

Rural education: contextualized planning in EFL classroom

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Flexible education models emerge to respond to specific needs according to the context. In the educational settings of rural flexible models, the teaching and learning of a second language have meanings that need to be analyzed from two perspectives or stances. Firstly, to address the specific needs of the rural context, and secondly, to consider the interest and responsibility of such teaching and learning in meeting the educational requirements and quality in terms of international standards (C.E.F.R). Planning is a strategy that not only facilitates the teacher in mediating the recognition and understanding of the contextual needs but also enables the design of a curriculum with the purpose of anticipating and considering the national and international requirements.

In the educational context, planning refers to a series of actions that transform general educational intentions into specific didactic proposals, aiming to achieve the established objectives in a planned and non-arbitrary manner. In other words, planning involves designing how we should guide the action before it occurs spontaneously. Terms such as planning, and design are used to describe the process in which the teacher makes deliberate and organized decisions to anticipate their educational intervention, and identify the elements necessary to conduct a contextualized planning.

Contextualized planning

According to Sharon, M. Silvano, H (2020) contextualized planning is a valuable strategy for teachers in developing experiences that promote the achievement of learning outcomes defined in the curriculum. It represents an opportunity for reflection on the strategies and activities employed to facilitate student learning. This type of planning originates from a thorough analysis of the context in which teaching takes place,

encompassing both external factors (the community) and internal factors (the student group). Therefore, it is crucial to have a methodology that guides the organization and construction of contextualized planning, serving as a reference to guide teachers' work in the knowledge society.

Teaching goes beyond mechanically transmitting knowledge without considering the realities of students' needs and the educational community. Understanding, analyzing, and planning according to the interests and needs of students, institutional objectives, and national and international standards (contextualized planning) is a responsible pedagogical exercise in education, aiming to promote quality education and social justice, particularly in flexible rural education models where rural students and teachers are involved into a specific context.

The qualitative research in this type of study allows us to have a deeper perception and analysis about educational flexible models in order to take action that lets teachers have a

better understanding of the context and intervene in a meaningful way in a rural community. Maxwell 2019 qualitative research refers to a type of research that aims to comprehend the interpretations and viewpoints of the individuals under study.

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