

Contributions of Printed Material in the Teaching of English as a Foreign Language During the Period of Distance Education in the Municipality of Saboyá*

Aportes del material impreso en la enseñanza del inglés como lengua extranjera durante el periodo de educación a distancia en el municipio de Saboyá

* Original Research Article

Juan Manuel Guerrero Beltrán**
Yenny Paola Flórez Delgado***
María Fernanda Pérez Jiménez****
Nicole Marie Pérez Pereira*****

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** Active Bachelor's student in Bilingualism. Universidad El Bosque.

jguerrerob@unbosque.edu.co,  <https://orcid.org/0000-0001-8357-7101>

*** Active Bachelor's student in Bilingualism. Universidad El Bosque. yflorezd@unbosque.edu.co,

 <https://orcid.org/0000-0003-2990-2991>

**** Active Bachelor's student in Bilingualism. Universidad El Bosque. mperezj@unbosque.edu.co,

 <https://orcid.org/0000-0003-1372-8917>

***** Active Bachelor's student in Bilingualism. Universidad El Bosque. nmperezp@unbosque.edu.co,

 <https://orcid.org/0000-0003-2515-9248>



Abstract

This project focuses on a qualitative research method called intrinsic case study, which aims to explore and analyze the contributions of printed material in the teaching of English as a foreign language in four public and elementary schools in rural and urban areas of Saboyá, Boyacá. The project arose due to the changes that occurred in distance learning from June to November 2020. The instruments used to collect information were a survey, a structured interview, and the printed material designed by the teachers. The results of the research showed the decision-making process that the teachers carried out when preparing their classes, in which they included topics from other subjects. This methodology is known as Content and Language Integrated Learning (CLIL). In addition, the design of the printed material was suitable to achieve the objectives of the class and helped the students to improve their fine motor skills and English vocabulary.

Keywords: printed materials, Teaching English as a Foreign Language (TEFL), distance education, distance learning and teachers' perspectives.

Resumen

Este proyecto se centra en un método de investigación cualitativo llamado *estudio de caso intrínseco*, en el cual se exploran y analizan las contribuciones del material impreso en la enseñanza del inglés como lengua extranjera en cuatro instituciones públicas y primarias del área urbana y rural de Saboyá, Boyacá. El proyecto surge debido al aprendizaje a distancia que se llevó a cabo entre junio y noviembre de 2020. Los instrumentos utilizados para obtener la información fueron una encuesta, una entrevista estructurada y el material impreso que los docentes diseñaron. Los resultados de este estudio reflejan los procesos de toma de decisiones que realizaron los profesores al momento de preparar sus clases, en los que incluyeron temas de otras asignaturas. Esta metodología es conocida como Aprendizaje Integrado de Contenido y Lenguaje (CLIL, por sus siglas en inglés). Además, el diseño del material impreso era adecuado para alcanzar los objetivos de la clase y ayudaba a los alumnos a mejorar su motricidad fina y su vocabulario en inglés.

Palabras clave: materiales impresos, enseñanza del inglés como lengua extranjera (TEFL, por sus siglas en inglés) educación a distancia, aprendizaje a distancia y perspectivas de los profesores.

Introduction

In 2020, teachers and students had to adapt new strategies to continue their classes in distance learning due to the quarantine period, so some opted for virtual sessions or printed materials that were delivered to students. Throughout the project, we decided to work with teachers' materials that were used from June to November of that year. We have found that working with teachers and the printed materials created by them could help us gain a better understanding of the contributions of such materials in TEFL. Therefore, this study was developed under three main constructs: printed materials, teaching English as a foreign language (TEFL), and teachers' perspectives on distance teaching.

The first concept, based on the History Philippine Normal University, "consists of all written material, excluding non-print resources, which convey planned course information. Examples of printed resources include, but are not limited to textbooks, workbooks, reference books, magazines, newspaper, and journals" (History Philippine Normal University [HPNU], 2015, p. 1). In this regard, printed material has been a useful tool to have an easier understanding of a topic and can be accessed by people anywhere in the world.

The second concept, TEFL, is defined by the International TEFL and TESOL Training (ITTT, 2011) as, "Teaching English as a Foreign Language. This term is predominantly used when English is being taught in a country where it isn't the native language (for example teaching English to Spanish people in Spain)" (p. 2). This concept is appropriate in the context of this project since English is a Foreign Language in Colombia.

The third element is distance education and teachers' perspective on this. In regard to this concept, "distance education is the form of teaching and learning that is characterized by the physical separation of educator and student in time and space, where interactive telecommunication systems are used to connect learners, resources, and instructors" (Simonson et al., 2019, p. 4). This concept became

fundamental for the project because it developed into an alternative way for teachers to continue the English teaching process when there was an impediment to face-to-face interaction. Finally, the importance of teachers' perspectives refers to how they see and overcome this type of teaching and try to adapt a methodology to the students' needs, bearing in mind their context and the type of interactions they can create in a distance English teaching environment.

For this project, we worked with four active teachers from public elementary institutions in rural and urban areas of Saboyá, Boyacá, with the aim of exploring the contributions that printed materials had in TEFL. Collecting data gave us a deeper understanding of the importance of creating appropriate material when teaching a foreign language, especially in times of pandemic. This article is made up of several sections and is organized as follows: introduction, statement of the problem, research question and objective, literature review, research design, ethical considerations, instruments for data collection, data analysis, and conclusions.

Statement of the problem

The quarantine period experienced due to the COVID pandemic in 2020 brought important changes in different areas of our life. In the educational field, printed material was one of the pedagogical resources applied in times of pandemic when students and teachers could not meet in a physical classroom and the speed of the network was poor because of the internet connection. In that way, students were able to continue the process of learning English as a foreign language at a distance and teachers became designers of their own material for their students.

With that reality, we wanted to explore the sources that the teachers decided to implement and their design for TEFL. In this way, we decided to analyze different aspects of the printed materials that the teacher used such as the structure, the activities designed, the vocabulary implemented, and the reinforcement of the four English skills in the tasks required by the teachers. The students received a copy of

the activities and had to read the instructions and solve the exercises. They had the support of the teacher in case they had any doubts.

The study population were active teachers from different schools from the municipality of Saboyá, located in Boyacá, Colombia, who have been working on the educational process of the students in the community. Some of the chosen institutions belong to urban areas and some others to rural areas. The primary school is comprised of students between the ages of 4 and 10. Teachers encouraged students to continue learning and practicing their English despite the changes presented in distance learning to proceed with their studies. Furthermore, teachers had to adapt and implement printed material such as workbooks, worksheets, and textbook copies. It is important to highlight that those materials are useful to meet the objectives of an EFL class, since the main purpose is to help students to explore, recognize and become familiar with any topic. According to Lawrence (2016):

Instructional materials have been observed as a powerful strategy to bring about effective teaching and learning. The importance of quality and adequate instructional materials in teaching and learning can occur through their effective utilization during classroom teaching. Instructional materials here include all the tools that the teachers can use to make the learning more interesting and memorable. (p. 16)

Consequently, meaningful learning depends on how information is presented. In the case of printed materials, all instructions and guidelines require more attention because feedback is not always immediate. Moreover, education does more than deliver information; so the idea is to brake down barriers and help students in whatever context they find themselves in. In line with this, Table 1 shows the advantages and disadvantages of printed materials in education.

Table 1. Advantages and disadvantages of printed materials in education

Advantages	Disadvantages
<ul style="list-style-type: none">● Extremely portable. Print materials can be used in any location.● High comfort level. Most students are very comfortable using print materials to learn.● Cost-effective. Print materials can be created and duplicated with little expense.● Readily available. Many distance learning courses can take advantage of existing textbooks, thus saving the time and expense of creating custom materials.	<ul style="list-style-type: none">● No interactions. Print materials do not generally provide built-in interactions. Additional technologies, such as e-mail, must be supplemented.● No audio/visual elements. Print materials are static and are not appropriate for teaching languages and visual concepts.● Require reading skills. If the learners are non-readers or language skills are required, print materials will not be effective.● Time delay. It may take days or weeks for the printed matter to travel between student and teacher.

Source: adapted from the Florida Center for Instructional Technology (FCIT, 2009)

In this sense, this research aims to explore the contributions of the printed material according to the experience and perspective of the selected population; as well as to analyze the importance of printed material for students during distance education.

With the above in mind, we proposed the following research question and objective, which are presented in the following part.

Research Question

How the use of printed material has contributed to the teaching of English as a foreign language (TEFL) during the distance education between June and November 2020 in rural and urban schools of Saboyá, Boyacá?

Research Objective

To explore the contributions of printed material in the teaching of English as a foreign language (TEFL) during the period of distance education in rural and urban schools of Saboyá, Boyacá.

Literature Review

In this study, we used some constructs that helped us to support our research project. The three constructs used were printed materials, teaching English as a foreign language (TEFL) and teachers' perspective on distance education. These constructs were the main tool that guided our project because of their connection to the main question and objective.

Printed Materials

It is reasonable to say that printed materials are all written resources used in publications, documents, among other easily accessible resources. They will always be found in magazines, books, workbooks and others; they can also be described as papers that people can handle. In the same line, printed material "consists of all written material, excluding non-print resources, which convey planned course information. Examples of printed resources include, but are not limited to textbooks, workbooks, reference books, magazines, newspaper, and journals" (HPNU, 2015, p. 1). On the other hand, Chen- Loyola (2013) says that "print materials stand out can be traced from the fact that these are time-effective and cost-effective" (p. 1). In short, these tools are easy to use and understand, as teachers and students are familiar with them.

Printed materials have played an important role in education when teaching a new topic or language. These materials have helped teachers to use and to create new resources. Chen Loyola pointed out, "Knowing the strengths and limitations of these print materials helps teachers select and use them appropriately for effective instruction" (2013, p. 1).

Moreover, printed materials support teachers because these materials help students to develop active reading and recognition of different symbols. Additionally, "the use of authentic visual and printed materials such as graphics, illustrations, pictures, audio, and video in the foreign language classroom helps students understand and

facilitates comprehension of concepts found in the assigned texts” (Pillai, 2010, as cited in Darwish, 2014). For the reasons described and above, the implementation of printed materials in the classroom should continue due to the impact it has on distance education and the teaching process. Furthermore, it facilitates the recognition of English vocabulary and promotes understanding.

In conclusion, it is important to mention that these tools will be updated every time teachers use them. According to Owiti et al. (2019), “It is important to investigate English teachers’ conceptualization of printed materials and how they would take advantage of the opportunities inherent in the classroom situations and learning environment” (p. 160). This should be done because materials need to be implemented according to the needs of the students and the perceptions of the teachers to get a successful implementation of materials and a meaningful teaching process. With this in mind, materials became a fundamental issue for the project as they were the main tools used by the teachers during the distance classes.

Teaching English as a Foreign Language (TEFL)

Teaching English as a Foreign Language (TEFL) is the ability to share knowledge with others who do not use or practice the English language. This practice allows the exchange of cultural knowledge that enriches the personal and professional training of an individual since it broadens his or her global vision of another context. To introduce a proper concept of what TEFL is, we quote the definition from the International TEFL and TESOL Training (iTTT, 2011): “Teaching English as a Foreign Language. This term is predominantly used when English is being taught in a country where it isn’t the native language (for example teaching English to Spanish people in Spain)” (p. 2). From this perspective, TEFL requires the mastery of a sign system to ensure an adequate instructional process. In short, TEFL is an activity in which new linguistic features are shared with those who wish to acquire new knowledge of this language.

In addition, TEFL plays a meaningful role when teachers must share their knowledge with their students. The effects of these practices on students' English language development differ according to context, age, needs, and interests. In line with Macías (2010), Teaching English as a Foreign Language has been institutionalized in Colombia based on the development of the nation and the insertion into the globalized world. English has been constantly associated with a requirement to experience progress and as an instrument for further professional development and economic growth. This is supported by Mejía (2004, as cited in Usma, 2009) who stated that career advancement in Colombia depends to a large extent on English proficiency. In a similar way, Vélez-Rendón (2003) says that the consensus that the English language has a role to play in Colombia's advancement in the international arena seems to be growing. This statement has generated a trend in many Colombians to perceive as illiterate those individuals who do not have English language and basic computer skills today (p. 182).

Taking into account the above, English has played an important role in the academic system of our country, and it is relevant for teachers to implement different resources in their pedagogical practices. By doing so, they can innovate and change the traditional teaching methods to foster the English language in their students to reach the global requirements. In this sense, the teaching of English as a foreign language in Colombia can open spaces for the improvement of learning.

On the other hand, teaching English as a foreign language in Colombia should be approached according to the context, infrastructure, didactic and technological resources of educational institutions. Many teachers and students lack the economic resources to access the virtual content they need for the development of their teaching-learning processes, especially in rural areas in Colombia such as Saboyá, where we carried out this project. In this respect, McKay (2003) insists that in the teaching of ELF or EIL, "local educators should have control over how English is taught, implementing a methodology that is appropriate to the local context rather than looking to Inner Circle countries for models" (p. 119). In other words, the

teaching of English as a foreign language should be oriented from the perspectives, strategies, and approaches that each teacher practices.

Distance Education and Teachers' Perspective

Most teachers conduct a need analysis of their classes in order to be able to continue their teaching practice, they implement the methodology they think suits better. During the 2020 pandemic, schools closed, and teachers and students had to continue classes remotely, which is the main characteristic of distance education and is defined by Simonson et al. (2019) as:

The form of teaching and learning that is characterized by the physical separation of educator and student in time and space. It is an institution-based formal education, where the learning group is separated and where interactive telecommunication systems are used to connect learners, resources, and instructors. (p. 34)

Distance education entails both synchronous and asynchronous modes of instruction depending on the needs and availability of the students. In the same line, Pol (2017) asserted

The advantages of utilizing synchronous communication tools are that it facilitates real-time collaboration, just like in the traditional classroom the student and the teacher may interact spontaneously and the participants can have immediate feedback from each other. While the advantages of asynchronous communication tools, its availability anytime and anywhere. Because students can access these tools 24/7, it provides them more time to study and reflect on the topics of discussion. (p. 233)

It is important to highlight that distance learning does not mean exclusively asynchronous communication. According to the circumstances, we consider that education involves more than just providing a set of instructions and teachers tend to take advantage of the communicative tools they use.

Furthermore, in her study Moore (1997) mentioned the perspective that some teachers had in relation to distance teaching. The participants defined distance as a space that could be on the street or in the world. Also, they considered it as a growing

educational opportunity to overcome some barriers and limitations such as Internet connection. In literal words, Moore stated:

The role of the teacher was conceptualized under two broad categories. First, teachers saw themselves as content experts contributing to the course development, organization of content, and "setting boundaries for learning". They described themselves as being a "bridge" between new knowledge and practice. They clearly articulated a change in their role as they moved from course design to course delivery. Secondly, the participants identified a process role that had to do with their interactions with students. Much of their discussion centered around their roles in facilitating the learning process with students. Several of the participants reported that they felt they got to know many of their distance students better than their on-campus students. (1997, p. 6)

To conclude, distance teaching and learning play a crucial role in today's education because it is an alternative way to continue the educational process even when face-to-face learning is not possible. Distance teaching allows maintaining organization in the EFL classroom without losing the instructional elements necessary in a learning environment. For distance education to be successful, teachers must be committed to prepare lesson plans, including complete printed materials for students to carry out.

Research Design

This study is based on a qualitative intrinsic case study which provides researchers with opportunities to explore or describe a phenomenon within its real-life context using various data sources. According to Crowe et al. (2011), "an intrinsic case study is typically undertaken to learn about a unique situation. The researcher should define the uniqueness of the phenomenon, which distinguishes it from all others" (p. 2). In this way, this project aims to explore the contributions of printed material in the teaching of English as a foreign language (TEFL) during the distance education period in rural and urban schools of Saboyá, Boyacá, and finally to analyze the importance of printed material for the children's educational process during this time.

Context and population

This study was carried out with a group of teachers from rural and urban areas from Escuela Normal Superior de Saboyá, located in Boyacá Colombia. It is important to highlight that this school specializes in teacher training. The group analyzed consisted of teachers between the ages of 38 and 54. In terms of educational background, all the participants have completed high school and most of them are professionals in different fields. Despite the changes presented in distance learning from June to November 2020, teachers encouraged students to continue learning and practicing their English from home to continue their studies. In addition, teachers had to adapt and implement printed material to further develop the cognitive and formative aspects of the learning process due to difficult internet connectivity. These conditions prevented some students from participating in the virtual classes, as most of them lived in remote places and in surrounding towns. Thus, these reasons guided us to choose this population as the core of our study.

Ethical Considerations

The Personal Data Protection Act (*Ley de Protección de Datos Personales*) has an autonomous nature that differentiates it from other guarantees with which it is permanently related, such as the rights to privacy and information. As researchers, we decided to provide our participants a consent form explaining the purpose of the study. Once informed of this, they granted us their permission to collect data by signing the consent form. It should be noted that nobody was paid to participate in this investigation, no personal information about them will be published, and their names were changed to protect their identity.

Instruments for Data Collection

Qualitative research has a variety of instruments to collect information from the participants to describe and clarify some human experiences or an identified phenomenon. The usage of them depends on the objectives the research has. In our case, we identified that all the teachers had to adapt different resources to

continue the classes in a distance learning environment and we explored the way they designed the material taking into consideration their personal experiences. We focused on the answers of four teachers from rural and urban public schools. For doing so we used data collection instruments: a structured interview, the printed material and a survey. Each one of these is explained throughout the next part.

Structured Interview

There are instruments to collect and analyze information; one of them is the structured interview, which was one of the tools used by this research project. Based on Formplus blog (2020) “The structured interview is a verbal questionnaire in which the interaction is limited by script and a fixed set of questions. Structured interviews can be conducted in person, over the phone, or through collaboration technologies such as chat” (p. 2). With this in mind, the structured interviews were useful since we were able to create a suitable questionnaire to obtain the expected information from the context. So, this instrument was used to collect data on teachers’ experiences and their personal perspectives with the use of printed material in English.

Printed material

It is a type of document that is printed, and the information is delivered through texts and diagrams. This instrument was used to explore the contributions made in the teaching of English as a foreign language in rural and urban primary schools of Saboyá during the distance education period. It is important to clarify that in the previous chapter some definitions were provided for this instrument.

Survey

It is a technique for collecting information through a questionnaire. According to Story and Tait (2019), “Surveys provide evidence on practice, attitudes, and knowledge” (p. 1). This allowed the researchers to develop an idea of the type of questions that would be asked to compare, analyze, and conclude the information obtained during

the study process. In the context of our study, this instrument was a way to gather deeper information about the answers given by teachers in the structured interview. Furthermore, it was also used to analyze the responses and to compare them to the printed material in order to see how this influenced the way in which they designed it.

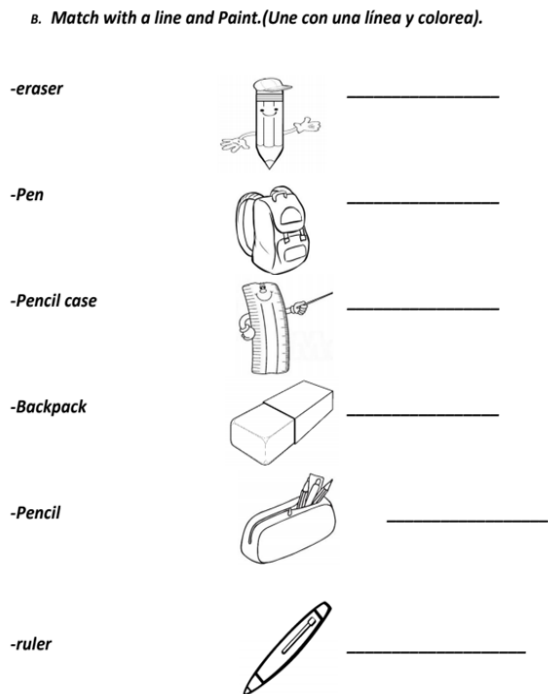
Data Analysis and Findings

The objective of this research was to explore the contributions of printed material to teach English as a foreign language in distance education from June to November 2020. In order to achieve this objective, we interacted with teachers who responded to an interview, a survey, and sent printed material that they had shared to their students. Moreover, these instruments were explored and analyzed in terms of vocabulary, grammar and skills development proposed for a foreign language class. We followed the following steps to collect the information: first, we conducted an interview. Secondly, we created and sent the survey to have a better understanding of the information provided in the first instrument. And finally, we asked the teachers for the printed material they used in the second semester of 2020.

Design of Teachers' Material to Improve English Vocabulary and Fine Motor Skills

Material design tends to be attractive for engaging students. We explored the different activities proposed in the printed materials, and it is important to highlight that based on the content, English vocabulary can refer to words, signs, symbols, and sentences that compose a language to express ideas and communicate either experiences or knowledge with others. According to Jackson and Amvela (2000, as cited in Yu, 2020), “vocabulary is considered as the synonym of lexicon and lexis and is defined as the stock of words in each language. It plays an essential role in oral communication since words are the components of human's speeches” (p. 12). Likewise, teaching new vocabulary can also help to develop fine motor skills, which are defined as our ability to complete an activity that includes the muscles of our

hands and our sight (Logsdon, 2021). To illustrate this category, in Figure 1 the teacher created an activity based on the vocabulary of school supplies and encouraged students to match the images with the names of the objects. With this association exercise we could demonstrate the development of fine motor skills.



Note: printed material, Second Grade, teacher 1.

Figure 1. Activity for second-grade students about school supplies

In addition, during the interview some teachers stated that the way they made printed material more attractive for kids was through activities such as pictures, comparisons, fill-in-the-blanks, and word searchers, as in Figure 2.

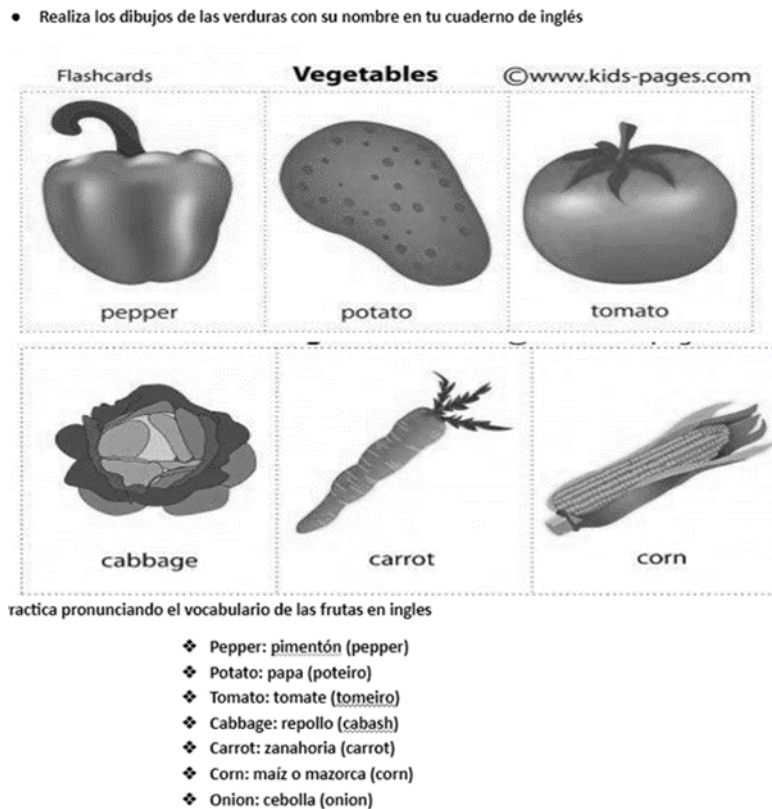
6. ¿Cómo hizo que el material fuera atractivo para los estudiantes de inglés? *

1. Diseño de actividades que partieran de los saberes previos de los estudiantes.
 2. Introducción y estructuración de aprendizajes con rondas y canciones.
 3. Practicas de vocabulario con el uso de juegos de palabras e imágenes (asociación, relación, comparación, completar letras, rompecabezas, sopas de letras, crucigramas, entre otros)
 4. Ejercicios de transferencia basados en el contexto de los estudiantes y sus producciones.
-

Note: Interview, question 6, Teacher 1.

Figure 2. Example of attractive material in EFL

Additionally, teachers of Saboyá sought new strategies to increase English vocabulary also emphasizing the pronunciation of the words, helping students to have a general outlook about a topic. As it is shown in Figure 3, the first activity is flashcards related to the topic, while the second part is a list of the vocabulary including some “phonetics aids” which have the example of the pronunciation.



Note: printed material, Fourth Grade, Teacher 4.

Figure 3. Vegetables vocabulary and pronunciation

From the printed material conducted, it was shown that teachers implement a variety of activities (Figure 4) during English teaching, taken into account the use of attractive material for students.

8. Se utilizó variedad de material impreso para enseñar inglés. *

- 5 totalmente de acuerdo
- 4 De acuerdo
- 3 Ligeramente de acuerdo
- 2 En desacuerdo
- 1 Totalmente en desacuerdo
- Other: _____

Note: survey, question 8, teacher 1.

Figure 4. Use of printed material

Finally, teaching English vocabulary allows students to expand their language skills and develop hand dexterity. Teachers should promote the importance of EFL vocabulary instruction and activities to improve fine motor skills because of the effectiveness it provides students in conveying a message in a specific context.

Decision-making Skills

When teachers engage their ideas and make the best decisions about how the class will be implemented, everything works better, and the development of the class (synchronous or asynchronous) has a successful pattern. Throughout this decision-making process, it is also important for teachers to know the needs of their students and how they learn. With these aspects in mind, teachers can create more engaging classes and materials. In that sense, students will be more motivated, and teachers will have successful sessions.

Furthermore, according to Boudreau (2020), “A teacher’s “decision-making base” helps determine whether instruction engages students and fosters deeper learning” (p. 1). Boudreau also mentioned that good decisions must be made by the intersections among content knowledge, pedagogical knowledge, cultural awareness, and self-awareness.

On the other hand, printed material has played a major role in the teaching process of teachers due to its adaptability and flexibility when teaching a new subject. Moreover, distance teaching has helped teachers to work in different and flexible activities. Boudreau points out that, “One of the greatest benefits of online learning is that it affords teachers and students flexible time periods. However, this means students must be able to manage their own learning time, independent of a teacher” (2020, p. 1). The image below (Figure 5) shows how decision-making was a key factor in improving or customizing their printed material and the activities included on it.

The image was taken from a survey that helped us to gather more information about teacher’s perspectives and how they worked from June to November 2020. In it we observe how teachers could make the decision to design printed material freely.

7. Usted era libre de diseñar su material impreso como quisiera. *

5 totalmente de acuerdo

4 De acuerdo

3 Ligeramente de acuerdo

2 En desacuerdo

1 Totalmente en desacuerdo

Other: _____

Note: survey, question 7, teacher 1.

Figure 5. Survey answer teacher 1

Figure 6 was taken from printed material that a teacher sent to students. In this case, we can see how the material was presented to the students.

2. Match each word with the picture. (Unir cada palabra con la imagen).

*SQUARE



*RECTANGLE



*HEART



*CIRCLE



*TRIANGLE



*STAR



*OVAL



*ARROW



Note: printed material, Second Grade, teacher 1.

Figure 6. Shape and forms vocabulary and exercise

According to the teacher, this material was created on her own initiative, as she mentioned in the survey (Figure 7).

4. El material impreso que se utilizó fue usado tal y como se encontró en internet. *

- 5 totalmente de acuerdo
- 4 De acuerdo
- 3 Ligeramente de acuerdo
- 2 En desacuerdo
- 1 Totalmente en desacuerdo
- Other: El material impreso partió de la iniciativa de la docente.

Note: survey, question 4, teacher 1

Figure 7. Survey answer teacher 1

Figure 8 was taken from printed material designed for first graders. The teacher created a word search for students to find the words seen in the guide. We could see that teacher 4 created the material as shown in image 11b question 7.

3. Encuentra en la sopa de letras el nombre de los 5 útiles escolares anteriores, escríbelos en cada línea.

w	e	r	i	n	p	a	p
z	c	o	l	o	r	s	e
v	d	a	r	v	i	x	n
b	e	r	a	s	e	r	c
o	i	s	d	q	o	h	i
o	y	u	i	d	s	a	l
k	o	o	b	e	t	o	n

1. _____

2. _____

3. _____

4. _____

5. _____

Note: printed material, First Grade, teacher 4.

Figure 8. Word search activity about school supplies

7) Usted era libre de diseñar su material impreso como quisiera.

1 2 3 4 **5X**

Note: survey, question 7, teacher 4

Figure 8a. Survey answer teacher 4

In Figure 9 we can see some of the interview answers. We perceive the decision-making process to have successful classes. It is evident that the teacher had to make different decisions to create various ways of teaching and explaining the class topics to the students.

2. ¿Cómo estableció una conexión con los estudiantes de inglés? *

Se lograron dinamizar distintas conexiones: llamadas telefónicas personalizadas, colectivas, conformación de equipos de whatsapp, trabajo con textos escolares, guías de trabajo, talleres, socialización y realimentación de aprendizajes.

Note: interview, question 2, teacher 1.

Figure 9. Types of class connection in EFL

The images presented above showed that decision-making is an essential part of class creation and implementation. Figure 8 shows a teacher's response through a survey, in which she stated that she was free to create and design the printed material for her students. She was able to make decisions on which activity was better for the students' understanding. Furthermore, this information can be found in the material, interviews, and surveys. Figures 6 and 8a were taken from printed materials that teachers designed. This material helped us to understand the decision-making process in which the teachers illustrated their ideas about a certain topic and the explanation of development of the guide. Figures 7 and 8b clearly tells us that she created her own material. Finally, Figure 9 helped us to reiterate the decision-making involvement from teachers' perspectives and freedom in creating the material. To conclude, we found out how the integration of decision-making skills helped teachers to promote flexible time learning.

Content and Language Integrated Learning (CLIL)

During the distance learning period of the pandemic, teachers relied on printed material as a way to check their students' learning process and to evaluate them. With this in mind, we were able to analyze the printed material designed by four teachers and could identify a pattern in most of the worksheets used by the teachers. The material included a content and language integrated learning approach. That is why, the teachers designed their worksheets for English classes combining social studies, science, math, or other core subjects.

Content and language integrated learning (CLIL) is an approach in which students can learn a language using different subjects. For example, students can learn English through a basic science subject by seeing the parts of the body and their functions explained in English. As Rodríguez (2011) states:

In the Colombian context, this approach is being implemented in different ways. First, some institutions are incorporating the teaching of at least a core area - content learning. In most cases, science is the most commonly chosen subject since many educators advocate for more practicality, which means teachers may use differentiation strategies while students may do hands-on activities and experiments to learn key concepts. (p. 1)

Teachers incorporated the CLIL approach in their teaching process, which allowed students to benefit from learning in various areas and not only in the language. This is linked to what Wiseman (2018) stated:

Many teachers see CLIL as a more natural way to learn a language; when a subject is taught in that language there is a concrete reason to learn both at the same time. And as students have a real context to learn the language in, they are often more motivated to do so, as they can only get most of the content if they understand the language around it. (p. 1)

In the following image (Fig. 10), taken from a survey, it can be observed that teachers integrate their lessons to make classes more appealing to students.

6. ¿Cómo hizo que el material fuera atractivo para los estudiantes de inglés? *

SE INTEGRO CON EL AREA DE CIENCIAS, POR LO TANTO SE TRABAJO VOCABULARIO CON RELACIÓN A ESTA AREA

Note: interview, second grade, teacher 2

Figure 10. CLIL implementation

Thus, throughout the project we found that the teachers made the worksheets more appealing so that language learning was not so tedious, thanks to the fact that it integrated different areas. The last aspect made learning more fun. In the same line, the following image exemplifies a worksheet sent to students where the integration of language and content can be appreciated.

EXPLORO Y COMPREENDO
SESIÓN CUATRO/ SEGUNDA CLASE PARA CIENCIAS

Nombre del estudiante: _____

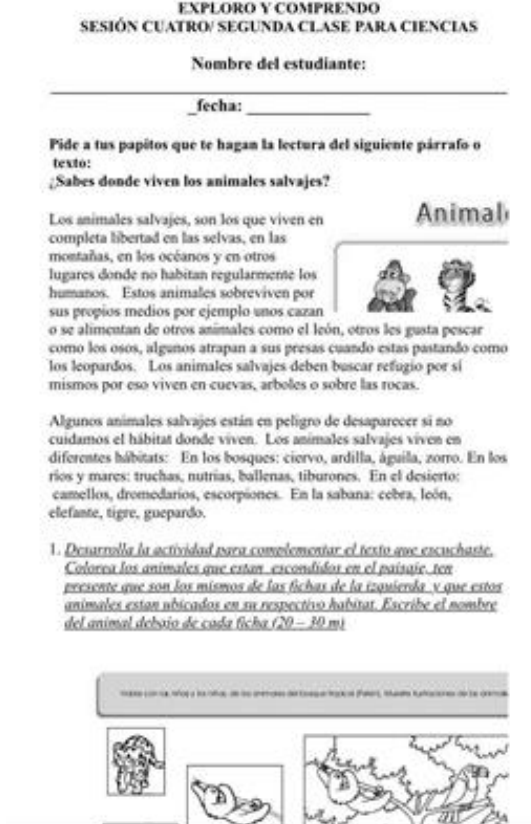
_ fecha: _____

Pide a tus papitos que te hagan la lectura del siguiente párrafo o texto:
¿Sabes donde viven los animales salvajes?

Los animales salvajes, son los que viven en completa libertad en las selvas, en las montañas, en los océanos y en otros lugares donde no habitan regularmente los humanos. Estos animales sobreviven por sus propios medios por ejemplo unos cazan o se alimentan de otros animales como el león, otros les gusta pescar como los osos, algunos atrapan a sus presas cuando estas pastando como los leopardos. Los animales salvajes deben buscar refugio por sí mismos por eso viven en cuevas, arboles o sobre las rocas.

Algunos animales salvajes están en peligro de desaparecer si no cuidamos el hábitat donde viven. Los animales salvajes viven en diferentes hábitats: En los bosques: ciervo, ardilla, águila, zorro. En los ríos y mares: truchas, nutrias, ballenas, tiburones. En el desierto: camellos, dromedarios, escorpiones. En la sabana: cebra, león, elefante, tigre, guepardo.

1. Desarrolla la actividad para complementar el texto que escuchaste. Colorea los animales que están escondidos en el paisaje, ten presente que son los mismos de las fichas de la actividad, y que estos animales están ubicados en su respectivo hábitat. Escribe el nombre del animal debajo de cada ficha (20 – 30 m)



EJERCITO Y TRANSFIERO MIS CONOCIMIENTOS .
SESIÓN CINCO / SEGUNDA CLASE PARA INGLES








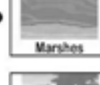


Nombre del estudiante: _____

_ fecha: _____

Recuerda que los animales salvajes son aquellos seres vivos dentro del grupo de animales que viven en libertad, bien sobre la superficie terrestre, bien en el agua, o bien en el aire. Se trata de especies que no han sido domesticadas y que viven fuera del alcance humano. (20 – 30 minutos)

1. Traza una línea y une el animal con su hábitat. Pronuncia y aprende el nombre de cada animal en inglés.

Match animals with their home.

 Hippopotamus	•	•	 Cave
 Elephant	•	•	 Grasslands
 Alligator	•	•	 Forest
 Zebra	•	•	 Marshes
	•	•	

Note: printed material, Fourth Grade, teacher 2.

Figure 11a. Wild animals reading and activity

4. El material impreso que se utilizó fue usado tal y como se encontró en internet. *

- 5 totalmente de acuerdo
- 4 De acuerdo
- 3 Ligeramente de acuerdo
- 2 En desacuerdo
- 1 Totalmente en desacuerdo
- Other: _____

Figure 11b. Survey answer, teacher 2

Figure 11a was taken from a worksheet designed by a Second-Grade teacher of Saboyá where some elements were taken directly from the Internet. Figure 11b

refers to a survey answer in which the teacher agrees to take printed material from the internet to help her design her worksheets. As we were able to observe, the worksheet integrates Spanish, science, and English. Instruction is focused on their native language, the main subject is science, and the vocabulary is written in English for students to learn. Integrating these three allows teachers to focus not just on the language when evaluating, but also on the content included in the core subjects.

As mentioned by Wiseman (2018)

Being content-focused, CLIL classes add an extra dimension to the class and engage students, which is especially advantageous in situations where students are unenthusiastic about learning a language. CLIL also promotes a deeper level of assimilation – as students are repeatedly exposed to similar language and language functions and they need to produce and recall information in their second language. (p. 1)

The following image refers to a teacher's response to the survey. As can be seen, the teacher agrees with the use of integrated learning in the teaching of English.

6. Haciendo uso del material impreso, se trabajaron proyectos transversales que permitieron la enseñanza de vocabulario en Inglés para diferentes áreas. *

5 totalmente de acuerdo

4 De acuerdo

3 Ligeramente de acuerdo

2 En desacuerdo

1 Totalmente en desacuerdo

Other: _____

Note: survey, question 6, teacher 2

Figure 12. Survey answer teacher 2

In relation to this response, we can note that it is linked to that mentioned by Rodríguez (2011):

Finally, other schools decide to use English and Spanish as the language of instruction for new areas such as science and math. These schools state that educators can talk about bilingualism only if there is a place for both languages in the classroom. Nonetheless, all schools coincide in the preparation of preschool children by means of language awareness activities, project-based instruction, and a high number of hours of instruction in English, and, in many cases, immersion programs. All in all, bilingual programs benefit from the integration of language and content instruction. (p. 1)

Clearly, teachers and schools applied the CLIL approach by integrating Spanish and English and other subjects so that students benefited from the learning time of each lesson, not focusing on just one area but on several. The elementary teachers interviewed were not aware of the CLIL approach, but after analyzing it we could see that they used this approach implicitly as a way to allow students to make connections between the different subject areas and get the most benefit in the time set for the lessons.

Conclusions

Throughout the development of this project our main objective was to explore and analyze the contributions of printed material to the teaching of English as a foreign language, during the distance education period between June and November 2020 in some rural and urban schools in Saboyá. Once we gathered the information and analyze it, we could notice that the vocabulary of English teaching was used by the teachers trying to promote basic concepts and ideas in a foreign language. To do this, the teacher made the material more attractive and included reinforcement of fine motor skills, such as the use of the hands to perform certain activities that require precise movements. The teachers were also able to decide which material was most appropriate for the level of the class and the needs of the students, allowing them to achieve the intended objectives. In addition, one of the strategies used was picture-words associations to achieve greater accuracy in vocabulary. Furthermore, teachers integrated subjects when teaching English to enhance the students' knowledge.

On the other hand, we could observe some areas of opportunity that could have had a higher impact if all the proposed material had instructions in English, as this would allow students to expand their knowledge of the language.

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