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Analysis of challenges and opportunities in English language teaching to improve its methodologies at CEBG Nuevo San José, 2025.

Presented by:

Chacón Rodríguez, Benicio Ramón Id.2-724-1356

Advisor:

Professor Digna R. Sanchez E.

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## **DEDICATION**

To God, the unconditional source of my strength. I dedicate to you the success of this professional goal, as your guidance and grace offered me the wisdom necessary to go forward and the constancy not to surrender in the most difficult times. This success is proof of your faithfulness in my life.

To my dear parents, Edith and Guillermo, the essential foundations of my life to whom I thank for their unconditional love and constant support in my career. This thesis reflects its impact. In addition, I express my gratitude to my nephews and brothers for being the refuge and source of joy in my life and for their interest in what I research.

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***Benicio***

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To those teachers who with great enthusiasm advised me from the beginning to the end, for their patience and effort in teaching me.

God's goodness has been the inspiration in this professional goal that I see embodied in these pages, thanks God.

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## **ABSTRACT**

The main direction of this research is to analyze and investigate the challenges and opportunities of teaching English that are presented in the CEBG Nuevo San José, a school of rural multigrade environment, currently does not have a teacher specialized in the subject. This lack, accompanied by the lack of teaching resources, makes it difficult for the regular-grade teacher to provide quality education to a group of students at different levels in the same classroom.

This represents a major obstacle for students to progress in their learning and academic development. The acquisition of a second language is an essential tool for their future professional and educational development, but is limited because they do not receive adequate guidance.

This research uses different tools, such as interviews, teacher and student observations, and surveys, to understand how students feel about learning a new language. It also seeks to explore the qualities of students and the need to use real technologies and tools to help improve their language learning skills in a real, sustainable and organized way in rural multi-graduate environments.

The main objective of this research is to generate clear recommendations on the importance of language learning in environments where there is a shortage of specialized teachers and to promote more inclusive educational policies.

### **Keywords:**

1. Curriculum Development.
2. Educational challenges.
3. Pedagogical strategies.
4. Training.
5. Academic performance.

## RESUMEN

La dirección principal de esta investigación es analizar e investigar los desafíos y oportunidades de la enseñanza del inglés que se presentan en el CEBG Nuevo San José, una escuela de entorno rural multigrado, en la actualidad no se cuenta con un docente especializado en la materia. Esta carencia, acompañada a la falta de recursos didácticos, dificulta al docente de grado regular que pueda impartir una enseñanza de calidad a un grupo de alumnos de diferentes niveles en la misma aula.

Esto representa un gran obstáculo para que los estudiantes progresen en su aprendizaje y en su desarrollo académico. La adquisición de una segunda lengua es un instrumento esencial para su desarrollo profesional y educativo futuro, pero se ve limitada debido a que no reciben la orientación adecuada.

Esta investigación utiliza diferentes instrumentos, como entrevistas, observaciones de profesores y alumnos, y encuestas, para comprender cómo se sienten los alumnos respecto al aprendizaje de un nuevo idioma. También busca explorar las cualidades de los estudiantes y la necesidad de utilizar tecnologías y herramientas reales que ayuden a mejorar sus habilidades de aprendizaje de idiomas de una manera real, sostenible y organizada en entornos rurales multigrado.

El objetivo principal de esta investigación es generar recomendaciones claras sobre la importancia del aprendizaje de idiomas en entornos donde hay escasez de profesores especializados y promover políticas educativas más inclusivas.

### **Palabras claves:**

- 1- Desarrollo Curricular.
- 2- Desafíos educativos.
- 3- Estrategias pedagógicas.
- 4- Formación.
- 5- Rendimiento académico.

## GENERAL CONTENT

Pages

### INTRODUCTION

#### CHAPTER I: GENERAL ASPECTS OF RESEARCH

1.1 Approach to the problem	11
1.1.1 The research problem	16
1.2. Justification	17
1.3 Hypothesis	21
1.4 Objectives	21
1.4.1 General Objectives	21
1.4.2 Specific Objectives	22

#### CHAPTER II THEORETICAL FRAMEWORK

2.1 Teaching English in rural settings.	24
2.2 Pedagogical and technological resources	27
2.2.1. Traditional pedagogical resources in the teaching of English.	28
2.2.2. The role of technological resources	29
2.2.3. Hybrid and adapted resources.	30
2.2.4. The importance of the teacher as a resource manager.	30
2.2.5. Technology as a bridge to educational equity.	31
2.3 Teaching perceptions and student motivation	32
2.4 Value of the mixed approach to educational research.	32

#### CHAPTER III. METHODOLOGICAL FRAMEWORK

3.1 Research design and type of study.	38
3.2 Population or Universe.	42
3.2.1. Subjects or study group.	43

3.2.2. Statistical sample type.	44
3.3 Variables.	47
Variable 1: English Language Performance.	47
Variable 2: Pedagogical strategies used.	49
Variable 3: Student participation.	50
Variable 4: Teaching perception and directive on teaching.	52
Variable 5: Available Resources.	54
3.4 Instruments, data and material collection techniques.	56
3.5 Procedure.	58
<b>CHAPTER IV: PROPOSAL FOR EDUCATIONAL INTERVENTION.</b>	
4.1. Introduction.	63
4.2. Objectives of the Proposal.	63
4.3. Justification.	64
4.4. Components of the Proposal.	65
4.4.1. Component 1. Technology monitoring and conservation.	65
4.4.2. Component 2. Strengthening the pedagogical use of the virtual classroom.	65
4.4.3. Technology training sessions and workshops.	66
4.4.4. Documentation of the process and coordination between institutions.	66
4.5. Measurement and Monitoring Instruments	66
4.6. Proposed Workshops and Training Sessions.	67
4.7. Link with the Mayor of the District Omar Torrijos Herrera.	68
<b>CHAPTER V. ANALYSIS OF RESULTS</b>	
<b>ANALYSIS OF RESULTS</b>	70

<b>CONCLUSIONS</b>	76
<b>RESEARCH RECOMMENDATIONS AND LIMITATIONS.</b>	78
<b>BIBLIOGRAPHIC REFERENCES</b>	81
<b>ANNEXES</b>	
ANNEX 1: SAMPLE OF APPLIED INSTRUMENT AND INFORMED CONSENT.	85
ANNEX 2: PICTURES	90
ANNEX 3: ENGLISH CERTIFICATION AND PERMISSIONS.	102
<b>TABLE INDEX</b>	107
<b>INDEX OF GRAPHS</b>	108
<b>INDEX OF ILLUSTRATIONS</b>	109

## INTRODUCTION

The teaching of English today goes far beyond a subject suggested in curricular development. It is a key to the professional future, new opportunities and the doors to a better quality of life. However, learning this new language is affected in most of our country's multi-graduate rural environments. These additional academic challenges to the lack of up-to-date teaching resources and infrastructure improvements add to the absence of a specialized teacher and require the teacher with admirable effort to guide students at different levels.

In the CEBG Nuevo San José, the reality of a teacher specializing in this subject represents a negative impact on learning. Since the master of degree is obliged to teach in a language that is not prepared, and performs these tasks without adequate teaching materials or appropriate technological resources. This environment not only delays learning a new language, it diminishes the safety of students and creates uncertainty and fear of being able to express them in a new language.

This research originates with the commitment to be able to generate changes in the educational reality focused on the experience of teachers and students. Using research tools such as: Pre-Test, interviews, knowledge tests and above all observation in the classroom. In order to have a better understanding of the challenges they face and in turn assess the opportunities for improvement that could arise, thus creating strategic and effective recommendations.

Each of the detailed chapters seeks to promote changes that promote equitable educational policies, ensuring that every child has access to the tools and guidance necessary to build a dignified future regardless of its context.

# CHAPTER I

## CHAPTER I: GENERAL ASPECTS OF RESEARCH

### 1.1. Approach to the problem

The teaching of a second language generally represents one of the greatest challenges in the educational field of each student, especially in the childhood stage.

In this context, learning a new language such as English has become a fundamental subject for the professional, academic and social progress of each individual. It not only opens the door to new opportunities in the professional field, it also improves intercultural communication and access to a better quality of life, to scholarships either national or international or recognized specializations that most of them are in the English language.

It is a priority to be able to emphasize that for education in rural multi-graduate schools in our country to be of excellence, it must be recognized that one of the greatest challenges over the years is due to limitations that exist as: pedagogical, social, and mainly infrastructure and skilled professionals.

In recent years several authors have emphasized that the teaching of the English language in rural areas and multigrade environments represent important educational constraints. These classrooms are defined according to Sánchez (2017) as spaces where a single teacher teaches their classes to a group of students of different grades in the same class, which becomes a pedagogical constraint for learning.

Sánchez (2017) highlights the following:

***The multigrade modality is essentially a strategy to expand educational coverage in rural and low population density areas. However, this condition implies that a single teacher must simultaneously attend to students of different ages, levels of learning and particular needs, which generates an overload of work that has a direct impact on the quality of teaching (p. 58).***

The challenges become even more complex, teaching a second language as the English language is in this case. It is necessary to apply specific teaching methodologies, update teaching resources and correct management of a language, which teachers working in these areas do not have on a regular basis. Since specifically this subject must be taught by a trained teacher.

The teacher does not have the guidance in terms of the necessary teaching methodologies; this situation generates a number of limitations in the learning process among them: the overload of the teacher in work and the development of methods to ensure that students learn. According to Sánchez (2017), multigrade classrooms are those in which a single teacher serves students of different educational levels at the same time. But it also generates advantages because the student can develop the autonomy of study and his interest in learning a foreign language.

It is important within this research to expand on multigrade halls in rural areas. these are considered spaces where a single teacher is regularly taught to students of different ages and levels. This modality is common in several sectors of our country, in order to guarantee the education of citizens.

The adaptation of efficient teaching methods and structured content as well as the individualized attention and monitoring of each student for a new language marks a learning disadvantage, but in turn this can be turned into advantages as the individual will be able to develop socially motivated skills, and the autonomy of study thus benefiting their professional and academic development.

Recent research estimates that approximately one third of the primary-level student population is developed in multi-graduate settings. Countries such as Peru, Sri Lanka and Vietnam, to mention some, have successfully developed multi-

graduate education. In turn, research shows that Finland has approximately 70% of its educational institutions in this mode.

In our country, it is estimated that about 65% of the schools are managed under the multigrade modality and this increases even more in rural areas and difficult access. Which are about 1,954 schools.

Data provided by the Ministry of Education (MEDUCA, 2019). They indicate that most schools do not have a teacher who specializes in teaching the English language and that in turn the multi-graduate classroom modality prevents a more complete teaching, since the teacher must divide his time to develop activities at the appropriate levels and this prevents effective teaching. In this case the English language.

The Ministry of Education MEDUCA (2019) says:

***Multi-graduate schools in Panama represent a necessary response to the country's geographical and demographic conditions. However, its implementation carries limitations in terms of human and material resources. Many of these centers lack specialized teachers in key areas, such as English, which perpetuates the inequality in educational quality between urban and rural areas (p. 42).***

The CEBG Nuevo San José does not escape this reality, since it has only two primary school classrooms to teach, it presents a challenging environment since it is notorious the absence of an English teacher, accompanied by the low quality in the electricity supply since the educational center only has solar panel and often the climate is not favorable for the recharge of it. Understanding these limitations is necessary in order to develop more efficient educational strategies and meet the individual needs of each student. It should be noted that teachers as well as students create clear expectations and perspectives on the learning process at their different levels.

Without adequate teaching resources, this makes the development of academic activities in the classroom even more complex and is also considered one of the

biggest challenges facing these schools. Although the CEBG Nuevo San José, has a technological slate donated by the private company, and computers delivered by the Ministry of Education (MEDUCA). but by bureaucracy it has not yet been possible to install them cannot be used efficiently, due many times to the supply of electric fluid.

This greatly hinders the experience in this case of teaching a new language, as they can be adapted to use digital tools that would make students take advantage of the experience, broaden and encourage the interest of further study.

It is necessary that the teacher in this environment must have a broad adaptive capacity and in turn must implement planning and teaching strategies for the development of the activities in the classroom. Since English language learning is our country is part of the student's curriculum development, the teaching, learning and evaluation of this foreign language is a priority. This in turn affects the role of the teacher as he must adapt his knowledge to the teaching of a foreign language while maintaining the motivation of the students.

It is common for students not to be motivated or afraid to learn a new language without the necessary and correct guidance, and they do not in turn understand how important it is to learn a second language. It is the role of the teacher to enable the classroom to successfully participate in each of the activities that take place. And these limitations do not affect your professional and academic life.

Zeledón (2023) points out that rural environments often beyond the challenges of teaching a new language are not only pedagogical, but also of an infrastructure and mostly socio-cultural nature. To this end, we must look for comprehensive strategies to identify the challenges and opportunities in learning the English language. Always maintaining the use of media and teaching materials, the organization, but above all the processes of communication of the teacher with the students.

The challenges in rural multi-graduate schools for the most part are also due to the lack of adequate infrastructure for teaching, but it also corresponds to the socio-cultural environment they are surrounded by, which does not allow for effective teaching. That is why this research seeks to identify and thus be able to recommend teaching strategies appropriate to the environment and language. Considering not only the correct use of teaching materials but considering the processes of interaction and effective communication for the development of activities and very important the motivation that encourages the student's interest in learning a foreign language.

Within this research, it is necessary to prioritize the methods of observation and the surveys to be carried out and a detailed analysis, in order to be able to identify the most important challenges and opportunities within this rural multigrade context. Evaluate the learning time, the teaching materials that are used and above all the organization and motivation of the students in wanting to learn a new language. Considering its progress develop clear recommendations and above all practices to improve the quality of education the implementation during this school year of learning a second language.

Zeledon (2023) states:

***The challenges of education in rural multigrade contexts cannot be analyzed solely from a didactic perspective. It is necessary to consider social, economic and cultural factors that have a direct impact on students' motivation, school stay and the community's perception of the value of education (p. 67).***

In determining each of these factors, it will also be necessary to maintain a comprehensive vision, considering the socio-cultural environment of the students, the family support and the fulfillment of the regular hours of classes established in the educational policies of our country. Adapted to the reality of a multi-graduate school in rural areas.

In short, the CEBG Nuevo San Jose faces many challenges in the teaching of English: a system of multigrade learning, the lack of a teacher specialized in the

language, low electric fluid and not constant, few teaching materials and updated. All these challenges lead us to an irregular teaching environment that does not allow and restrict the true learning of a new language so fundamental in this age of technology and languages.

By analyzing all these challenges, you can identify and design creative learning strategies that become key opportunities to improve motivation and especially expand your knowledge to new ideals of professional improvement in this and other rural environments of our country.

### 1.1.1 The research problem

Despite the fact that in our country the teaching of a new language is promoted and the schools adopt it as bilingual, thus incorporating more hours of classes of this important language, many difficulties still remain and hinder this language in the multigrade contexts and more in rural areas. like the CEBG Nuevo San José. The lack of a specialized teacher is the main factor, followed by the pedagogical resources to be used, significantly hinder opportunities to teach a new language effectively.

For the CEBG Nuevo San José, in particular, the low fluency of electrical energy, and its multigrade environment create remarkable challenges in teaching a new language. Each of the aforementioned challenges significantly reduces the probability that students will be able to access good use of technological tools, even if they have them, as well as the updating of pedagogical resources that will be of great use for their motivation and exploitation. This is a reality that not only affects this institution, but many schools in similar settings nationwide.

Socio-economic conditions, family motivation, geographical position and socio-economic factors further deepen these educational inequalities. The teaching of a second language is remarkable when comparing the teaching of rural and urban areas. According to Marmolejo Cifuentes (2020), multigrade schools in rural areas

do not have the necessary pedagogical resources or human resources to carry out the teaching of English with quality.

Marmolejo Cifuentes (2020) shares:

***In rural schools in Latin America, foreign language teaching lags behind urban institutions. Lack of infrastructure, scarcity of materials and limited teacher training restrict the learning opportunities of students, generating inequalities that affect their academic and work future (p. 75).***

As Zeledón (2023) points out, educational problems in rural contexts must be analyzed from a comprehensive approach:

***"The challenges of teaching in rural schools cannot be understood from a pedagogical perspective alone. Factors such as poverty, geographical isolation, lack of basic services and socio-cultural expectations of the community have a decisive impact on teaching-learning processes. Any proposal for improvement must take into account this network of conditions"***(p. 69).

In view of this reality, it is essential that we ask the following research question:

What is the real impact of the challenges and opportunities that can be presented by teaching English in a rural area and multi-graduate environment and the pedagogical resources that exist in the CEBG Nuevo San José in 2025?

The basis of this question is not only to be able to analyze the challenges, but to value the opportunities for using resources, innovation despite different adverse situations. Provide the necessary and practical knowledge that is used as a guide for future decision-making and that contributes to bridging the education gap in rural and urban settings in our country.

## 1.2. Justification

The essential basis of this research is to be able to understand how it affects not being able to have in each educational institution a teacher specialized in teaching the English language. In turn, the little updating of teaching resources, the lack of

electric fluid and the adequate infrastructures for a better teaching environment impact the educational process in the CEBG Nuevo San José.

This educational center is located in the municipality of San Juan de turbe, Omar Torrijos special district in the province of Colón. Considered a rural area of difficult access, it reflects the situation that many of the educational centers of our country address.

Research has shown that approximately 65% of primary schools in our countries operate under the form of multigrade educational establishments, where either two or one teacher gives classes to students of different levels and ages, a situation that is complex at the time of developing effective and defined teaching methodologies in the teaching of a new language.

In a broader perspective, it should be noted that the lack of a teacher specializing in teaching the English language in these schools complicates the implementation of new teaching methodologies that promote students' effective communication skills and their interest in learning a new language. these conditions create an important difference between education in rural and urban areas, particularly with regard to the teaching of foreign languages:

Marmolejo Cifuentes, 2020 points out:

***The teaching of English in rural contexts faces a double challenge: the lack of specialized teachers and the absence of minimum conditions for a quality teaching-learning process. This leads to structural inequity that puts students in these areas at a disadvantage compared to those who access better-equipped urban schools (p. 74).***

The lack of a specific methodological guide and the simultaneous development of classes for different levels within the same classroom makes the teaching process a notorious challenge. (Zeledon, 2023). Quiel and Correa (2021) share that these educational challenges are those that increase the possibility of taking classes out of context and repetitive practices that limit the progress of the authentic competencies of the communication of the students in English.

This research and analysis make it possible to observe the educational deficiencies that exist within the multigrade educational centers of rural areas of our country. They do not allow students the correct access to a quality education in English. One of the main objectives is to be able to contribute effectively to the creation of clear, concrete recommendations and proposals that can be used and replicated in other schools, promoting more egalitarian and inclusive education. The same that can be adapted to the central needs of the various educational establishments

Likewise, it is important to take into account the negative impacts that can develop if students do not achieve the understanding and level in the CEBG Nuevo San José, these will be progressively affected by climbing to secondary schools where there are higher academic requirements, this can have a negative impact on your confidence, active participation and above all on your academic performance. Like anyone who does not have English proficiency in the employment sector, they will have fewer opportunities to access better job opportunities.

As González (2022) points out:

***Proficiency in English is now a prerequisite for better employment and social mobility opportunities. The lack of this competition not only limits employment options, but also perpetuates cycles of inequality in rural and vulnerable populations (p. 58).***

The learning and good teaching of a new language in this case, English, becomes a fundamental instrument to be quoted in the labor market, improve the quality of life and especially broaden the horizon in the socio-cultural field. Students in rural areas often fail to develop these skills at an adequate level of the English language and are presented with inequalities compared to students who attend schools in urban areas where there are greater resources, specialized teachers and up-to-date pedagogical materials.

Once the challenges and opportunities of this research can be identified, it will be possible to redirect and guide the improvement of pedagogical strategies and

especially new educational policies that can be implemented in other multigrade educational centers in our country. It will also be a significant contribution to establishing the basis for new guidelines for the training and training of new teachers, the development of contextualized pedagogical materials and the application in the classroom of new learning strategies appropriate for rural multigrade environments.

This research represents a significant advance in the analysis of effective pedagogical techniques, focused on rural environments in multigrade educational centers. It will be of great value to contribute teaching strategies that conform to the true need of the students, to the development of effective training aimed at teachers, inclusive educational policies and the development of pedagogical teaching materials and manuals

All the data collected will be of great value, since they represent information necessary to optimize educational quality in rural multigrade environments such as the CEBG Nuevo San José, these will encourage students to have access to learning a new language and especially skills required in the labor market, it will enable them to master a second language equally.

As a synthesis, this research can guarantee useful and applicable knowledge in the management of English language teaching in rural settings in our country. These contributions can give meaning to new contextual ideas or, above all, guide decision-making, administrative and training pedagogics in teaching methods.

Being able to detail these recommendations helps to improve the educational gap between urban and rural environments, supporting students to better prepare themselves, to take advantage of opportunities and to affront themselves more confidently, to the competencies and challenges that exist in the oral and educational field in the future.

### 1.3. Hypothesis

H1: When implementing contextualized and innovative pedagogical techniques in the teaching of a new language such as English, adapted to the challenges of the CEBG Nuevo San José, the same should be appropriate to the limitations in terms of updated materials, the multigrade model in which the classes are discarded and above all to academic performance. This will allow significant progress in leveraging resources, optimizing qualitative assessments achieved through interviews, surveys and observations.

These methods, which are not developed in a traditional way, promote innovation in teaching methodologies in multi-graduate classrooms, increase professional performance and help to exploit learning inequality in urban and rural areas. It becomes more inclusive, equitable and of better quality.

H0: The application of innovative pedagogical methodologies in the teaching of English, that fit the resources, and the infrastructure of the CEBG Nuevo San José does not improve positively in the results, in the indicators of learning or in the qualitative models in motivation, brings it to the null and visible impact in terms of communication skills, teaching methods and, above all, innovative strategies, adapted in traditional methods.

### 1.4 Objectives

#### 1.4.1 General objective

To analyze, from a mixed methods approach, the challenges and opportunities that arise in teaching a new language in the CEBG Nuevo San José, taking into account its rural environment, multi-graduate classrooms and the updating of existing resources. The aim is to be able to provide recommendations for teaching strategies that promote interest, autonomy and expression skills that help professional growth and benefit from a better quality of life.

#### 1.4.2 Specific objectives

- To identify the pedagogical challenges presented in the teaching of English in the CEBG Nuevo San José, by being able to observe the way in which the teacher implements learning strategies in multigrade classrooms, and recommend updated methodologies to improve.
- To develop updated and innovative recommendations that are adaptable and flexible to the environment, in order to progressively improve the teaching of English in multi-graduate schools, emphasizing the use of resources in sustainability, inclusion and cultural value.
- To efficiently investigate technological tools, educational pedagogical resources, books, audiovisual content and platforms to improve student interaction and thus improve their academic performance.
- To provide recommendations, based on the teacher's point of view, integrating qualitative and quantitative data to develop evidence-based learning strategies according to the challenges and opportunities presented.

The research is based on the ability to identify the challenges of teaching a new language in rural settings and multi-graduate classrooms with limited teaching strategies and pedagogical resources. A mixed approach will be adopted in research that values the efficiency, attitudes and perspective of the teacher according to experiences and point of view.

As a final basis, useful, clear and sustainable pedagogical recommendations will be developed based on observations, evidence and interviews with cultural relevance to improve the experience in multigrade educational centers in rural environments.

# CHAPTER II

## CHAPTER II THEORETICAL FRAMEWORK

### 2.1. Teaching English in rural settings.

Learning a new language such as English in rural settings and multi-graduate schools means recognizing challenges and pedagogical opportunities in the academic sphere. At present, this important language is not only considered a subject within the school curriculum in all schools, but also an updated tool to improve education, socio-cultural connections and, above all, the use of new employment opportunities outside the country.

However, the correct implementation of the learning strategies in rural environments implies facing particular challenges, which not only include the absence of a teacher specialized in the subject, infrastructures, updated teaching resources, but the use of the student in the interest of learning a new language, also adds the lack of teaching strategies of the teacher.

In this sense, it is necessary to analyze the way in which the teaching and learning process arises in the CEBG Nuevo San José, highlighting the fundamental factors that lead us to the great challenges, but also to the opportunities in order to transform the educational reality that faces when learning a new language.

These remarkable challenges increase for the most part when educational institutions operate in rural and multi-graduate settings. Where a teacher not specialized in the subject must direct students of different levels to the understanding and especially to the use of the few existing resources.

Author Zeledón (2023), emphasizes that it is complex to unite students' ideas and apply new methods since the difference in ages, needs and rhythms are totally different.

Zeledon (2023) states that:

**In multi-graduate classrooms, teachers face the task of organizing content, planning differentiated activities and ensuring that each student achieves**

**meaningful learning, even when grades and ages intermingle. This scenario generates additional wear, but at the same time opens the possibility of strengthening cooperation and autonomy in the classroom (p. 47).**

Teaching a new language faces even greater challenges in rural settings and multi-graduate schools, since, the absence of a teacher specialized in the area, the few existing teaching resources and the regular electric fluid increases the ability of teachers to apply new techniques to take advantage of the resources and above all to update the information needed to increase interest in learning. Thus, using traditional, literal and repetitive teaching methodologies, either vocabulary by memorization, instead of encouraging active and authentic communication participation.

Quiel & Correa (2021), argue:

**When English is taught without a communicative purpose, students perceive the language as a distant subject and without practical application. Learning is reduced to repeating isolated phrases, without developing competencies that allow them to interact in real situations. As a result, the language loses its value as a tool for life and becomes a further requirement to meet (p. 102).**

This research is based on the observations made in the CEBG Nuevo San José, where the conditions of the environment in which they are developed have the need to implement innovative pedagogical strategies, although, there are few updated academic resources. In a very personal way, I believe that creative and contextualized teaching and learning strategies can be developed that contribute to the interest of the student in a closer and more useful way.

One of the main challenges to highlight is the absence of a trained teacher for language teaching in rural multi-graduate settings. Generally, the teacher of degree does not have a university education designed for the teaching of the language, but rather in general chairs of education. This significantly affects the quality in which classes can be taught and the use of resources. Astuti (2021),

does not point out part of this reality in its research, as in Indonesia untrained teachers restrict the quality and efficiency of curricular goals.

Another of the challenges that we can mention is the lack of energy fluid and the infrastructure of the classroom, lack of access to technologies that although true, at least 10 existing disabling computers could be restored and 15 more boxed, they could not be used due to the bureaucracy of the Ministry of Education in terms of installation and programming have been in boxes for about 2 years.

For this reason, when evaluating each of the computers with support from technical personnel of the Municipality Omar Torrijos Herrera, the purchases of chargers, batteries and other elements were coordinated for the optimum functioning of the equipment already installed. In order to enable students to take advantage of the use of technological tools and digital platforms during English classes, either individually or in pairs. We can also point out the few teaching materials available, and appropriate physical spaces for the equipment.

These challenges restrict the implementation of new teaching strategies and, above all, the use of technology to strengthen learning effectively, interactively and, above all, to arouse the interest of the student in new horizons.

Research by experts in the field has found that little support in technological resources, the classes of a non-specialized teacher and the short periods devoted to the subject in which activities can be carried out in English, notoriously hinder the communication, writing and oral of the students and further their perspective of the usefulness of a second language.

Rural and multi-graduate environments often share repetitive factors that negatively influence the teaching of English: the lack of up-to-date pedagogical resources, infrastructures (language laboratory, and appropriate classrooms) limit the graduate teacher to be able to apply technology-based teaching techniques and poor continuous updating. In addition, the good use of these resources, internet connectivity, and the displacement of the teacher, create notable

disadvantages that need actions in an appropriate way, adjusted to the environment in which they are developed.

Various research carried out over the years have pointed out that rural areas, specifically impact on the process of learning in general and even more on a new language. The lack of pedagogical resources, specialized teachers in the language, the interest of the student and socio-cultural barriers, mostly hinder the progress and mastery of a foreign language. It directly impacts professional progress and skills that are disadvantaged by urban environments.

However, these studies have also highlighted that English learning can generate in the student population a special need for interest, better quality of life and professional transformation, if strategic and contextualized teaching methodologies are applied correctly. To achieve a positive reduction in the barrier between rural and urban environments. Strengthening every student's access to and support for quality education.

Rural environments are presented as complex areas with marked limitations at the structural, social, economic and political levels. However, in turn, they are also full of development, linguistic and social opportunities that strengthen educational skills. It is necessary to observe in an objective way the challenges and to analyze the opportunities to innovate, update in the teaching strategies. To benefit students that they can choose a better quality of life when learning a new language.

The success lies in creating contextualized and exclusive learning strategies for their environment, capable of reducing the distance, ensuring that each student receives a quality education in the English language.

## 2.2. Pedagogical and technological resources

One of the most important challenges in learning a new language is the lack of up-to-date pedagogical resources and the constant training of the teacher in technological tools that contribute positively to the learning outcomes of the

students. These favorable results depend very much on the teacher's interest in applying new tools and the student's learning.

Hernández et al., 2014 indicates that:

**The availability of supporting materials - books, technological resources, audiovisual material or online platforms - largely determines the quality of the teaching-learning process. Their absence not only limits teaching practice, but also reduces opportunities for students to explore and consolidate their skills (p. 215).**

In my personal opinion, this shows us one of the fundamental challenges of our country's rural environments. It is not enough to have access to technological tools; we must ensure that these tools are used in a planned and sustainable way in places where the electric fluid is low and the in clemencies of time are not favorable. For efficient and extensive connectivity.

In the instruction of the teaching of English as a new language, the use and access of technological and pedagogical tools is necessary. According to studies having access to these much needed and appropriate resources, increases the motivation of students by the interest of learning, the better understanding of the contents and stimulates the autonomy of learning.

If embargoes, teachers in these multigrade rural environments, face daily challenges to be able to adapt the available pedagogical resources to the reality in which they find themselves. Access to the Internet and the use of technological equipment due to the low or low fluidity of electricity greatly influence the progressive development of classroom activities. These challenges diminish the educational experience.

### 2.2.1. Traditional pedagogical resources in the teaching of English

In rural settings, the few traditional pedagogical resources such as workbooks, illustrative sheets, flash cards and dictionaries remain positive and important

resources due to their low cost and accessibility. Although they may seem limited compared to the diversity of digital resources existing in urban environments, appropriate use can become effective teaching tools. Torres y Morales (2019), says that, when printed images have a lot to do with daily life, they favor the increase of vocabulary and the association of words in the English language.

Printed materials convert language teaching into practical and effective processes to make a difference, where students in multigrade classrooms can display different levels of skills that can be adjusted to individual or group activities. A clear example, are fact sheets with images and simple words in English can be very useful, strengthen and encourage communication and student participation. The creativity and strategy used by the teacher is crucial to making the most of the materials and resources that seem simple.

#### 2.2.2. The role of technological resources

Strategically it has been proven that the correct use of technological equipment in the teaching of English has a positive influence on the student's motivation in their performance and communication skills. These factors help students to have the ability to practice, listen and repeat independently with the use of interactive programs, videos, platforms and applications. however, this difference is notorious in its use of rural and urban environments.

In the rural environments of our country, internet connection is scarce and the vast majority of students do not have their own electronic equipment in view of this great reality the teacher has the task of choosing pedagogical resources that can be adapted to work without a permanent internet connection, either: videos, music with lyrics, or educational applications that work in off-line mode. This will enable technology and resources to be incorporated into the teaching process in a viable and sustainable way.

### 2.2.3. Hybrid and adapted resources

One of the most effective strategies for overcoming infrastructure constraints in rural schools is the use of hybrid resources, more effective traditional materials must be integrated to overcome infrastructure barriers in multi-graduate rural schools. For example, the teacher can use flash cards to teach English vocabulary, audio and recorded videos to improve pronunciation and writing exercises to improve word memorization and association. All this strengthens students at their different levels learning at the same time.

The creation of pedagogical resources is also stimulated with the hybrid approach, being able to incorporate students in a more active and voluntary way. It encourages the feeling of belonging in the educational process by encouraging the construction of screens, posters, collage, murals and small illustrative dictionaries. Students take advantage of time and in this way create teaching resources that strengthen academic self-esteem and consolidate their learning, especially in communities where material deficiencies are observed.

### 2.2.4. The importance of the teacher as a resource manager

In rural settings, the role of the teacher transcends the simple execution of resources: he becomes the administrator and creator of teaching resources. This entails being able to select, modify and even design them based on the materials in the local culture and the needs of the students. The ability of teachers to develop them creates innovative and effective learning opportunities in rural settings.

For example, in the case of the CEBG Nuevo San José, they can design unique teaching materials using elements of the region such as seeds, wood, or the creation of drawings that students have learned in a vocabulary and reflect in reality. This type of resources, in addition to contextualizing teaching, contributes significantly to the strengthening of language learning and further promotes the appreciation of culture and respect for the environment.

### 2.2.5. Technology as a bridge to educational equity

Despite the limitations, the gradual incorporation of technology in multi-graduate schools is an opportunity to reduce social and educational barriers. The acquisition of digital whiteboards, computers, projectors and access to digital platforms. They can be a reality if it is coordinated together to solicit government institutions or international cooperation. They can be managed correctly and above all increase the need for students to prepare and harness them for the educational challenges of the 21st century.

The greatest challenge for educational institutions in multi-graded rural environments is to ensure that these efforts together are not limited to single-group independent projects, but that it becomes a sustainable practice to maintain appropriate equipment and, above all, to train teachers continuously. It is important to take into account that technological tools are not an end in themselves, it is the main instrument for expanding teaching and raising the standard of living of students.

The analysis of technological and pedagogical resources in the teaching of a new language such as English in multi-graduate rural environments reveals that, despite the challenges presented, there are numerous initiatives that can support innovation and adaptation of resources. The use of traditional materials in turn plays an important role in literacy and the development of elementary language skills. If these resources are used strategically, they will present new opportunities for effective and interactive learning.

In context, the teacher establishes himself as an essential agent and able to manage and function resources in a creative way to address the different levels within the classroom. Therefore, the teaching of English should not be observed from a point of view of scarcity but the ability to design, modify and take advantage of existing resources. This will be the key to unleashing the true potential of available educational resources.

### 2.3 Teaching perceptions and student motivation

An essential component for learning English is the motivation of both teachers and students. In rural multigrade environments, it is difficult for them to be able to apply the teachings in daily life. However, a multigrade classroom can be considered as an enabling support, where equality and the development of intellectual capacities in the collective sphere are promoted. Thus, overcoming notorious and challenging socio-cultural barriers.

(García, 2022) states that:

**The multigrade model, although challenging, can be a fertile ground for pedagogical creativity. Cooperation between students of different ages, if guided by appropriate strategies, not only facilitates the learning of academic content, but also promotes values of solidarity, respect and mutual help (p.89).**

This is a fundamental and key aspect for the transformation of existing disadvantages into significant advantages that help the student to learn through games, digital tools, music or even artistic activities that involve all members of the classroom. Sharing ideas and, above all, expanding language skills.

### 2.4 Value of the mixed approach to educational research

The mixed methodology in educational research combines qualitative methods with purpose (exploration, analysis and interpretation) and quantitative (use of statistics, quantification and generalization) in order to be able to deal with complex phenomena that could not be adequately explained in a single approach. Pragmatist epistemology, which states that different methods provide different points of view of reality and that the fundamental thing is to answer the research question correctly, constitutes the epistemological pillar of this methodological model.

This type of approach has taken on great importance in recent years in the field of education in our country, Latin America and part of the world, especially in the light

of issues such as diversity in classrooms, inclusion, rural or multicultural contexts, digitalization, differences in learning rituals and social changes.

The study is relevant in the field of education, where phenomena cannot be understood only through numbers or statistics; The methodology used in this study is particularly important. They show quantifiable results and reflect general trends. The experiences of those involved in education provide the depth necessary to understand what these figures represent in everyday practice

The methodological approach of this research becomes relevant in the field of education, where phenomena cannot be understood only through figures or stories; the methodology used in this research is of particular importance. The numbers reflect general trends and show quantifiable results. At the same time, the experiences of the participants in the educational field provide the depth required to understand what these numbers represent in everyday practice.

In the educational field, where teaching and learning processes are affected by social, cultural, contextual and emotional factors, it is not enough to follow a single methodological parameter. Quantitative data provide us with objective trends and measurements. However, it does not succeed in explaining the reason why the results or the subjective experience of the students.

Qualitative methodologies are capable of capturing experiences and meaning, but they cannot establish statistical relationships or generalize objectively or consentingly. That is why the mixed approach manages to integrate these two perspectives in order to offer a clearer idea of the reality of the environment in which the research is carried out.

Recent research has found that explorations in mixed methods are even more relevant, as they can address complex issues and in turn can offer sound recommendations of methodological synergies that transcend beyond an individual point of view. In addition, they demonstrate that the combination of qualitative and quantitative data at different levels contribute to a more exclusive

and fair teaching practice. It also highlights a complete and optimized database. This design thus reveals its importance for educational subjects that have several dimensions.

The mixed approach also seeks to enhance learning methodologies, studies in countries such as Argentina have revealed that secondary education has included surveys of a large number of students as well as teachers, these allowed not only to determine the progress of abandonment to the classrooms, but also to identify the related social and family causes. What achieves a guide to understand the interest and performance in learning the English language.

These examples show that research with a mixed approach is not only technical, but also consolidates a real impact in the development of recommendations or elaboration of contextualized and appropriate educational proposals.

Certainly, quantitative research offers, precision, objectivity and generalization capacity; these components are necessary to establish and identify performance patterns and thus provide concrete recommendations for learning English. Diagnostic evaluation, surveys can be used to measure students' knowledge and vocabulary and thus their grammatical structure and ability to understand the readings. These results help to show more clearly the educational inequalities they face, their academic achievements at different levels.

In turn, qualitative research offers depth, clarity in interpretation and a great connection with human experiences. The interviews conducted with the students and teachers, the observations within the classroom, contribute to understanding how the classes are taught by the master of degree in the subject of English in a multigrade environment. Identify the main challenges and how they contribute to an attempt to overcome them. This also understands the emotions, perceptions and methodological strategies that contribute to learning in school life.

The combination of quantitative and qualitative data. It is not based on using different and separate research techniques, but rather the data obtained complement each other and establish a dialogue.

For example, quantitative data from English evaluations can be compared with stories; it can be linked to the fact that the teacher does not have the necessary pedagogical resources and does not perform fully. These statistical data provide quality and above all reliability in the teaching and learning process. To improve thanks to the combination of this data.

Oicher, R. N., Baker, A. R., & Thomas, R. C. (2024) states that:

**We develop an innovative framework and a mixed research design to systematically evaluate inclusive and equitable teaching at the student, course, department and institution level. In the context of a decentralized institution, we work with academic departments to collect data on their current practices, available resources, and needs to promote inclusive and equitable teaching through student surveys, curriculum analysis, and interviews with instructors. We share and discuss results with academic departments to support and inform departmental change initiatives. We highlight how the synthesis of findings at multiple levels of analysis through a mixed design provides a new perspective on the persistent problem of the adoption of inclusive and equitable teaching practices in higher education (p. 1105).**

It is important to recognize that the mixed approach also presents real challenges, to mention one is the need for more resources, time and updating in methodological training. It is not only to maintain qualitative statistics and analyses but to carry out a specialized and concrete profile of the recommendations needed to improve the teaching of English. Despite these restrictions, there is consensus that the benefits outweigh the challenges they face, especially in the field of education where reality is complex and requires complementary perspectives.

It is not simple, as it involves going beyond generating individual or categorized results for each approach; that needs a process of articulation that demonstrates with real data and in this way, they unify and enrich the research. While some of these limitations are clear, it is understood that learning opportunities are superior and it establishes complementary viewpoints.

The mixed research for the CEBG Nuevo San José, since it can generate with great accuracy the complexity of teaching in rural multigrade environments. On the other hand, it will enable students to identify the challenges they face every day when learning a new language such as English. Shortcomings in pronunciation, a basic vocabulary, little access to methodological resources, pronunciation problems, materials and contact with the language outside the classroom. On the other hand, it will take into account the thinking of students and teachers about their attitude to learning a second language as well as their experiences and strategies to adapt.

This system will allow the results of the research to contain qualitative and quantitative evidence, and will not be limited to just statistics or isolated versions of reality. Therefore, the contributions are not only focused on specific data but also on stories and perspectives that reflect the daily life of the educational community. An objective and comprehensive understanding of the challenges and opportunities faced by educational institutions with multi-graduate rural environments is achieved. Valuable information to design recommendations to improve learning strategies and decision making.

# CHAPTER III

## CHAPTER III. METHODOLOGICAL FRAMEWORK

### 3.1. Research design and type of study

To Examine the Opportunities and Challenges of Teaching English at CEBG Nuevo San José, this study adopts a mixed or combined perspective with a research-action method. Which Seeks to find and implement innovative pedagogical methods that stimulate the autonomy, interest and communicative skills of the students, while ensuring a fair and high-quality education and promoting the professional development of the teacher.

The research-action method is a guide that seeks the continuous improvement of a procedure in a specific context, through the combination of action and search through a continuous cycle that includes planning, execution, reflection and observation. The main objective is to solve the challenges they face in a practical way and generate positive changes in the students, empowering them to become active agents of transformation.

Being able to understand and adjust the pedagogical practices associated with teaching English at CEBG Nuevo San José, which is located in a rural community within the new special district Omar Torrijos Herrera, in the province of Colón. It was decided to use this mixed methodological design due to its relevance and coherence with the objectives of the research, since it allows not only to carry out a diagnosis of the current situation, but also to propose and implement recommendations and strategies to improve that respond to the real needs of the students within this field.

In the educational context, action research is perceived as a method that has a flexible, participatory and transformative nature. Its objective is to enhance the teaching exercise through critical reflection and cooperation between the two sides. It is distinguished from other research methodologies in that it does not separate theory from practice, but incorporates research into the daily educational process.

The research aims, through this approach, to examine its context, recognize difficulties, plan actions of change, implement tactics, evaluate the results and think about the progress achieved. It is distinguished from other research methodologies in which theory is not separated from practice, but research is incorporated into the daily educational process.

The reason why this design has been chosen is the objective of the study: understanding the challenges and benefiting from opportunities in teaching English in a rural multi-graduate context, where elements such as having resources, appropriate facilities, training of teachers specializing in English, motivation of students and multi-graduate classroom conditions have a significant influence on the learning process of students.

The purpose of using the research-action method is to create a positive impact on the academic results of the student, as well as on his attitude and that of the teachers. It is also intended that the commitment and creativity of both students and faculty will increase.

Research-action in the teaching of the English language is a powerful tool that adapts teachers to become researchers of their own practice, critically examine their methods and make more up-to-date and contextualized pedagogical decisions. In this context, the study aims not only to observe reality, but also to modify it through joint reflection and collaborative work between students and teachers.

The need to combine the virtues of qualitative and quantitative methods is the reason for the mixed nature of the study. The quantitative component focuses on obtaining data that can be measured, through surveys or questionnaires, which facilitate the detection of trends, frequencies or percentages related to the teaching of English, the training of teachers and impressions on pedagogical resources.

On the contrary, the qualitative component aims to deepen the meanings and experiences that students give to their practices, using observations, interviews

and field analysis. That contribute to more specific and meaningful recommendations.

When research uses the mixed approach, in a single way qualitative and quantitative methods become the main goal of achieving a more comprehensive understanding of the problem, mixed approaches are particularly beneficial. This combination improves the validity of the research, as it allows the results of one method to be compared and complemented with those of the other, which allows a more contextualized and robust interpretation.

In line with this mixed approach, the research will consist of two main phases that complement each other:

First phase (diagnostic and descriptive): its main objective is to detect the main challenges and limitations encountered in the process of teaching and learning English at CEBG Nuevo San José, for both students and teachers. At this stage, quantitative (e.g. structured surveys) and qualitative (such as participant observation) methods will be used to obtain accurate data on available resources, ongoing practices and the views of those involved.

Second phase (intervention and reflection): it is based on the application of pedagogical tactics that have been developed since the initial diagnosis. In this phase practical activities, workshops and reflection sessions are carried out with teachers and students to improve their performance and adjust methodologies to the circumstances of the rural multigrade environment. Afterwards, the impact of the measures will be evaluated through another cycle of observation, data collection and analysis of the results of the different sessions.

Research-action is based on this uninterrupted cycle of planning, action, observation and reflection. This kind of research methods aims to empower the parties to have a better understanding of their contexts, change their practices and generate lasting transformations for the benefit of their professional scale. The purpose of this thesis is to strengthen the process of teaching English, adapting it

to the pedagogical and sociocultural reality of schools in rural multigrade environments.

In addition, the research-action design makes it possible to generate knowledge from practice by including the teacher, director and students as active and key participants in the transformation process. Therefore, the results not only favor the researcher, but also positively impact the educational community of the CEBG Nuevo San José. This collaborative attitude encourages a sense of belonging and a commitment to constant improvement.

Research-action is shown as a feasible option to innovate and strengthen local skills in our country's education sector, where in most rural education centers they deal with scarcity of resources, technological shortages and little support.

Through this perspective, teachers have the possibility to be main actors in the change, formulating solutions that adapt to the particularities of their environment and promote a more inclusive, effective and relevant teaching of the English language.

Furthermore, the mixed perspective makes it possible to examine the phenomenon from various angles, which significantly improves the interpretation of the data. The triangulation of background acquired by means of various instruments (interviews, surveys and observations), makes possible the cross validation of the results and guarantees greater reliability. In a context in which cultural, social and pedagogical factors are strongly intertwined, these practices are essential.

Fetters & Molina-Azorin (2020) share:

**The purpose of the mixed design is to harness the strength of qualitative and quantitative methods in a single study, so that numerical data are complemented by human perceptions and experiences, offering a broader and more complete understanding of educational reality (p. 291).**

In this sense, it is important to use the design of mixed action research to address the particular objectives of this research: to make a diagnosis of the main

challenges in teaching English, to find possibilities for improvement, to develop pedagogical strategies adjusted to the context and to implement actions that help strengthen learning in the classroom in multigrade rural environments.

Therefore, this type of study is exploratory, descriptive and propositional.

- It is exploratory because it examines a subject that has been little studied in the context of our country, particularly in rural multi-graduate schools.
- It is descriptive, because it examines in depth the particularities of the teaching of English, the procedures used and the perceptions of those involved in the educational field.
- It is with prepositive, since it aims to create strategic recommendations and pedagogical resources that respond to the discoveries found.

Mixed-action research design is a stable methodological alternative that is aligned with the overall objective of the study. It makes possible the combination of quantitative methods, which are systematic, with qualitative methods that are rich in interpretations, which favors an improved understanding of the phenomenon as a whole. It also allows the practice employed by the teacher to be transformed through a reflexive and participatory process, which makes the C.E.B.G. Nuevo San José a place of educational innovation focused on continuous improvement.

### 3.2 Population or Universe

The population of this research includes a sector of students and important elements for the analysis of the process of teaching English in the CEBG Nuevo San José, which is located in the province of Colón, Panama, specifically in the San Juan de Turbe district, within the Omar Torrijos Herrera district. This school operates on a multigrade education model, in which students of different grades are grouped into a single class and are attended by a single teacher.

The fourth, fifth and sixth grade students, the teacher and the director of the CEBG Nuevo San José are the subjects of this research, since they play fundamental roles in the process of pedagogical supervision, learning and planning.

This public educational center, located in a rural setting presents a classroom with students of various ages and academic levels, as well as scarce pedagogical resources and teaching materials for the teaching of English. These characteristics influence both the pedagogical strategies employed and the challenges faced by teachers and students on a daily basis. It is essential to understand the dynamics of this population group in order to carry out a relevant analysis that identifies challenges, discovers opportunities for improvement and suggests effective educational interventions.

### 3.2.1. Subjects or study group

The study group consists of the total population of the multigrade classroom of the CEBG Nuevo San José. The research is attended by a total of 17 students, in addition to a bachelor's degree teacher and the head of the staff who attend first, second and third grade students. They provide useful data to understand both the conditions and the internal dynamics in which English is taught.

The distribution of pupils is as follows: 6 are in fourth grade, 9 are in fifth grade and 2 are in sixth grade. The set covers a wide range of ages (between 9 and 12 years) and levels of development, which allows to observe the differences in social, linguistic and cognitive skills that are characteristic of a multigrade group. This diversity in the classroom provides an appropriate opportunity to better observe how students interact, collaborate and respond to the proposed teaching activities.

The master of degree, has the responsibility to attend simultaneously to the three levels, is an essential character to analyze how the tasks in the classroom are structured, the tactics used to meet the different educational needs and the applied pedagogical procedures. His daily experience gives him a direct insight into the

pedagogical challenges that arise when teaching English in an environment with limited resources.

Participants should be willing to participate actively in the multigrade classroom education process and also be available to assist with data collection and pedagogical reflection tasks. No specific exclusion criteria apply, as all classroom students and teaching staff involved are important in understanding how English language learning is carried out in this context.

In this research the director of the plant is also included in this as a direct institutional source. Its perspective allows to place in context the school management, the conditions of this and the support offered to the teaching-learning process, which contributes to obtain a more precise and complete view of the functioning of the educational center.

In general, this population provides a comprehensive vision that contributes to a deeper understanding of the opportunities, challenges and pedagogical practices associated with teaching the English language in a multigrade rural context.

### 3.2.2. Statistical sample type

A non-probabilistic sampling of an intentional type or for convenience is chosen, since the study is carried out in a particular multigrade classroom and with the teaching staff directly involved in the educational processes of the center. For research dealing with small groups, specific contexts and pedagogical processes, which facilitates the selection of participants who have significant experiences and contribute in relation to the phenomenon studied.

This type of sampling allows participants who are directly involved in the dynamics within the classroom to be included, which is essential to observe, examine, understand and analyze educational practices, as well as to implement pedagogical tactics aimed at improving the way in which English is taught.

The following participants make up the sample:

Seventeen students who receive the daily classes, distributed as follows: 6 in the fourth, 9 in the fifth and 2 in the sixth grade. Their participation is essential because they are the group that is evaluated the methods and resources used in teaching English.

A full teacher, responsible for caring simultaneously for fourth, fifth and sixth grade students. Her daily experience provides key information about classroom management, the methodologies she employs and the challenges of the multi-graduate context.

A floor teacher who has the responsibility to serve students at the same time His daily experience provides crucial information about how the classroom is run, what methodologies they use, and what are the clearest challenges in the multi-graduate environment.

The principal of the school, who in addition to performing administrative tasks, teaches pupils in the first, second and third grades. Its institutional perspective completes the understanding of the school context, the existing conditions and the support given to the teaching of English.

The inclusion of these members ensures that the study takes into account all the voices required for a comprehensive understanding of the educational reality of the multigrade classroom. Thus, the sample chosen not only enables the collection of relevant and contextualized data, but also reinforces the interpretative validity of the study. This is because it allows a thorough analysis of the conditions of the environment, pedagogical practices and student responses to the strategies employed throughout the research.

The choice of non-probabilistic sampling for convenience is based on the particular characteristics of the study, which is carried out from the research-action approach and uses combined methods. This kind of sampling is most appropriate because it allows all participants who are directly linked in the research to need to analyze

and improve to be included, as it focuses on a small and specific educational environment.

The inclusion of all members: 17 students, the graduate teacher and the principal are essential for the research to continue to be integrated, and thus ensure the investigative process carried out in a multigrade rural environment. Each of these participants offers relevant information: the students are the ones who carry out the procedures to learn English, the teacher provides a close-up view of the pedagogical practices and the daily management of the multigrade classroom, and the principal, from her institutional perspective, helps contextualize the general functioning of the school.

This study is located in a geographical and also social reality, since this population belongs to the educational community of the CEBG Nuevo San José, which is located in the municipality of San Juan de Turbe, of the special district Omar Torrijos Herrera, province of the province of Colón.

This kind of sampling also makes it possible to implement tools and collect data in two fundamental stages of research: before and after pedagogical intervention. This Feature is essential for research-action, as it allows to analyze changes, assess the impact of implemented strategies and adjust proposals when necessary. Direct observations, interviews, evaluations and collaborative activities are possible without affecting the natural development of the educational process when all participants are continuously accessed.

Likewise, the intentional choice of this population ensures that the participants involved, the data collection techniques and the objectives of the study are consistent. In this way, the results obtained more accurately reflect the reality of a multi-graduate classroom and offer authentic resources that can guide the improvement of English teaching in similar circumstances. Likewise, the data collected are significant not only to understand the phenomenon under study, but also to generate proposals that respond to the needs of the educational community in multigrade environments.

### 3.3. Variables

In all research, they are the fundamental components for examining, quantifying and studying phenomena linked to the research problem in any study. The variables chosen make it possible to analyze both the challenges and opportunities presented when teaching English in a multigrade classroom. Taking into account the perception of the principal and the teacher as well as the performance and involvement of the students.

Each variable has a conceptual definition, which refers to the theoretical idea according to the literature, and an operational definition, which specifies how the research will be measured, to cover the criteria of analysis or categories.

#### **Variable 1: English Language Performance**

Conceptual definition: The ability of students in the basic language skills established for primary education, such as writing, reading, hearing comprehension and oral expression, is understood as performance in English. This competence demonstrates that the student is able to understand simple instructions, engage effectively in elementary communication situations and use his or her language knowledge in different school activities.

Language performance is a complete indicator of progress in learning, as it enables the identification of particular needs and difficulties, as well as progress. This variable has a special relevance in the multigrade classroom of the CEBG Nuevo San José, because it shows how students, with different degrees of development, understand the activities and strategies used during the teaching of the English language.

Operational definition: To determine language performance, four categories will be used to evaluate essential language skills. Each category will be analyzed with appropriate tools for the fourth, fifth and sixth grades of the classroom, which will allow the evaluation of individual and collective progress in a differentiated manner.

The categories are: writing, reading, oral expression and listening comprehension are the focus of the student's assessment.

Four categories will be used: basic linguistics: auditory comprehension, oral expression reading and writing. in order to evaluate key language skills in order to measure performance. These categories will be analyzed with the appropriate tools for fourth, fifth and sixth grade students in the multi-graduate classroom of the CEBG Nuevo San José, thus allowing an individual and group evaluation.

- Listening comprehension: The student's skills are evaluated and observed to understand different types of audios reproduced in class, such as simple dialogues, songs, short stories, and small stories. This competence is essential for obtaining the language. Support the student to follow instructions and be actively participatory in classes.
- Oral expression: in this category is analyzed how the student pronounces and develops a vocabulary based on his knowledge either elementary or creating simple sentences. Student participation is considered to answer varied questions from a specific topic in order to increase their confidence and level of being able to speak.
- Reading: will examine the ability of the student to recognize words and expand their vocabulary, read sentences, short and simple stories and thus be able to recognize information in texts more clearly. In addition, the student is expected to share his or her understanding through assignment of duties, which contributes to the evaluation of his or her ability to interpret and process written information.
- Writing: Based on your knowledge in this category, you evaluate the student's ability to create simple sentences, form words, and develop practical exercises according to the subject given in classes. This is a fundamental element that allows the student to express their ideas in a more coherent way, organized according to their knowledge.

Together, all these language skills offer a clearer and more complete perspective on the student's academic advancement in learning English and their communicative abilities are measured and understood to require more attention and development.

## **Variable 2: Pedagogical strategies used**

Conceptual definition: Pedagogical strategies are defined as the techniques, methods, activities and resources used by teachers in the classroom in order to promote the teaching of English in this case in a multigrade rural environment. These strategies try to meet the needs of students at their different ages, speed and levels for language proficiency, promoting motivation, the progressive development of their language skills, but above all the motivation and interest to learn a new language.

Students' performance and quality of belonging and their participation are directly impacted by the quality and relevance of the teaching strategies selected for the process. This is particularly real in situations that need constant modifications in the teaching process, it is sought to establish means that bring benefit adjusted to the daily practice of the CEBG Nuevo San José.

- Operational definition: the measurement of this educational variable in the teaching of the English language, will be measured by an observation and analysis approach, focused on the strategies used by the teacher, in order to take important factors.
- Types of activities: the attention in the same way will be focused on the variation of didactic methods that can be: guided readings, participatory dynamics, dramatizations and activities that promote interaction and favor the production and compression of the language.

- Resources used: all documents and the use of digital resources, audiovisual materials, flash cards, written and oral practices, adapted to the requirements of the classroom, will be recorded.
- Classroom Organization: A study will be conducted on how teachers organize the educational environment in multigrade rural environments, including flexible groupings, rotating tasks, differentiated activities according to the academic level of the students and individualized supports.
- Teaching participation: Not only the frequency but also the quality of the feedback provided, the individualized monitoring of each student, the adjustment of the tasks according to the performance and the level of support offered during the different activities carried out will be measured.

This multi-faceted perspective will facilitate a better understanding of classroom dynamics and the effectiveness of teaching tactics for teaching English.

### **Variable 3: Student participation**

Conceptual definition: Student participation is understood as the degree of active commitment they demonstrate with respect to the English language learning process in a multi-graduate classroom. This concept includes both what can be observed in the behavior, as the interventions in activities, the answers to questions or the development of tasks, as well as the internal elements that affect the learning, for example, the motivation, the interest, the attitude towards the language and the will to face future academic challenges.

Participation is a fundamental indicator to understand how students interact with the English language and how they respond to the pedagogical strategies put into practice in an environment such as the C.E.BG Nuevo San José, where students of different ages and academic degrees learn. This is because the participation demonstrates the degree of commitment of the student, his interaction with his peers and the teacher, in addition to his effort to achieve the objectives of the academic level at which he is.

Operational definition: Student participation will be evaluated through systematic observation techniques, their commitment to the activities developed within the classroom. This includes fundamental elements such as the concentration and attention to the instructions during the activities its development is the oral and written activities its reception in the written exercises and its commitment and responsibility in the tasks assigned in and outside the classroom as follows:

- Concentration and attention during tasks: the degree of participation of the student will be analyzed according to their concentration during the explanations, the instructions given by the teacher and their focus on assignments. Avoiding distraction keeping pace and development time, thus demonstrating your concentration of what is requested of you. This will allow you to establish your level of motivation, your level and above all your level of dedication in the activities.
- Verbal and written interaction in educational tasks: It will examine how students engage in the dynamics of the class, whether with dynamics in the classroom, repetition of simple vocabulary, questions to develop or creation of simple sentences or development of written activities. These aspects will make it possible to better assess the student's ability to communicate, their level of security and their contributions during English classes. Either individually or group
- Fulfillment and quality of assignments: Participation within the classroom will also be measured through demonstrated commitment in carrying out activities both inside and outside. This implies the timely delivery of tasks, the accuracy with which the exercises are executed, the effort shown in the works and the dedication in following the instructions. The way students manage their tasks is an indicator of their attitude towards the subject and their responsibility at the academic level.

- Initiative and motivation to participate voluntarily: It will evaluate whether the student is willing to participate voluntarily in activities, such as helping their peers, asking to integrate into dynamics, showing interest in learning additional vocabulary, requesting extra feedback or responding without being called. This dimensions the student's evidence and personal interest in learning English and their positive disposition to new practice opportunities.

Each student's spontaneous interest in participating in optional activities, asking questions, joining group dynamics, or deepening their knowledge of English will be another fundamental element. Finally, all this evidence will be collected through field notes, checklists, classroom observations, and anecdotal narratives. This will allow the level of participation of each student to be evaluated and their relationship with the academic effectiveness and pedagogical methods employed.

#### **Variable 4: Teaching perception and directive on teaching**

Conceptual definition: the perception of the teacher and the principal in terms of the experiences, assessments and opinions that the principal teacher of the multigrade classroom and the director of the CEBG Nuevo San José, have about the process of teaching English. This perception includes how they understand the daily challenges, the benefits of the school environment, the availability of resources, the pedagogical practices used and the opportunities for improvement during the teaching process.

Understanding this variable makes it possible to have a broader comprehensive perspective of the institutional environment, as it reveals the factors that influence pedagogical decision-making and the implementation of strategies to teach English in multigrade rural environments. In addition, this approach helps to identify pedagogical or structural barriers that could limit learning, in addition to the

positive elements that promote the development of more effective and innovative practices.

Operational Definition:

These evaluations shall be measured according to:

- Semi-structured interviews to learn in depth about experiences and points of view: An analysis will be conducted to the director and teacher. These will explore his experience teaching in a multi-graduate environment, his views on how English is taught and the institutional circumstances that influence that process. These interviews will allow you to understand your point of view about the level of students, their abilities, the strategies used and the challenges they deal with every day.
- Recognition of pedagogical needs, limitations and challenges: The data provided by the two participants on the fundamental obstacles that complicate the teaching of English will be analyzed. This includes restrictions related to infrastructure, the scarcity of teaching resources, the degree of language proficiency, the time for planning and execution time, the particularities of the multigrade hall and the need for constant training.
- Evaluation of the practices and strategies applied in the classroom: It will Examine how the teacher and the director evaluate the pedagogical tactics used in the classroom, identifying which ones they consider most effective and which ones need change. The assessment of activities, resources, group dynamics and adjustments made to address different grades and levels will be part of the analysis. This information will facilitate the understanding of the successful elements and those that require strengthening in teaching practice.

- Proposal of improvement and expectations about the educational process: The suggestions that the teacher and the director have made about possible tactics, resources or modifications that could strengthen the learning of English in this educational center will be implemented. As these proposals reflect the real needs of the environment and what the institution expects to optimize learning, they will be an essential tool for leading research-action.

Observation records and surveys will be included in the operational definition of this variable, which will allow comparing the results obtained in the performance and participation of the students with the perceptions of the teacher and the principal. these perspectives include; research ensures a broader understanding of the educational phenomenon and allows decisions to be made to constantly improve the teaching of English in a multi-graduate rural setting.

#### **Variable 5: Available Resources**

conceptual definition: These variables will be included in the operational definition of surveys and observation records, which will allow us to compare the results obtained in the performance and participation of the students with the perceptions of the teacher and the principal of the staff. By Integrating these perspectives, research ensures a much broader understanding of the educational phenomenon and allows recommendations to be taken to continuously improve the teaching of English in this institution.

Having these valuable resources and using them properly is critical to improving academic performance and promoting meaningful learning experiences. Therefore, this variable helps to understand how favorable or unfavorable the school environment is for teaching English in a rural multigrade classroom.

Operational definition: The evaluation of these available resources, including interviews, direct observations and analysis of existing materials, to provide an

accurate perspective on how they influence the teaching and learning of English. Such as:

- Inventory of physical and digital resources: Materials available at school and in the classroom, such as books, posters, audio devices, electronic devices and downloadable digital resources, will be recorded. This inventory will let you know the existence and status of the resources used.
- Use and frequency of class resources: The frequency with which the teacher uses the resources in the lessons and how they support English language teaching activities will be examined. This will make it possible to establish whether the materials are being used properly or are still being underutilized.
- Adjustment of resources to the multigrade context: The convenience and usefulness of available resources will be explored to promote the autonomy of students and their adaptation to differentiated activities, considering the level of complexity and whether they are appropriate for all grades of the classroom.
- Availability of complementary support: In order to make English language teaching in schools in rural multigrade settings more robust, additional resources will be sought, such as materials provided by the Ministry of Education, donations, support programmed or external assistance that will make a significant change to teaching methods.

An analysis of available resources will be carried out through direct observation, interviews and the development of existing materials. This will make it easier to gain a precise and contextual view of how these aspects directly impact the teaching and learning of the English language. This variable is fundamental, as it reveals the real opportunities and challenges of the school

environment and guides decision-making to increase the quality of classroom education.

### 3.4 Instruments, data and material collection techniques

An analysis of available resources will be conducted through direct observation, interviews and review of existing materials. Precise and contextual views on how these aspects impact the teaching and learning of English. This variable is fundamental, as it reveals the real opportunities and constraints of the school environment and guides decision-making to increase the quality of education in the classroom. The variable is fundamental, as it reveals the real opportunities and constraints of the school environment and guides decision-making to increase the quality of education in the multi-graduate classroom.

As for the methodology, it is important to distinguish that the systematic methods used to collect information are called techniques and that the tools or formats used in such techniques are the instruments. Techniques require planning, implementation and analysis; Instruments are specific means or documents used to justify information.

Therefore, the instruments selected will enable not only the collection of structured and quantifiable data, but also the analysis of experiences, perceptions and pedagogical methods that enrich the study of discoveries. Each instrument was selected with criteria of reliability, validity, clarity and ease of use, so that the information obtained clearly reflects the educational reality of the students and the teacher.

The 17 students who were part of this research belong to the same classroom only as at different levels, including: six fourth graders, nine fifth graders and two sixth graders. The director of the educational center and a teacher in charge of the three grades also participated; the director is also committed to pedagogical management. The comprehensive vision on the dynamics of teaching and learning

English in the rural environment of the CEBG Nuevo San José. It should be noted that:

- The observation technique, through the use of a structured guide, provided fundamental qualitative information on student participation and dynamics within the classroom. One of the observations indicated that fourth graders enthusiastically participated in oral repetition activities, while sixth graders performed other written tasks. These records made it easier to understand how classrooms actually work.
- The research also contemplated making an oral pretest to assess the initial level of students in the fundamental skills of English, such as the pronunciation of usual words, the understanding of simple instructions and the mastery of elementary vocabulary. Preliminary findings showed a diverse performance among grades, with students in higher grades showing a slightly lower level, although there continued to be difficulties associated with reading and writing in English.
- These sessions were held on Tuesday and Wednesday in coordination with the teacher and the teaching methods were applied using technological tools to increase the student's interest in the subject.
- A posttest and final survey were conducted to re-evaluate performance and compare progress, after putting contextualized pedagogical tactics and important actions into operation. The results showed improvements in essential aspects, such as pronunciation, word recognition and hearing comprehension; the fourth and fifth graders showed particularly remarkable progress. This methodology allowed an objective evaluation of the effectiveness of the strategies used throughout the intervention.

- As for the materials, printed guides, pencils, checklists, activity sheets, flashcards, logbooks and guide formats for interviews, observation was used. An additional virtual classroom class is created for students to take advantage of the use of equipment for their learning. The collection of this information could be organized and documented systematically thanks to these materials and exercises were used to strengthen and value the understanding of what had been dealt with in class.

Contextualized and clear data were the consistent result of research on teaching the English language in a multi-graduate classroom. using methods, tools and materials together. Like the active participation of students, the use of diverse tools and the mixture of qualitative and quantitative data ensured that the study was viable and of quality.

This made it possible to carry out statistical analyses and a clear interpretation of the discoveries, which brings practical conclusions for the continuous improvement of the educational process the resources and especially the updating of new methods, which led to conclusions and practical recommendations for the continuous improvement of the educational process.

### 3.5 Procedure:

The study, following one method, was divided into four successive stages mentioned above, which allowed its development in a rigorous, orderly and consistent manner with the proposed objectives. Each phase, from the initial conception and training of the instruments to the collection of information, through the application of diagnostic evaluations and concluding with the detailed analysis of the data obtained, met a specific need of the process.

Students' safety, transparency and respect for the data collected were also ensured by receiving informed consent from parents and teachers. Together, a thorough study of the bibliography related to research on the teaching of English

in rural areas was conducted. This allowed the methodological design to conform to the conditions of the CEBG Nuevo San José and the dimensions, categories and variables of study will be defined more accurately.

Stage 1. Management and initial planning: In this phase, the feasibility of carrying out the research was assessed, taking into account the accessibility of the director to the plant, the resources available, the time and very important the availability of the master of degree. In order to obtain institutional authorization and present the objectives of the study, an official meeting was held with the management of the educational center. A detailed schedule was developed that includes consecutive visits, observations, necessary technological arrangements and the use of measuring instruments.

At the same time, a thorough bibliographic study was conducted on methods of teaching English in multi-graduate classrooms and in rural contexts. This allowed us that the selection of instruments and the correct delimitation of the variables of the study were justified. It was also agreed with the director that the visits were made in the normal English classes, so as not to interrupt the regular course of the other subjects.

During this time, it was found that ten computers in the school were not functioning, making it very difficult to perform digital tasks related to learning the English language.

Stage 2. Development, validation and pilot testing of the instruments: During this period, the tools were developed to collect data, which were in line with the mixed approach applied and the purposes of the research. Two surveys were developed, one for the teacher and the director focusing on resources, strategies and problems, and one for the students. The latter was visually modified by the use of emojis or ( 😊 , 😐 , 😞 ) to make understanding easier. An observation guide was also created to record elements such as participation, dynamics and interaction.

In the first verbal pilot survey, it was observed that some fifth graders had trouble understanding certain subjects. For this reason, it was decided to explain the objective of the research and thus clarify doubts and use simple examples during the final application to ensure their proper understanding.

Stage 3. Additional pedagogical and technological data collection: The data collection was carried out in October 2025, following the validation of the instruments. The teaching surveys were conducted individually and in a private location, while the student surveys were conducted in small groups in order to ensure an atmosphere of trust and prevent them from being perceived as formal academic evaluations.

Also, direct observations were made simultaneously in the English classes, recording the interactions, the roles exercised by each degree, the resources used and the overall participation of the students. These observations allowed us to locate and triangulate the results obtained in the surveys.

With the aim of optimizing the conditions for the implementation of the instruments and strengthening the learning environment, additional tasks were carried out in the field, aimed at providing pedagogical and technological assistance. It implemented, among other things, the restoration and operation of ten computers in the school laboratory and the creation of a virtual classroom using Google Classroom. This virtual classroom included visual resources, basic English tasks, and interactive activities. The intervention strengthened the evaluated content and provided students with an accessible and innovative digital environment.

During the observations, the usual functioning of the multigrade classroom was noticed: the fifth graders individually performed written works, while the fourth graders participated in oral activities guided by the teacher. In addition, the creation of the virtual classroom and the use of the laboratory enabled students to practice vocabulary and interactive activities in a technological environment that previously did not exist.

Stage 4. Organization, analysis and interpretation of data: After obtaining the information, the quantitative data were systematized and arranged through its numerical coding and its registration in Excel matrices and tables. This allowed to calculate the trends, frequency and changes between the analyzed groups.

With the identification of patterns associated with motivation, participation, current pedagogical strategies, the use of resources and the structural limitations of the educational center purpose, a thematic analysis of the qualitative data collected through observations and comments was carried out.

The inclusion of both categories of data enabled a complete and consistent interpretation with the theoretical framework and objectives of the study. This triangulation process allowed to identify the fundamental educational needs related to learning English in rural areas and the advantages brought by the specific application of innovative strategies and technological resources.

Students demonstrated more motivation when using songs, games, or visual elements; However, the biggest obstacle was the limited availability of technology for the listening practice of English. The use of Classroom and laboratory enabling showed advances in interest and participation.

# **CHAPTER IV**

## **CHAPTER IV: PROPOSAL FOR EDUCATIONAL INTERVENTION**

### **4.1. Introduction**

The current intervention proposal arises as a response to the needs of CEBG Nuevo San José, which were identified during the research and which showed the lack of operational technological resources and the lack of virtual environments for learning, which facilitated the digital literacy of the student. Due to this situation, access to computer tools was insufficient, affecting pedagogical dynamics, opportunities for academic development within the classroom and teaching-learning methods.

During the development of the research, it was possible to repair and activate ten computers that were not functioning properly. It also developed and implemented a virtual classroom designed specifically to meet the needs of students, using Google Classroom. These actions have resulted in a significant increase in the availability of the technological environment, although it is recognized that it is essential to strengthen this progress through a sustainable intervention and monitoring plan.

A model of action is proposed in which the educational center and the mayor of Omar Torrijos Herrera District collaborate to achieve this goal. In order to sustain the process and strengthen the established skills, it is essential that the mayor's office participates. The intervention has been designed to address three essential elements: the proper use of technological resources, persistence in digital literacy and the active persistence of technology-supported pedagogical practices.

### **4.2. Objectives of the Proposal**

General objective: To ensure the effectiveness, continuity and sustainability of the digital literacy process and the use of technologies in the CEBG Nuevo San José

through an intervention plan and recommendations that could be coordinated with the mayor of the district Omar Torrijos Herrera.

#### Specific objectives

- Monitor the pedagogical use of repaired computers and verify their operation frequently and perform proper updates of the operating system.
- Encourage students to continuously utilize the tools of the virtual classroom, in order to strengthen their knowledge and incorporate this environment into academic tasks.
- Create accompanying sessions and training workshops to improve essential digital skills and encourage the inclusion of new contextualized learning tools.
- Implement a system of coordination between institutions that allow the mayor's office to support the educational process on an ongoing basis.
- Document and assess progress, difficulties and results through systematic tools.

#### 4.3. Justification

It is essential to involve community actors and government institutions to ensure that the technological resources that are installed in the course of the research continue to exist. The mayor of Omar Torrijos Herrera district has capacities and functions that make it a strategic ally in the educational field: it can provide personnel for support tasks, provide essential logistical resources, promote programs for community development and promote projects that have a direct impact on students.

The school team, on its own, does not always have the necessary technical resources to ensure that the teams remain in good condition or maintain continuous pedagogical support processes. Thus, cooperation with local

government makes it possible to expand intervention, optimize the availability of resources and promote a community-based approach to strengthening education.

Digital literacy is likewise a key element in today's academic development. Offering students useful technological tools not only optimizes their skills but also gives confidence to learning processes.

Therefore, this proposal is based on the imperative of ensuring that the work previously done continues, persists and progresses, ensuring that the long-term benefits obtained during the investigation are maintained and are an integral part of school life.

#### 4.4. Components of the Proposal

The intervention is organized into four fundamental components that combine to cover the community, technological, pedagogical and institutional sectors that are essential to ensure the sustainability of the project. Which are:

##### 4.4.1. Component 1. Technology monitoring and conservation

This component establishes a regular system to analyze the ten computers in the lab. It includes checking equipment operation, preventive cleaning, updating essential programs, and diagnosing minor defects. The technical staff of the municipality can support by making scheduled visits every two to three months, while the team will take on minor daily care tasks. It is also considered the option of establishing an electronic journal to record incidents, maintenance dates and other relevant notes.

##### 4.4.2. Component 2. Strengthening the pedagogical use of the virtual classroom

The incorporation of Google Classroom, which was developed during the research, will be promoted as a tool to support the curriculum. To achieve this, teachers will be supported in the application of videos, guides, questionnaires, digital resources and interactive activities that encourage students to use the platform. Monitoring will identify levels of participation, barriers and additional training needs.

#### 4.4.3. Technology training sessions and workshops

The proposal includes, as part of the follow-up, the implementation of regular workshops for students and teachers. Including:

- Elementary literacy in digital terms.
- Use of tools for school production.
- Responsible use of the Internet.
- Collaboration on digital platforms.

The school can provide spaces and staff, while the mayor's office has the capacity to collaborate in organizing, convening and logistical support.

#### 4.4.4. Documentation of the process and coordination between institutions

To ensure sustainability, a communication channel will be established between the school and the mayor's office. Each side will be designated to conduct workshops, technical visits, records and follow-up activities. Similarly, tools are established to record progress, such as meeting records, attendance lists, descriptive reports, photographs and short evaluations.

#### 4.5. Measurement and Monitoring Instruments

The evaluation will be carried out through several tools aimed at ensuring systematic monitoring such as:

- Equipment Performance Checklist - Enables documentation of the maintenance performed, the operational status of each computer, and technical recommendations.
- Lab digital log: include dates of use, managers, incidents and general observations.
- Registration of participation in the virtual classroom: the entrance, frequency of use and activities carried out by students and teachers will be examined.
- Minutes of workshops and training sessions: documents that record the activities carried out with the support of the municipality.
- Quarterly monitoring report: a summary of progress, difficulties and improvements that have been implemented, as well as recommendations for the next phase.

#### 4.6. Proposed Workshops and Training Sessions

The workshops will focus on strengthening essential digital skills, be brief and practical. Some of them suggested are:

- First actions in the lab: hardware recognition, safe powering and rules of use.
- Creation and editing of digital documents: skills required for academic work.
- Classroom Exploration: Access to materials, forum participation, and assignment of tasks.
- Prevention and digital security: responsible use of technology.

Each workshop, with the support of the mayor's office, can be held once a month and will last between 60 and 90 minutes.

#### 4.7. Link with the Mayor of the District Omar Torrijos Herrera

The proposal is strengthened to a large extent with the collaboration of the mayor's office, as it extends institutional support, promotes the continuity of the project and improves its impact on the community. Local government can help with technical personnel, means necessary for maintenance, logistical assistance in training activities, support in the dissemination of workshops and cooperation during community days of technology.

This intervention is part of the municipal government's objectives for local development, especially with regard to the optimization of educational conditions, social inclusion and strengthening of educational and digital skills.

# CHAPTER V

## CHAPTER V. ANALYSIS OF RESULTS

This chapter offers a study of the data that have been collected through the tools used in the educational process of the CEBG Nuevo San José, a school that stands out for its infrastructure and small classrooms, few technological means and is located in a rural multigrade environment. To answer the research question, objectives and hypotheses, this chapter uses a combination of qualitative and statistical analysis (inferential and descriptive), calculating in the theoretical elements of the conceptual framework of research: Analysis of challenges and opportunities in English language teaching to improve its methodologies at C.E.B.G. Nuevo San José, 2025

### ✓ Hypothesis

Research hypothesis (H1): The motivation and constant learning of students as well as the implementation of contextualized and innovative pedagogical techniques help to improve the motivation of the student and benefit by being able to apply novel and contextualized teaching strategies.

Null hypothesis (Ho): in this research he argues that the application of innovative and contextualized pedagogical techniques does not significantly generate an advance in the learning of English or in the motivation of students of the CEBG Nuevo San José.

### ✓ Objectives

Specific objective 1: To identify the most relevant pedagogical challenges in the teaching of English in the CEBG Nuevo San José,

It was known that the most important challenges are the fear of making mistakes in speaking, the few educational resources, the use of traditional teaching methods and the challenges inherent in a multigrade rural environment.

Specific objective 2: Propose innovative and strategic methods with adaptations to the rural and multigrade environment in which it is developed. Strategies based on communication activities, teamwork and the use of computers were proposed with the aim of increasing the motivation and participation of students.

✓ Research Question

What is the real impact of the challenges and opportunities that can be presented by teaching English in a rural area and multi-graduate environment and the pedagogical resources that exist in the CEBG Nuevo San José in 2025?

Data triangulation, a hallmark of the mixed-methods approach, forms the basis of the results analysis, which seeks to provide a comprehensive understanding of the phenomenon. Below are the tables and graphs that reflect the teacher's and students' perceptions, academic performance after the intervention, and institutional validation. This makes it possible to compare the qualitative experience with the statistical data.

Table 1.

*Summary Test Results: Verb to be*

Level	Number of students	Average Obtained	Rating Range	Observation
5°	9	High place	5.0 – 4.3	Good mastery of the subject
4°	6	High/Medium	5.0 – 3.9	Solid Understanding
6°	2	Down	3.00	Greater difficulty.

Source: B. Chacón (2025) **UDELAS** Student.

The results of this summary test after the different sessions in the classroom indicate that, fourth and fifth graders got better grades than sixth graders. which suggests that students in lower grades have a better understanding of the verb to be. This phenomenon is due to more active participation, less insecurity and a better emotional disposition of younger students, while those in sixth year showed greater fear of making mistakes, which impacted their performance.

Table 2.

*Motivation to learn English*

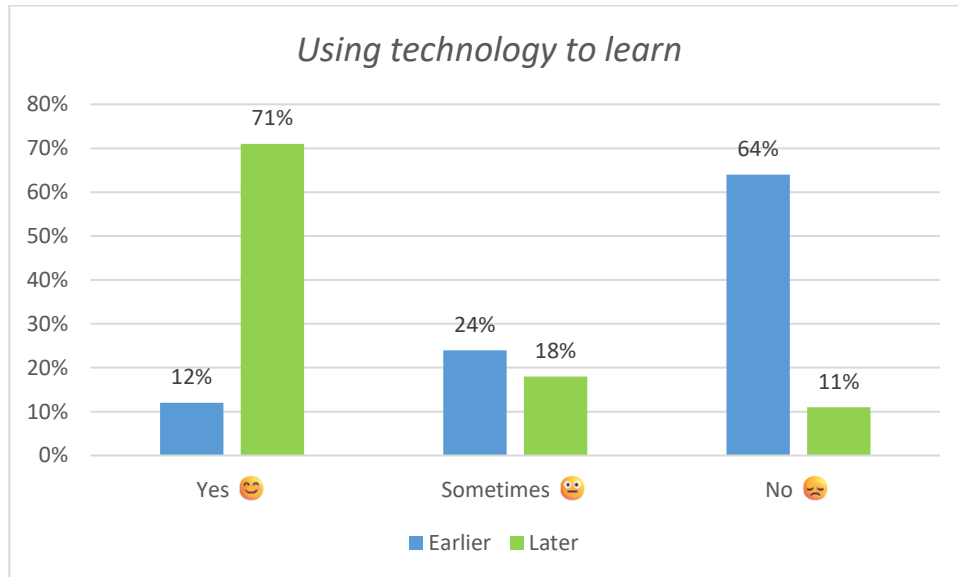
Answer	Earlier	Later
Yes 😊	35%	76%
Sometimes 😐	47%	18%
No 😞	18%	6%
<b>Whole</b>	100%	100%

Source: B. Chacón (2025) **UDELAS** Student.

This graph shows us a significant 76% increase in students' acceptance of learning a new language, where motivation becomes the fundamental value for the acquisition of a second language, in turn, it confirms the theory of significant learning of Ausubel, which indicates that learning occurs positively by connecting new information with previous knowledge logically rather than arbitrarily.

Graph 1.

*Use of technological equipment for learning.*

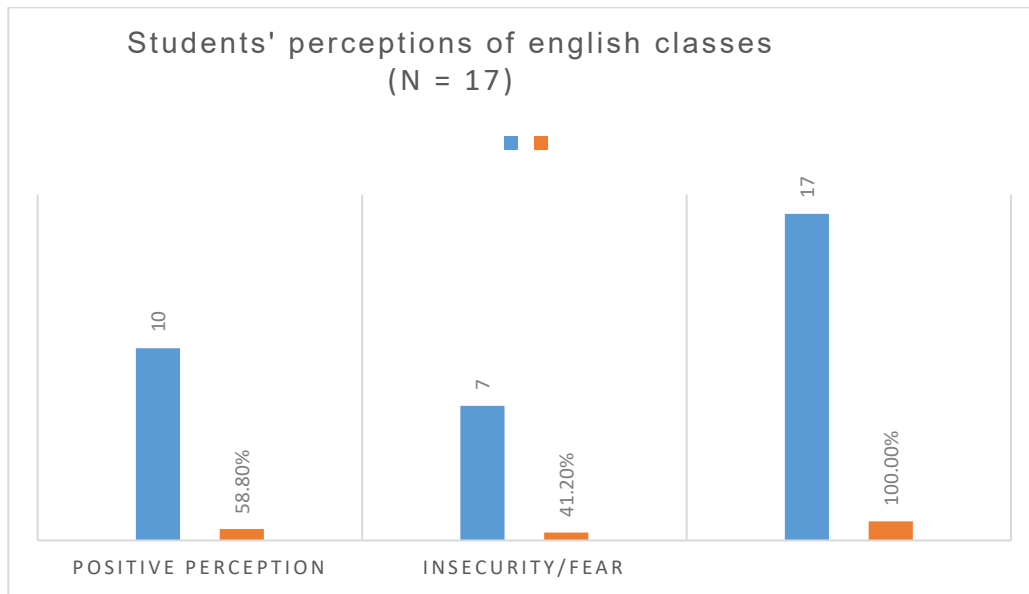


Source: B. Chacón (2025) **UDELAS** Student.

This significant transformation is directly related to working together with the district mayor to repair and adapt space for the 10 computers, in addition to the creation of Classroom's platform, an innovative virtual classroom of interest to students. The use of this platform supports the understanding, and autonomy of students by accessing new and easy technological tools.

Graph 2.

*Students' perception of English classes (N = 17) general multigrade classroom survey 4 °, 5 ° and 6 ° respectively.*

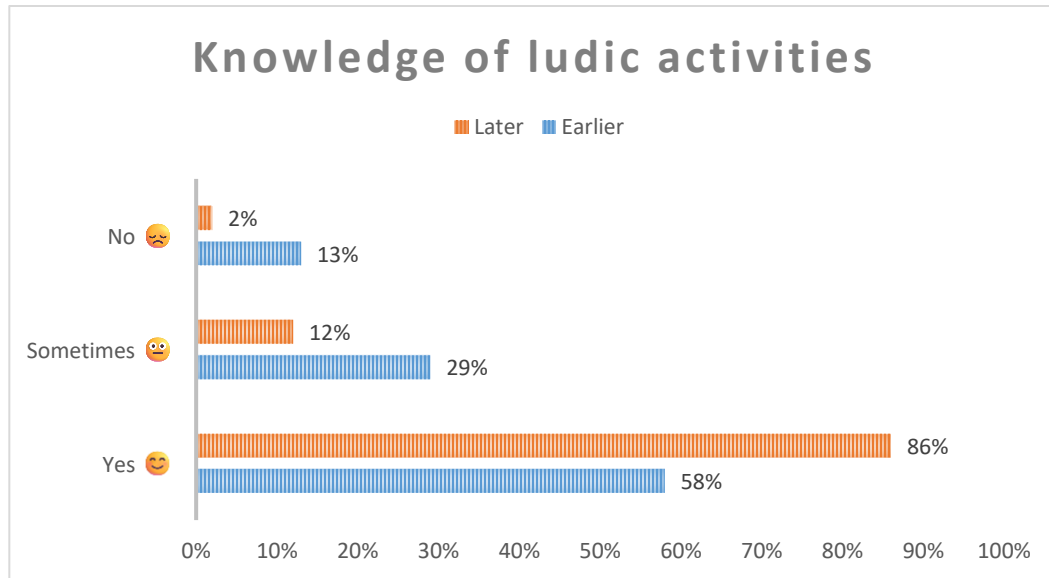


Source: B. Chacón (2025) **UDELAS** Student.

The graph shows that 58.8% of students have a positive opinion about the English subject, in contrast to 41.2%, who feel insecurity or fear, which restricts oral performance due to fears of making mistakes. The lack of communication activities in rural multi-graduate settings also contributes to increasing this insecurity.

Graph 3.

*Knowledge according to the leisure activities in the classroom.*



Source: B. Chacón (2025) **UDELAS** Student.

The execution of recreational activities proved to be very effective in the classroom. These results are focused on the TPR (Total Physical Response) learning methods and game-based teaching. These activities support the student in linguistic abilities through bodily and cognitive dynamics.

## CONCLUSIONS

One of the main challenges in teaching a new language such as English is motivation and sentimental, which initially stimulates students. In our research we found that 41.2% of the educational community are afraid or insecure of making mistakes when speaking or grammatically, which directly prevents their performance in oral and written communication. This reasoning shows us that teaching techniques play an important role; they foster an environment of trust in the student that is essential to acquire a second language

It could be evidenced that, through specialized training and correct pedagogical support, the absence of a teacher specialized in the field in rural multigrade environments can be diminished with the correct adaptations and updates. The hypothesis so well makes us clear that the transfer of targeted pedagogical tools is an instant and sustainable measure to directly increase the level of education. Reflected in the interventions made.

The multigrade context of the CEBG Nuevo San José shows us differentiated challenges, where students of (6 °) showed the highest level of insecurity, compared to the lower grades (4 ° and 5 °) which determines that the ages are a differentiated challenge. This phenomenon tells us that as they pass from level and age the fear of being able to make mistakes is a significant barrier in the students because it hinders their learning process.

By implementing technological resources and up-to-date learning applications as well as, playful and communicative strategies result in the best use of time as well as greater efficiency of reception and analysis of students. By receiving an

increase in discipline and motivation from the graduate teacher, he confirms that all these resources have the task of being able to contribute potential, revitalize the classrooms and transform them into environments of greater encouragement and participation.

In order to ensure the total success of this research-action, it is necessary that quality educational policies can be implemented urgently that are more inclusive that support the student's personal and academic performance. The request for support to local government contributes significantly to the maintenance of technological equipment and ensures a better quality at the educational level. That is why the educational and governmental authorities must ensure an equitable distribution of resources to the educational centers of our country.

## RESEARCH RECOMMENDATIONS AND LIMITATIONS

### Recommendations

The following recommendations are based on the processes that, despite having been addressed during the research-action, need to be followed up and broader structural intervention to make the solutions permanent. They are those factors that must be developed after the evaluation to ensure the sustainability and expansion of the achievements made.

- This research is focused on students of higher levels in primary school: especially the concentration is directed to sixth grade, in order to be able to execute a follow-up research-action study. The lack of security on the part of these students, the constant difficulty and academic performance are notable challenges even after the intervention. It allows us to recommend following up and improving the communication vision.
- Creation and expansion of a virtual platform with educational resources: it is essential to be able to guarantee the use of technological means in the educational center, as well as playgrounds. It is recommended that the teacher can have an internal database, in order to ensure that access is simple and constant. This ensures that approved learning strategies are maintained and are designed to improve the gap between different levels.
- Monitoring the learning environment within the classroom: to maintain the confidence environment generated during the weeks of intervention. It is of the utmost importance to be able to maintain this periodic monitoring of the motivation and perception of students, either through short and simple surveys or simply by diagnostic tests. In order not to generate again the challenges in their oral and written performance.

- Administrative and governmental commitment to sustainability: in line with what was discussed with the mayor of the special district Omar Torrijos Herrera, it is necessary to implement a support mechanism in a logistical way with suitable or financial personnel for the maintenance, repair or updating of existing computers. This is necessary for the optimal functioning of resources and in turn to prevent them from becoming a long-term impediment to education.

## **Limitations**

Limitations constitute barriers that directly affect the research process itself that must be examined in order to understand the research process for a broad and accurate scope of discoveries such as:

- The research-action design lacks a control group: this is a specific limitation in the teaching method. This raises some doubts because it is necessary to be able to understand effectively if the results achieved on the basis of the teacher are 100% effective. Ensure that these results are based on or affected by external factors. However, the mixed research design gives us results based on the post-test according to the initial pre-test situation by effectively merging these.
- Limited sample and generalization: this research is directed directly to the CEBG Nuevo San José, a primary school in a multigrade rural environment where our sample is partially small 17 students 1 teacher of grade and the director of the educational center. Although the results are useful and contribute to research, it is not possible to generalize other schools with the same environments in the country because of this limitation.

- Difficulties in space and connectivity: advances in research at times were affected by the lack of electricity and in turn by the internet. It should have been flexible to adapt to the irregularities that were present. These factors greatly influence student training and the use of digital tools over time.
- Evaluation time and oral fluidity test: the short intervening time during the research - action, hindered the power to measure the student's ability in long-term oral communication. Despite the fact that the post-test presented us with a significant improvement in the time of development and adaptation of the student makes it difficult to retain knowledge in the students several months after completion of the research.
- Temporality and evaluation of fluidity at the oral level: The possibility of calculating the long-term communicative impact was affected by the limited duration of the I-A project. Although the post-test revealed an improvement in performance, the short temporality is an obstacle to analyzing the consolidation of oral fluency and the retention of knowledge in the students' months after completion of the intervention.

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# **ANNEXES**

# **ANNEX 1**

## **SAMPLE OF APPLIED INSTRUMENT AND INFORMED CONSENT**

# STUDENT SURVEY



## ENCUESTA PARA ESTUDIANTES Asignatura: Inglés

Indique con una ✓ la alternativa que mejor exprese su punto de vista.

Item	Pregunta			
1	Me gusta aprender inglés en clase	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Entiendo lo que el maestro explica	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Me gusta participar en actividades de inglés	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Los juegos y canciones me ayudan a aprender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Quiero aprender más sobre inglés cada día	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Me siento motivado/a cuando participo en clase	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Pido ayuda cuando no entiendo algo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	¿Disfruto trabajar con mis compañeros en actividades de inglés?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Las actividades tecnológicas me ayudan a aprender.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Me gustaría tener más clases prácticas de inglés.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Preguntas abiertas:

¿Estoy mejorando mi aprendizaje en inglés con las clases del teacher Benicio?

¿Qué es lo que más disfrutas y qué quisieras mejorar en las clases de inglés?

Esta encuesta tiene como objetivo la pedagogía y es anónima.

*Benicio Benicio*  
Maestro del 10  
Grupo IV° V° VI°

*María Trujillo*  
Directora del centro  
escolar Nuevo San José



## SURVEY OF TEACHER AND PRINCIPAL.



### ENCUESTA DIRIGIDA AL PERSONAL DOCENTE C.E.B.G. NUEVO SAN JOSÉ

Proyecto de Investigación:  
"Analysis of Challenges and Opportunities in English Language Teaching to Improve its Methodologies at C.E.B.G. Nuevo San José, 2025"

Marque con una X la opción que considere correcta.

Ítem	Pregunta	Sí	A veces	No
1	Utilizo recursos visuales en mis clases	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Los estudiantes participan activamente	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Adapto las lecciones según el nivel de los estudiantes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Motivo a los estudiantes usando juegos o canciones	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Tengo suficiente material para enseñar inglés	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Evalúo regularmente el progreso de los estudiantes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Fomento la interacción entre los estudiantes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Me siento preparado/a para enseñar inglés en esta escuela	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Coordino con otros docentes estrategias pedagógicas de inglés	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Los estudiantes muestran interés en aprender inglés	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### PERCEPCIÓN DEL PROYECTO INVESTIGATIVO

¿Cree que este proyecto es adecuado para mejorar la enseñanza del idioma?

*Sí por que se descubre la debilidad y la fortaleza de los estudiantes.*

¿Cuáles son las contribuciones que espera que produzca esta investigación?

*La investigación produce interés en el aprendizaje del inglés.*

¿Estaría dispuesto a cooperar en futuras iniciativas pedagógicas? Sí/No Sí

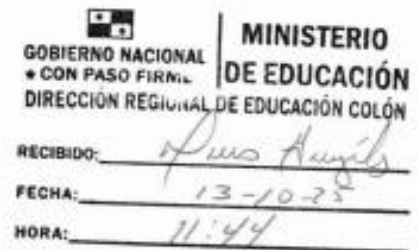
*Le agradecemos su colaboración, que es muy valiosa. Los datos recopilados se usarán exclusivamente con fines académicos, para ayudar a mejorar la enseñanza del inglés en entornos rurales multigrado.*

## LETTER TO THE REGIONAL DIRECTORATE OF MEDUCA COLÓN



Antón, 29 de septiembre de 2025  
EUC- 1071-2025

Profesora  
**Rosa Martínez**  
Ministerio de Educación  
Dirección Regional de Colón  
E. S. D.



Distinguida Profesora Martínez:

Sean nuestras primeras palabras portadoras de un cordial saludo y deseos de éxitos en sus funciones diarias.

Por medio de la presente, le comunicamos que en esta Universidad se realiza Tesis y Proyectos como opción de trabajo de grado. Es una actividad para desarrollar en centros educativos. Los estudiantes de la Licenciatura en Docencia en inglés podrán graduarse cumpliendo con el plan de estudio establecido. Por lo que se solicita, su permiso y apoyo para que uno de nuestros estudiantes realice su Tesis en el centro educativo que a continuación se detalla en el siguiente cuadro.

N	Nombre Completo	Cédula	Centros Educativos
1.	Benicio Ramón Chacón Rodríguez	2-724-1356	CEBG Nuevo San José, Donoso, Prov. de Colón

El estudiante de la Licenciatura en Docencia en inglés debe cumplir con la aplicación de instrumentos de investigación y análisis de información pertinente, para lo que requiere visitar el Centro Educativo durante el mes de octubre y noviembre de 2025.

## LETTER TO THE DIRECTOR OF THE CEBG NUEVO SAN JOSÉ.



UNIVERSIDAD ESPECIALIZADA DE LAS AMÉRICAS  
Extensión Universitaria en Coclé



Antón, 13 de octubre de 2025  
EUC-1182-2025

Maestra  
**Mirna Osorio de Trombeta**  
Directora  
CEBG Nuevo San José –Donoso  
Provincia de Colón  
E. S. D.

Distinguida Sra. Directora:

La Universidad Especializada de Las Américas (UDELAS), con la seguridad del éxito en sus funciones, le saludó y expresa las siguientes consideraciones.

Muchos estudiantes de esta Universidad están en el proceso de culminar su carrera profesional de Licenciatura en Docencia en Inglés y para ello deben presentar un Trabajo de Grado, que sustente la misma; en este caso **el Trabajo de Grado se Titula "Análisis de retos y oportunidades en la enseñanza del inglés para mejorar sus metodologías en el C.E.B.G. Nuevo San José, 2025"**. Por lo tanto, se requiere investigar, aplicar herramientas de investigación como encuestas y entrevistas, etc. El nombre del estudiante autor de la tesis es:

- Benicio Ramón Rodríguez Chacón Cédula.: 2-724-1356

Agradecemos la atención que le brinde a la presente, con muestras de consideración y respeto.

Atentamente,



**Magister**  
**Lázaro Bernal**  
Director  
UDELAS Extensión Universitaria en Coclé  
Lazaro.bernal@udelas.ac.pa

El Jagüito de Antón  
Vía Interamericana,  
Provincia de Coclé

**Teléfonos:**  
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906-0208-Admisión

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Síguenos en:  
@UDELASCOCLE27

# **ANNEX 2**

## **PICTURES**



*Illustration 1. CEBG Nuevo San José, Omar Torrijos Herrera Special District, Colón Province.*



*Illustration 2. Sample of student research in the classroom.*



*Illustration 3. Application of survey to students.*



*Illustration 4. Support from technical staff at the district mayor's office. Edgar Martinez, Esq.*



*Illustration 5. Installation of the Classroom digital platform.*



*Illustration 6. New classroom. Ten computers were repaired for use with new technologies.*

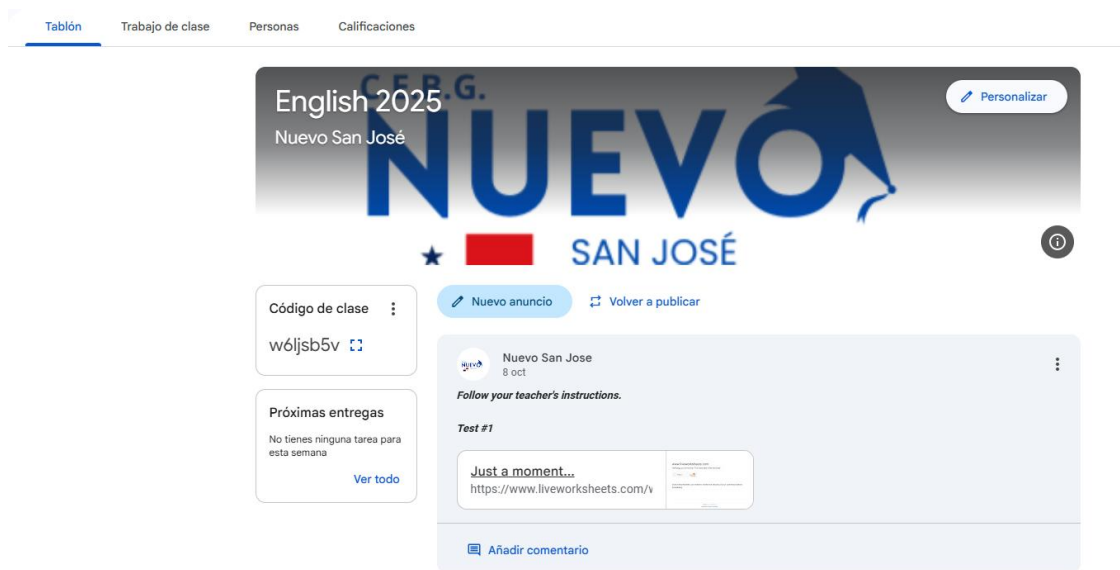


Illustration 7. New digital classroom. Classroom w6ljsb5v.

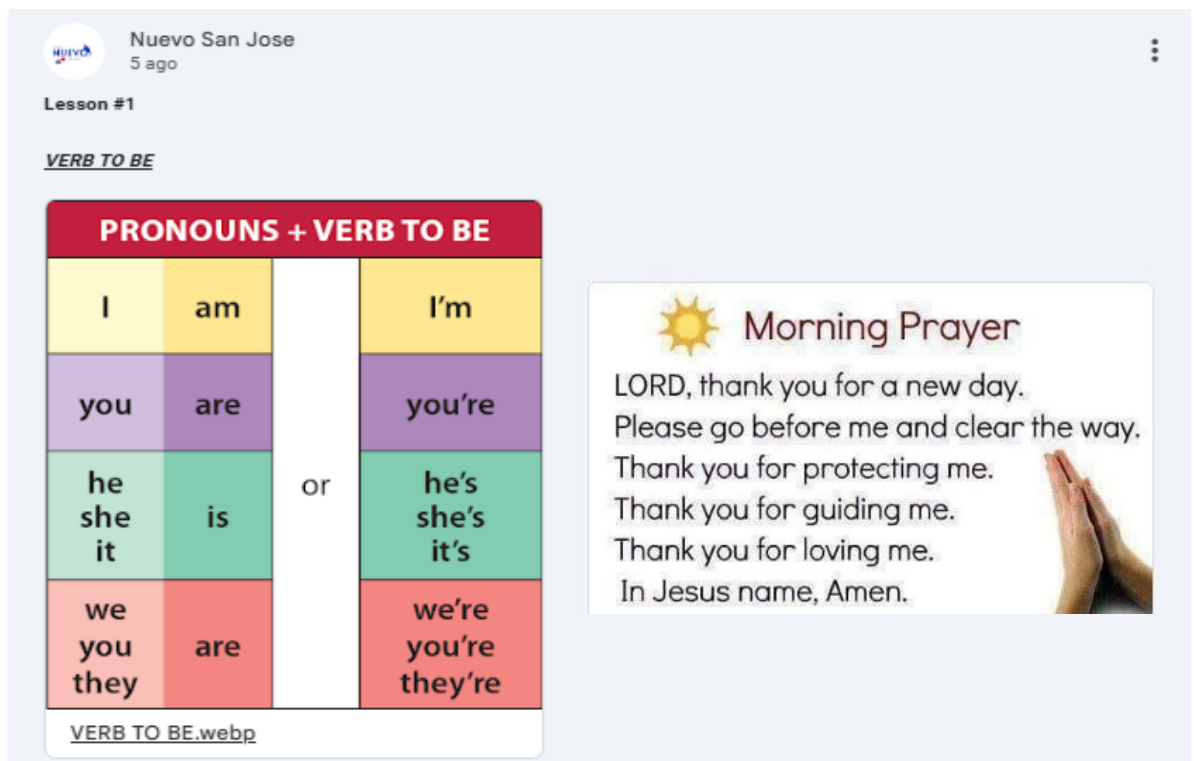


Illustration 8. Use of technological tools. Topic: verb to be and prayer to start classes.



*Illustration 9. Writing activity. Students put their knowledge of the topic into practice: verb to be.*



*Illustration 10. Installation and updating of offline applications for class development.*



*Illustration 11. Summative test. For 8 weeks, students attended classes from 12:30 p.m. to 1:30 p.m. Topic: verb to be.*



*Illustration 12. Student Day celebration. For the first time at the school, the work of an English teacher was highlighted. Representing me was student Jhoanna Muñoz.*

**Daily Attendance**

4° 5° 6° grades.

	5-8-25	6-8-25	7-10-25	8-10-25	22-10-25	29-10-25	21-11-25
<b>4° grade</b>							
1-Bernal, Nicomedes	o	o	o	o	.	o	A
2-González, Maysi	-	o	.	o	o	.	.
3-González, Dorana	o	o	1	1	.	o	.
4-Jaramillo, Elvis	-	1	o	1	1	1	A
5-Oztega, Belarmina	o	o	1	o	o	.	A
6-Yargas, Yohana	o	o	.	o	o	o	.
<b>5° Grade</b>							
1-Castillo, Angelis	o	o	o	A	.	.	.
2-Fuente, Hector	.	o	o	A	.	.	.
3-Fuentes, Arnaldo	.	o	o	o	o	.	.
4-González, Jorge	.	o	o	o	o	1	.
5-Nenchaca, Ander	.	o	o	o	o	.	.
6-Muñoz, Johana	.	o	o	o	.	-	A
7-Perez, Yazmin	.	o	o	o	o	.	.
8-Quiroz, Ogleydis	.	o	o	o	o	.	.
9-Valdés, Leysi	.	o	o	o	o	.	.
<b>6° grade</b>							
1-Tenorio, Nayeli	.	.	-	1	1	.	.
2-González, Milagros	.	.	o	o	.	.	.






Illustration 13. Attendance list. 8 weeks of classes. Supervised and approved by the school principal.

Traducción

Activity # 1

 Morning Prayer

LORD, thank you for a new day.  
Please go before me and clear the way.  
Thank you for protecting me.  
Thank you for guiding me.  
Thank you for loving me.  
In Jesus name, Amen.



Lesson # 1

Verb to be

General Objective = Use the "verb to be" Correctly in Simple Sentences.

- Specific objectives =
- 1- Recognize the forms OF am, are, is.
  - 2- Make affirmative Sentences with TO BE
  - 3- Make negative Sentences with TO BE
  - 4- Make interrogative Sentences with TO BE.



Illustration 14. Activity planning. With the aim of organizing classes on campus, the activity plan is presented to the school principal for approval.



Illustration 15. Post-test. Knowledge test administered after 8 weeks of classes.

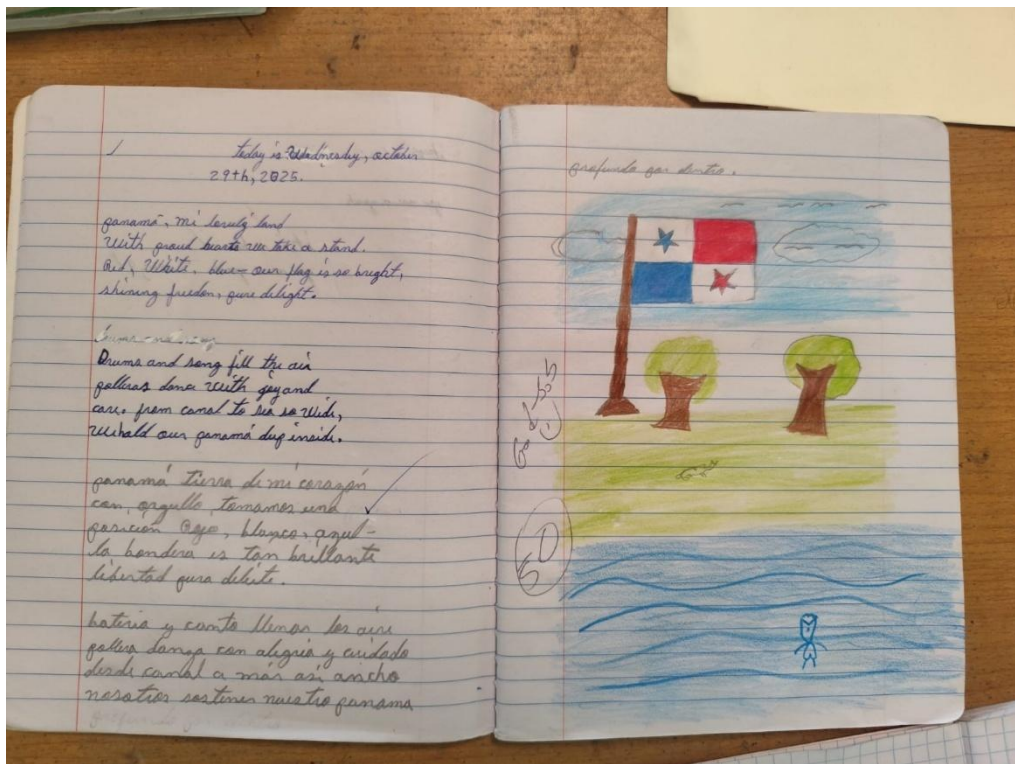


Illustration 16. Poem about national holidays. Students learn a poem and illustrate it with references to national holidays.



*Illustration 17. Activities with the mayor's office. Invitation from the local government to celebrate Children's Day.*



*Illustration 18. Closing research activity. In gratitude, a toast and gifts were shared with all the students at the school.*



*Illustration 19. Presentation of certificate of appreciation. Upon completion of the research, each student receives a certificate of appreciation for their valuable support in the development of the mixed thesis.*

# **ANNEX 3**

## **ENGLISH CERTIFICATION AND PERMISSIONS**



**UNIVERSIDAD ESPECIALIZADA DE LAS AMÉRICAS**

Evaluación para Trabajo de grado

Evaluación del Profesor de Inglés

Aspirantes: Chacón Rodríguez, Benicio Ramón con cédula: 2-724-1356

Título del trabajo de grado: Analysis of Challenges and Opportunities in English Language Teaching to Improve its Methodologies at C.E.B.G. Nuevo San José, 2025

Análisis de los retos y oportunidades en la enseñanza del inglés para mejorar sus metodologías en el C.E.B.G. Nuevo San José, 2025.

**GRADOS INTERMEDIOS**

**APRECIACIÓN GENERAL DEL**

**TRABAJO DE GRADO (Sí) 1**

**2**

**3**

**4**

**5 (No)**

Está bien citado y documentado.

X






**CLARIDAD**

La ortografía y gramática son correctas.

X






**OBSERVACIONES (Debe modificar)**

*Se corrigió algunos errores de ortografía, de conexión, cohesión y coherencia.  
Hay más claridad en las ideas. fue subsanado*

*Se añadieron algunos enlaces correlativos para que hubiese mejor coherencia y formalidad.*

EVALUACIÓN FINAL DEL TRABAJO DE GRADO

X

Acceptable

No  
Acceptable

NOMBRE Y FIRMA DEL EVALUADOR

*Benicio Ramón Chacón*

FECHA DE LA EVALUACIÓN

25 / 11 / 2025



**UNIVERSIDAD ESPECIALIZADA DE LAS AMÉRICAS**  
Facultad Educación Social y Desarrollo Humano

*COMISIÓN DE TRABAJO DE GRADO*

Panamá, 25 de noviembre de 2025.

Señores  
**COMISIÓN DE TRABAJO DE GRADO**

Presente:

El suscrito certifica que a la estudiante: Chacón Rodríguez, Benicio Ramón con cédula: 2-724-1356

se le ha revisado el trabajo de grado titulado: *Analysis of Challenges and Opportunities in English Language Teaching to Improve its Methodologies at C.E.B.G. Nuevo San José, 2025*

*Análisis de los retos y oportunidades en la enseñanza del inglés para mejorar sus metodologías en el C.E.B.G. Nuevo San José, 2025.*

Doy fe que el trabajo cumple con todas las exigencias de redacción y ortografía del idioma inglés.

Atentamente,

Profesor de Inglés: **OMAR ALEXIS PINZÓN FERNÁNDEZ**

Cédula: 2-135-25

Registro del Diploma No. 65349 / 0570

***Adjunto: Copia del Diploma.***

UNIVERSIDAD DE PANAMA

LA FACULTAD DE

Humanidades

EN VIRTUD DE LA POTESTAD QUE LE CONFIEREN LA LEY Y EL ESTATUTO UNIVERSITARIO,  
HACE CONSTAR QUE

Omar A. Pinzón F.

HA TERMINADO LOS ESTUDIOS Y CUMPLIDO CON LOS REQUISITOS  
QUE LE HACEN ACREEDOR AL TITULO DE

Licenciado en Humanidades  
con Especialización en Inglés

Y EN CONSECUENCIA, SE LE CONCEDE TAL GRADO CON TODOS LOS DERECHOS,  
HONORES Y PRIVILEGIOS RESPECTIVOS, EN TESTIMONIO DE LO CUAL SE LE EXPIDE  
ESTE DIPLOMA EN LA CIUDAD DE PANAMA A LOS **veintiséis**  
DÍAS DEL MES DE **Mayo** DE MIL NOVECIENTOS **noventa y nueve**

Secretario General  
Diploma 65349  
Identificación Personal 2-135-25

Decano

Rector



Columbus University

Vicerrectoría de Investigación y Post-Grado  
Dirección de Doctorados, Maestrías y Post-Grados

Legalmente autorizada y en virtud de la potestad que le confiere la Ley y el Estatuto Universitario

Hace Constar Que:

Omar Alexis Pinzón Fernández

Con Cédula N.º 2-135-25

Ha terminado los estudios y ha cumplido con todos los requisitos para obtener el título de

Magister en Inglés  
Con Honores

Con todos los derechos, honores y privilegios de este grado académico. En fe de lo cual, se expide el  
presente diploma en Panamá, República de Panamá, a los cuatro días del mes de septiembre del año dos mil dos.

President Board of Directors  
Diploma N.º 0520

Rector

Decano General



REPÚBLICA DE PANAMÁ  
TRIBUNAL ELECTORAL

**Omar Alexis  
Pinzon Fernandez**

NOMBRE USUAL:  
FECHA DE NACIMIENTO: 30-MAR-1974  
LUGAR DE NACIMIENTO: COCLÉ, AGUADULCE  
SEXO: M      DONANTE      TIPO DE SANGRE: A+  
EXPEDIDA: 12-ABR-2022      EXPIRA: 12-ABR-2037

2-135-25

*Omar Pinzon*



## TABLE INDEX

<b>Table</b>	<b>Description</b>	<b>Pages</b>
1	Summary Test Results: Verb to be	71
2	Motivation to learn English	71

## INDEX OF GRAPHS

<b>Graph</b>	<b>Description</b>	<b>Pages</b>
1	Use of technological equipment for learning.	71
2	Students' perception of English classes.	72
3	Knowledge according to the leisure activities in the classroom.	73

## INDEX OF ILLUSTRATIONS

<b>Photo</b>	<b>Description</b>	<b>Pages</b>
1	C.E.B.G. Nuevo San José.	90
2	Sample of student research	90
3	Sample of student research	91
4	Support from technical staff	91
5	Installation of the Classroom digital platform.	92
6	New classroom. Ten computers.	92
7	New digital classroom.	93
8	Use of technological tools	93
9	Writing activity.	94
10	Installation and updating of offline applications	94
11	Summative test.	95
12	Student Day celebration	95
13	Attendance list.	96
14	Activity planning	97
15	Post-test.	98
16	Poem about national holidays	98
17	Activities with the mayor's office	99
18	Closing research activity.	99
19	Presentation of certificate	100