends*

*Note.* Matrix showing the co-occurrence frequency between current practices and emerging trends in rural English education. Darker shades indicate stronger alignment, especially for practices like CP-CA01 and trends related to inclusive technology use.

This graph demonstrates the connection between pedagogical practices and emerging trends. Once again, CP-CA01 stands out as one of the most closely related practices, in this case with trends T-PITO3 (Pedagogical Transformations and Technological Innovation) and T-ITE01 (Integration of Educational Technologies), both with a co-occurrence frequency of 2. This convergence suggests that CP-CA01 not only responds to existing challenges but also aligns with future directions in rural education, positioning itself as a key tool for updating educational processes. In contrast, practices such as CP-UT05 show little or no alignment with these trends, demonstrating their limited transformative potential in the context analyzed. Source. Own elaboration.

## **Results and Discussion**

### ***Introduction to the Findings***

This chapter presents the findings of a qualitative analysis of academic literature on English language teaching in rural contexts across Latin America. Based on a systematized coding of challenges, current practices, and emerging trends, various visualizations were generated to explore the interrelationships between these categories.

### **Frequency of Coded Categories**

#### **Challenges**

##### ***Challenges in Rural English Language Education***

The most frequent challenges identified include limited teacher training opportunities, lack of teaching materials, and infrastructural deficiencies. These barriers appear consistently across multiple countries and are closely tied to broader issues of equity and access.

**Interpretation.** The dominance of structural barriers suggests the need for systemic policy-level solutions beyond classroom practices. There are multiple barriers, but one challenge is most frequently cited, suggesting that this aspect is a priority for future interventions. It is confirmed that the challenges in rural contexts are diverse and that teaching English requires differentiated and adaptive approaches.

The results reveal that, while there are multiple challenges to teaching English in rural contexts, one recurring factor (B-EP04) stands out in particular, suggesting a structural or systemic barrier that requires urgent attention. This situation is consistent with previous findings in the literature, which point to how a lack of teacher training and resources negatively impacts the educational process (Smith et al., 2020).

**Discussion.** Code B-EP04 emerges most frequently, suggesting that factors such as a lack of specialized teacher training and adequate resources are significant obstacles. According to Ramos Holguín and Aguirre Morales (2016), generalist teachers in rural areas face difficulties teaching English due to their limited language preparation and the absence of appropriate teaching materials. Furthermore, poor infrastructure and limited institutional support exacerbate the situation, limiting the effectiveness of English teaching in these communities (World Bank, 2024).

## **Current Teaching Practices**

### ***Current Teaching Practices in Rural English Language Education***

Among the most prominent strategies were collaborative assessment (CP-CA01), adaptation of available resources (CP-RAD01), and pedagogical innovation (CP-TPI06).

**Interpretation.** These practices represent grassroots responses by educators to local limitations and reflect resilience and creativity in rural contexts. There is evidence of creative strategies adapted to rural settings, but many appear infrequently. The predominance of a single approach suggests that there is still little methodological diversification or that certain strategies have not been sufficiently documented.

Within the framework of pedagogical practices, a variety of approaches was identified, with CP-CA01 being the most frequent. This indicates an attempt to adapt teaching to the context, although with certain limitations in terms of variety and methodological innovation. The low frequency of other codes suggests that practices such as the use of radio, technology, or community resources are not yet sufficiently integrated or made visible in the studies.

**Discussion.** This practice reflects an effort to adapt the curriculum to local needs, although its effectiveness may be limited by a lack of resources and adequate teacher training. According to a report by the Inter-American Dialogue (2019), the majority of English teachers in

Latin America are women who teach at the primary level and in public schools, indicating a trend toward the feminization of the profession and potential implications for educational dynamics. However, the lack of evidence on what happens inside the classroom makes it difficult to evaluate these practices and their impact on student learning.

## **Emerging Trends**

### ***Emerging Trends in Rural English Language Education***

Technology-driven inclusive practices, basic skill reinforcement, and digital innovation are key forward-looking strategies in the reviewed studies.

**Interpretation.** Trends reflect a push toward modernization and accessibility, though alignment with current practices is uneven.

There is a movement toward methodological and conceptual change in rural English teaching.

Although T-PIT03 is the most visible, the other trends indicate an incipient theoretical and strategic diversification.

Regarding emerging trends in English teaching in rural contexts, code T-PIT03 stands out, related to the incorporation of innovative pedagogical practices. This trend reflects a growing concern for renewing traditional approaches and adapting teaching to social and technological changes (González & Torres, 2021).

**Discussion.** The incorporation of educational technologies in rural areas has proven effective in improving the quality of teaching. For example, the Escuela Nueva Foundation has developed learning guides that facilitate access to high-quality materials and allow teachers to work effectively with multiple grade levels, promoting active, student-centered learning

(International Education News, 2025). However, the implementation of these innovations faces challenges related to technological infrastructure and teacher training (Cavalie, 2025).

## Network of Practices and Trends

### *Connections Between Current Practices and Trends*

This interactive graph shows how current classroom practices align with emerging educational trends. For example, CP-CA01 is strongly connected to inclusive and technology-enhanced teaching (T-PIT03 and T-ITE01).

**Interpretation.** This alignment suggests that certain practices are well-positioned to support educational transformation in rural areas.

The connections reflect a transition: some current practices are already aligned with more innovative trends, while others still operate in isolation.

The T-PIT03 node acts as a key bridge between what is being done and where the field is headed.

The analysis of connections between current practices and emerging trends (Figure 4) reveals an ongoing transition. Some practices, such as CP-TPI06 (inclusive participatory techniques) and CRS04 (use of school and community resources), align with trends in pedagogical innovation. This suggests that while challenges persist, concrete initiatives are bridging the gap between current educational reality and desired future prospects.

**Discussion.** The strong connection between T-PIT03 and practices such as P-CP-TPI06 and P-CR-CRS04 suggests that the integration of technologies and community strategies is in line with contemporary pedagogical innovations. The "AMiGAS Classrooms" initiative is an example of how innovative technology and pedagogical practices are being implemented in rural areas to prepare students for the challenges of the Fourth Industrial Revolution (K12 Digest, 2022). These connections indicate a transition toward more integrated and contextualized educational approaches in rural communities.

## Centrality Analysis: Practices Addressing Multiple Challenges

### *Centrality of Practices According to Associated Challenges*

Practices like CP-TPI06 and CP-CA01 were found to address a broader range of barriers than others, making them high-impact strategies.

**Interpretation.** These should be considered priority practices for intervention and teacher training in rural education settings.

The most modern and structural practices (such as curriculum adaptation and the use of community strategies) are also those that face the most barriers, possibly due to their complexity or the lack of adequate institutional conditions for their implementation.

Figure 5 presents the centrality of current English teaching practices in rural contexts, based on the number of associated challenges or barriers. Practice CP-CA01 (Curriculum Adaptation) stands out as the most central, with four associated barriers, indicating its high exposure to adverse conditions and its potential impact on teaching quality. Other practices such as CP-TPI06 (Pedagogical Integration of ICTs), CRS04 (Community Strategies), and CP-RADO1 (Resource Allocation and Digital Outreach) also show a strong association with at least three barriers, highlighting their complexity and the need for stronger structural conditions for their implementation. In contrast, CP-UT05 (Use of Traditional Tools) appears less affected, possibly because it requires fewer resources or institutional adjustments.

**Discussion.** The lack of specific English language training and adequate resources hampers the effective implementation of curricular adaptations in rural contexts (Ramos Holguín & Aguirre Morales, 2016). Furthermore, the absence of educational policies tailored to rural realities contributes to the persistence of these challenges (Inter-American Dialogue, 2019).

## Co-occurrence Analyses

### *Barriers and Practices*

#### *Co-occurrence Matrix of Barriers and Practices*

This matrix highlights which teaching practices are most frequently associated with specific barriers.

Example CP-CA01 is often paired with B-EP04, suggesting its use in response to pedagogical gaps or lack of resources.

**Interpretation.** There is a specific relationship between certain educational practices and contextual barriers, which highlights the importance of targeted (not generalized) interventions to overcome the challenges of teaching English in rural areas.

Figure 6 illustrates the co-occurrence matrix between practices and barriers. A particularly significant relationship is observed between barrier B-EP04 (possibly linked to institutional limitations or teacher preparation) and practice CP-CA01, with a co-occurrence frequency of 2, highlighting a significant tension between the intention to adapt the curriculum and the actual conditions of the environment. Other combinations, such as B-TA03 (probably related to technological barriers) and CP-UT05 or CRS04, reflect challenges linked to access and use of resources in rural contexts.

**Discussion.** The analysis shows that practice CP-CA01 appears in multiple combinations with barrier codes such as B-EP04, B-RD02, and B-IN01, suggesting that although this practice seeks to respond to pedagogical challenges, it is still limited by structural factors. This finding is in line with previous studies that highlight how teachers in rural areas must simultaneously face infrastructure limitations, insufficient training, and lack of institutional support (UNESCO, 2023). The coexistence of multiple barriers suggests that solutions must be comprehensive and not solely focused on individual practices. Furthermore, the focus on curricular adaptation practices, while important, is not sufficient if it is not accompanied by public policies that ensure minimum conditions of educational quality and equity (Baxter et al., 2021).

## Practices and Trends

### *Co-occurrence Matrix of Practices and Trends*

This matrix reveals alignment between current classroom strategies and forward-looking educational trends. *Example:* CP-CA01 aligns with both T-ITE01 and T-PIT03, suggesting that collaborative assessment is adaptable to inclusive, tech-mediated trends.

Figure 7 shows the co-occurrence matrix between pedagogical practices and emerging trends in English teaching in rural contexts. It is evident that practice CP-CA01 (Curriculum Adaptation) has a high frequency of co-occurrence with trends T-PITO3 (Possibly Technological and Pedagogical Innovation) and T-ITE01 (Integration of Educational Technologies), both with a value of 2, indicating a strong alignment between this practice and contemporary transformations in education.

Other practices such as CP-TPI06, CP-RADO1, and CRS04 also show some connection with at least one trend, albeit with less intensity. This suggests that, while several practices are framed within current pedagogical discourses, the capacity for connection varies depending on resources, available infrastructure, and institutional priorities. In contrast, practice CP-UT05, related to more traditional methods, shows little or no co-occurrence with the trends analyzed, which could reflect its distance from current innovative trends. This finding is important for recognizing the tensions between established but obsolete practices and those with greater potential for educational transformation.

**Discussion.** This result is consistent with the observations of Sánchez and Obando (2020), who argue that the most effective teaching practices in rural settings are those that adapt to technological and pedagogical trends and value students' cultural diversity. Furthermore, the co-occurrence between practices and trends reflects an effort on the part of rural teachers to stay up-to-date despite contextual limitations, supporting the conclusions of Rogers et al. (2022), who indicate that innovative rural teachers often play a pedagogical leadership role in their communities.

On the other hand, the low co-occurrence of practices such as CP-UT05 and CP-RAD01 with the identified trends could indicate a disconnect between certain traditional strategies and current curriculum demands. This gap may be due to factors such as the lack of access to continuing education or digital resources (Bernal & Gómez, 2021), which highlights the need to strengthen teacher professional development systems with a rural focus.

### *Summary of Key Insights*

- Certain practices are highly connected and address multiple barriers. Centrality graph (Figure 5)
- Collaborative assessment is a key strategy across dimensions. Seen in Figures 2, 4, 6, and 7
- There is partial alignment between current practices and future trends. Evidenced in Network and co-occurrence visualizations
- Structural and pedagogical barriers dominate the literature. Evidenced in figure 1.

The findings represented in Figures 1 to 7 allow for a critical and contextualized interpretation of the challenges, practices, and trends in English language teaching in rural Latin American contexts. Together, these graphs reveal a complex interaction between structural barriers, pedagogical initiatives, and emerging strategies.

Figure 1 shows that structural barriers such as a lack of technological resources (B-IN01), limited training in English language teaching (B-EP04), and limited access to relevant materials (B-RD02) constitute the main obstacles identified. This finding is consistent with previous studies that have documented the precarious conditions under which English is taught in rural areas, as well as the digital divide that persists between urban and rural settings (UNESCO, 2020; González & Álvarez, 2019).

Figures 2 and 3, on the other hand, highlight rural teachers' responses through resilient and creative practices, such as the cultural contextualization of content (CP-CA01), the use of alternative media such as radio (CP-RAD01), and community collaboration (CP-UT05). These practices, although still in their infancy in their widespread implementation, reflect a pedagogical awareness focused on context and inclusion. They coincide with the findings of Ramírez and Sandoval (2021), who underscore the importance of culturally situated pedagogical practices in improving learning in rural settings.

Figure 4, addressing emerging trends, points to a growing interest in integrating intercultural approaches (T-ITE01), interactive technologies (T-PIT03), and active methodologies (T-MA04), which suggests an openness to change and innovation. However, as evidenced in Figures 5 and 6, these practices often coexist with multiple barriers, which can limit their impact. The co-occurrence of practices such as CP-CA01 with various barriers indicates that, despite teachers' commitment, material conditions remain a significant impediment to achieving quality teaching (Baxter et al., 2021; Rogers et al., 2022).

Figure 7 provides analytical closure by showing that not all practices are aligned with contemporary trends. Practices such as content contextualization (CP-CA01) are closely linked to trends such as interculturality and the use of technology, while others, such as the use of radio, are less closely linked. This shows that, while there is an effort to innovate, the adoption of trends does not occur homogeneously or automatically, but is mediated by the possibilities and limitations of the environment (Sánchez & Obando, 2020).

In summary, the results suggest that English language teaching in rural areas of Latin America faces multiple challenges but is also driven by emerging practices that attempt to adapt to current educational trends. The tension between innovation and structural limitations reaffirms the need for comprehensive public policies that strengthen teacher training, guarantee adequate resources, and promote inclusive language education relevant to the region (Bernal & Gómez, 2021; UNESCO, 2023).

## Conclusions

The analysis of the categorized data on rural English language education in Latin America reveals a complex interplay between structural barriers, adaptive teaching practices, and emerging educational trends. The visualization of frequencies, centrality, and co-occurrence across codes has provided a comprehensive overview of the current state of affairs and future directions in this educational context.

Firstly, the predominance of challenges related to insufficient teacher preparation, scarce pedagogical resources, and limited institutional support highlights the urgent need for systemic solutions that go beyond individual classroom efforts.

Secondly, despite these barriers, the literature reveals a set of recurring practices employed by educators to navigate these constraints. Particularly notable are collaborative assessment strategies (CP-CA01), the creative adaptation of available resources (CP-RAD01), and pedagogical innovation (CP-TPI06).

The centrality analysis underscores that certain practices—especially CP-TPI06 and CP-CA01—are not only recurrent but also versatile, as they are linked to a wider range of challenges.

Furthermore, the co-occurrence matrices and the interactive network visualization revealed partial alignment between current classroom practices and future-oriented trends such as the integration of inclusive and digital pedagogies (T-PIT03, T-ITE01).

In sum, the results affirm that while significant challenges persist, rural educators are actively constructing responsive pedagogical models. Supporting and scaling these practices through institutional recognition, professional development, and inclusive policies could catalyze broader educational transformation across rural Latin America.

## Conclusions and Recommendations

According to the categorization of the information collected regarding the teaching of English as a foreign language in rural settings in Latin America, it shows a complex interaction between structural barriers, teaching practices, and emerging educational trends. This research, conducted through a literature review and after an extensive study, shows that the challenges in these contexts are very diverse and require differentiated approaches that are adaptive to specific cases.

Structural barriers appear to be the most common obstacles and those that most affect the educational process in rural areas. These barriers include a lack of both technological resources (obsolete devices, poor and limited connectivity) and adequate teaching materials. The lack of trained teachers also emerges as one of the most outstanding problems, as rural teachers lack specialized training in English, which turns them into generalist and traditional teachers. It is also common to see that both classrooms and the physical facilities in general have spaces in very precarious conditions, which also limits pedagogical dynamics. Furthermore, factors such as multi-grade classrooms and the low attitude and irrelevance that students place on acquiring a second language increase the gaps. These findings suggest that structural barriers require solutions at the public policy level.

Despite all these barriers and limitations, teachers are using various practices, such as collaborative assessment (CP-CA01), the pedagogical integration of ICTs (CP-TPI06), the use of community strategies (CRS04), and resource adaptation (CP-RAD01), as strategies and a sense of resilience when facing challenges and adapting to different situations. In the absence of institutional support, teachers are constantly developing their own strategies based on personal experiences. It is of utmost importance to adapt methods to rural contexts that integrate local knowledge and value the cultural and linguistic diversity of students.

Among the emerging trends in English teaching in rural areas, the most notable are the use of ICTs and digital tools, contextualized and intercultural approaches, pedagogical models such as "Escuela Nueva", which promote active and collaborative learning, Project-Based

Learning (PBL), and Reading to Learn (R2L). Although these trends seek to adapt teaching to the rural environment and realities, their adoption is limited across different settings, highlighting a tension between innovation and structural barriers.

In this sense, there is an urgent need to continue identifying and analyzing effective and adaptive pedagogical strategies for application in these disadvantaged environments to improve the English teaching-learning process. This can be achieved through the implementation of comprehensive public policies that go beyond approaches designed for urban contexts and also consider rural areas equally. To address these gaps in education in rural areas, such policies must focus on:

- Strengthen and provide ongoing training for English teachers focused on rural contexts, where such training is contextualized and the teachers' own practice is valued.
- Ensure adequate resources such as relevant teaching materials, accessible technology, and reliable connectivity, as well as improve the physical facilities of rural schools.
- Promote inclusive and relevant education that considers the linguistic and cultural diversity of rural communities, integrating local knowledge and avoiding purely technical or decontextualized approaches.
- Reduce the gap between urban and rural areas in terms of access to educational resources and institutional support.
- Support adaptive practices developed by rural teachers through institutional recognition and inclusive policies.

Improving English language instruction in rural areas not only contributes to the development of language skills, but also empowers and contributes to the growth of students and, consequently, communities, by providing access to better educational and employment opportunities. Likewise, supporting teachers' adaptive practices is key to achieving meaningful education in the region and promoting equity and social justice in education.

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