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L2 TEACHING STRATEGIES USED BY TEACHERS IN MULTIGRADE RURAL SCHOOLS IN CHILE: A CASE STUDY

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DEDICATORIA

A mi madre y a Dios, mis apoyos incondicionales en esta vida.

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A mi madre, quien me apoyó en los viajes a Santiago, dándome ánimo cuando ya sentía que no podía continuar.

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ABSTRACT

The study describes the teaching strategies a group of teachers use in multigrade rural schools in Chile to teach English as a second language. This study also describes the context where the L2 teaching takes place. The study draws on observations of the L2 teaching interaction between teachers and students in rural multigrade schools.

It is interesting to reveal information about the L2 teaching process as it occurs in the context of rural schools instruction. This setting has been largely left out of investigation in the literature. Rural L2 teaching is relevant, since there is a large amount of people that still reside in rural areas and will satisfy their educational needs by attending a rural school.

This study describes the strategies teachers use in terms of activity type, participation organization, content, modality, materials, use of target language and discourse initiation. These feature allow a thorough description of the context as well of the characteristics of L2 instruction. The way to obtain this information are semistructured interviews to teachers and classroom observation of five rural multigrade schools.

Key words: L2 teaching, rural context, primary education, multigrade school, strategy, macrostrategy.

CHAPTER 1. INTRODUCTION

The present study seeks to contribute to the knowledge of English L2 teaching in rural contexts by describing specific aspects of teaching English carried out in multigrade schools in Chile. The geographical context of the study is the *Región de los Ríos*, more specifically, the rural area of this part of Chile.

Rural education in multigrade schools in Chile is characterized by being performed by one teacher in charge of a class and students from different levels, generally from first to sixth grade of primary education. Teachers work in the same subject, in this case English, but teaching about different contents and with different degrees of difficulty, depending on the level of proficiency of their students.

A rural area is defined as being in contrast to urban areas (Mandujano, 2006). Monk, in Mandujano (2006), states that only limited information is currently available regarding L2 teaching in rural contexts. All of the specialized literature is still at a descriptive level and deals mainly with specific experiences of teachers, such as classroom methodology, successful projects, and such, according to Monk (in Mandujano, 2006).

The motivation to this study is the need to compensate for the disadvantages that rural schools experience everyday concerning English L2 teaching. There is a need to raise awareness towards L2 teaching in rural areas because of the multiple limitations that teachers have to endure. There are several problems faced by teachers when they try to provide their students with good educational resources in rural contexts. It is even harder for them to help young learners to acquire second language competences because of the geographical distance to the urban centers and economical complications due to the expenses of living in the rural area. Those problems affect the teacher capability of improving his/her L2 teaching methodology and knowledge. Additionally, educational restrains such as a standardized curriculum go against multigrade schools, since they do not fit their needs. The majority of rural schools do not even have English language teachers, which puts them in the most disadvantaged position in relation to urban schools.

Today, there are more than 3,000 schools with multiple levels or courses (at least two levels from 1º to 6º grade of primary school) within the same classroom (Moreno, 2007). This represents a challenge to L2 teachers as they have to deal in a typical classroom setting with different needs of students within the same level. It is difficult to take care of many levels in one classroom since it entails different ages and levels of proficiency in L1 and L2 and different curricular activities to suit their needs. It has been my personal experience as a multigrade L2 teacher, to see that these complications have an effect on

students' motivation. Since they do not receive enough time during their lessons, they have to wait for others to finish their activities in order to move forwards and become unwilling to learn and participate in the L2 learning process.

L2 acquisition in rural areas is an interesting issue because it is related with how the teachers manage a class with students from different levels of L2 proficiency and/or courses. It is interesting to discover which strategies teachers are using to engage their students in L2 learning and why they are using such strategies in those contexts (as discussed in section 2.2). The information retrieved from this research may serve as a useful inside look in order to provide rural teachers with the strategies needed for the context they deal with. It is also important to understand the difficult context teachers and students have to live in and study so as to give them more opportunities to practice and approach themselves to the L2 culture and language.

The topic of rural education in Chile has only been addressed in one rural education journal (Revista eRural n° 5, 7 and 8), a study from FAO and UNESCO (2004) about rural education in general terms. Although the study by Becchi and Lizasoain (2014) has focused on L2 teaching in rural schools in more detail, it is not enough for the knowledge of this topic.

This lack of information about L2 teaching in rural areas supports the idea that exploratory and descriptive research is necessary to enrich our understanding of these contexts. The study proposed here is an attempt to

contribute with such descriptions, with a focus on the way teachers in rural

multigrade classrooms attempt to solve the problems this context offers.

CHAPTER 2. OBJECTIVES

2.1. Research questions

In particular, the study is guided by the following research question:

1)   Which strategies are being used to teach English as a second language by L2 teachers in rural multigrade schools in Chile?

2)   What are the main features of strategies in terms of activity type, participation organization, content, modality, materials, use of target language and discourse initiation?

The objectives of this research are essentially descriptive, as they attempt to characterize L2 teaching in rural multigrade school context.

2.2. General objective

To describe strategies that teachers in five rural multigrade schools in Chile use in order to teach English to their students.

2.3. Specific objectives

To identify a set of macrostrategies (as defined by Kumaravadivelu, 2006) and context-specific strategies used by L2 teachers in multigrade schools in Chile.

To characterize those strategies in relation to features such as the activity type, participation organization, content being taught, modality, materials, use of target language and discourse initiation.

CHAPTER 3. THEORETICAL FRAMEWORK

3.1. Challenges for teachers in rural context

Mandujano (2006) states that the Chilean educational system relies on uniformity when teaching. This uniformity is reflected in a standardized curriculum and supporting material that leaves aside the needs of rural schools. It affects negatively rural schools as their peculiarities have been largely neglected by education and language specialists alike (San Miguel, 2005; Becchi and Lizasoain, 2014). In multigrade schools, all of the students are incorporated in school activities with their particular dispositions towards learning (San Miguel, 2005). San Miguel (2005) says that even though teachers from this context are not specialists in L2 teaching, they have to implement L2 strategies and teach a language that is not familiar to them.

This is a serious problem as, according to FAO et al (2004), teachers have a key role in primary education, whether they act as instructors, facilitators or supporters. This means that they have to be in their best condition, be qualified and motivated to guide learners through their first stages of learning. Unfortunately, according to FAO et al (2004), teachers from rural areas are insufficiently trained, supervised and paid. They deal with under-equipped

classrooms, full of students, feeling burdened at their jobs. This situation causes a negative classroom environment and slows down the learning process.

There is thus a didactic challenge in multigrade classrooms, namely, that it is impossible to teach an appropriate lesson since the curricular content does not fit the interest of the majority of the students (as pointed out by San Miguel, 2005). In this context, San Miguel states that individual class work and scaffolding among peers is a requirement. He says that teachers' tasks in this scenario consist of supporting, orienting and facilitating the strengthening of the knowledge that students already own. The aim here is to enhance a sense of dependability and solidarity, which builds up the self-esteem of those students who are weak in social aspects (San Miguel, 2005).

Rural multigrade settings also display great heterogeneity of students. San Miguel (2005) mentions that in these contexts it is possible to find students who have not reached literacy in their L1 and those who have managed it perfectly. It is therefore a very complicated task for teachers to plan a diversity of strategies to be applied at the same time to students at different levels of competencies. The national curriculum is possibly not helping the development of classes in rural environment where there is a high heterogeneity.

3.2. Curriculum and learning in rural context

Most developing countries have a common curriculum, established centrally by the Ministry of Education (FAO et al, 2004). This curriculum is generally designed for students who are familiar with the urban context. FAO et al (2004) state that the curriculum creates a conflict known as ''urban bias'' for students. This conflict causes a disconnection between students' local experiences, beliefs, community life and the curriculum.

UNESCO and UNICEF's project ''Monitoring Learning Achievement'' (FAO et al, 2004) identified learning outcomes in many low-income countries. The results of the studies have shown that students from urban schools generally have better achievement in reading and writing skills, calculus and competencies for life than students from rural schools (FAO et al, 2004). These results are concerning to those governments that seek equality in education, such as Chile. At a national level, it is a priority to mend this inequity and difficult situation for rural schools and their students. Put simply, students from rural areas should be able to access the same level of L2 proficiency as those from urban schools.

3.3. English teaching policies in Chile

The ''English Open Doors Program'' (Programa Inglés Abre Puertas or PIAP) was created in 2003 by the Ministry of Education of Chile. It was intended to improve the quality of English teaching and learning, so that the students had better job opportunities. The intention was that students could use the international language of communication to seek for better job opportunities, salaries and being able to study and work abroad, among other expectations. The problem, according to Bitar, in Dowling (2007), was the lack of qualified teachers and few opportunities for students to practice English. Bitar, who was the Minister of Education between 2003 and 2005, led initiatives that promoted English teaching at all levels of education. He said in 2003 that there had to be an effort to make people realize that English leads to a better life (Dowling, 2007).

The English Opens Doors program managed to focus government policies to real needs in the English area in schools from our country. Although the goal of this program was to make Chile a bilingual country by 2010, this was not accomplished. However, new initiatives have been developing, and they pursue to help English teachers and English pedagogy students to improve their level and being in constant improvement.

Currently, there are many supporting schemes to the pedagogical exercise, such as L2 immersion camps for teachers and students, free courses

for teachers, debate, public speaking and spelling bee competitions, English speaking volunteers, scholarships for English pedagogy students, etc. New efforts are being made to improve English teaching, and very recently the Ministry of Education developed an immersion course called ''English Rural Town'', especially designed for English teachers in rural areas. Although this is the first time the English Opens Doors program develops a massive initiative exclusively for L2 rural teachers, it might be the start going in the right direction. If the English Opens Doors program really wants to bring more expertise and better results to the rural context, they should improve the quality of resources for rural teacher as well as equipping the human resources.

3.3.1. English standards worldwide and nation-wide

Currently, the English Opens Doors program is using the CEFR standards (Common European Framework of Reference) (Council of Europe, 2001) and ALTE international standards (Association of Language Trainers in Europe). Those standards help us understand the level of knowledge students and teachers reach in the L2, and the demanded levels in Chile are described as it follows:

- o A2 or ALTE 1: this is the level expected when students finish their primary education in Chile (8º grade (MINEDUC, 2014a)). The learner is able to

understand daily life expressions and can exchange simple information about known subjects.

o B1 or ALTE 2: this level should be achieved by the students when they finish secondary education (12º grade (MINEDUC, 2014a)). The learner can understand the main ideas of texts, knows how to express opinions on a given subject, knows how to create written text and is able to use most of the language abilities, such as speaking, listening and reading.

o B2 or ALTE 3: minimum level expected for an English teacher in Chile. He/she should be able to understand oral and written texts, be able to interact with a native speaker fluently, create oral and written texts and also express his/her opinions about a given subject (Council of Europe, 2001).

Table 1. Table of equivalencies of English levels (MINEDUC, 2014a).

TABLE OF EQUIVALENCIES		
GROUP	**CEFR**	**ALTE LEVEL**
Students of 8º grade	A2	Level 1
Students of 12º grade	B1	Level 2
English teachers	B2	Level 3

The Ministry of Education has established the L2 levels for students that need to score A2 when finishing their primary education and B1, when they finish their secondary education. Teachers have to score a level B2 or higher, although this is not compulsory and also for students. Teachers must follow the curriculum because it will help their students to increase their L2 level progressively throughout their formal education. In Chile, the L2 achievement tests in the urban area have not been delivering promising results so far (Red Maestros de Maestros, 2004; Dowling, 2007). This is matter of concern as we do not know what results could rural students obtain if not even their teachers have achieved their expected level of proficiency.

We also need to take into account the importance of English in our country, given that it has grown in the last decades due to the requirements of globalization and the educational demands. CEPAL, OEI and the *Corporación Escenarios* (2002) developed a joint research to determine the educational challenges in Latin America in subjects like education and globalization. These studies were conclusive to determine that all societies are permeable in terms of identity. In our case, the American and European culture have influenced Latin America a great deal with their economical and educational models, and with their language, as it has been evidenced in the latest times (Rivero in CEPAL et

al, 2002). We need to account for the importance our society provides to English in the educational field, where it has not reached its desired learning impact.

Arellano (in CEPAL et al, 2002) tells about the experience of English teachers who travelled to New Jersey in 1999 for a training course. They demonstrated the effect of their learning time abroad not only in the schools they worked for, but also in the community of teachers that could not travel, sharing innovative methodologies to implement in the L2 classroom. The investment per teacher was of about 20,000 dollars, which was considered as a fruitful investment because of the impact these training courses abroad caused in students' learning and in the motivation of other teachers who shared their experiences. This suggests that if the government invested more money to improve their teachers experience with the language, the results would be different than the ones we have obtained so far. The importance of providing L2 teachers with first-hand experience with the language and more opportunities to study graduate education degrees is a key topic of what will be discussed in the next section.

3.3.2. Influence of well-qualified English teachers

In 2004, the Ministry of Education published the national results of a diagnosis test designed by Cambridge University. The test had as a goal to get

to know the policies of English teaching and learn about the L2 level of students from 8º and 12º grade, along with students' and teachers' characteristics. To obtain a global picture of the level of English, the tests were applied in 299 schools and taken by 11.000 students. The test consisted of multiple choice questions with a focus on reading and listening, along with a questionnaire for teachers and students (*Red Maestros de Maestros*, 2004). Table 2 displays the levels obtained by all students involved in the testing:

Table 2. Results of diagnosis test. (Red Maestros de Maestros, 2004).

Level of Accomplishment	8º grade	12º grade
	Percentages of students at each level	
B1 / ALTE 2	1%	5%
A2 / ALTE 1	2%	9%
A1 / Breakthrough	20%	37%
Lower Breakthrough	67%	45%
Pre Breakthrough	10%	4%

The results, displayed in the Table 2 above, show that:

a) In eighth grade, 67% of students reach the Lower Breakthrough level, which is a level of proficiency created exclusively for Chile by the test developers (Red Maestros de Maestros, 2004). This level is located below the A1/Breakthrough level. This indicates that the majority of students only understand simple oral and written instructions, read short messages and recognize words and expressions in utterances.

b) In twelfth grade 37% of students are in level A1, which implies that they can understand only basic phrases related to daily life. This group understands if spoken slowly and clear. In the same level there is another group of 45% of students who can only understand English at a lower breakthrough level, which allows them to only understand simple instructions and short messages. For the most part, students who took the test in 12º grade obtained a score which is below the international minimum standard established by the Council of Europe (Red Maestros de Maestros, 2004).

Another conclusions extracted from this study is that there is a correlation between the educational level of the parents, family income, and the success students reach in learning English at school.

More remarkable is the finding that there is a relationship between qualified teachers (who took continuing studies, master degrees, doctorates and other courses of graduate school) and the impact they have in students' proficiency in

L2. In Figures 1 and 2 we can observe the impact a well-qualified teacher has on his students' results and their proficiency in L2, as seen below:

Figure 1. Average points of 8º graders in Diagnostic test (Red Maestros de Maestros, 2004).
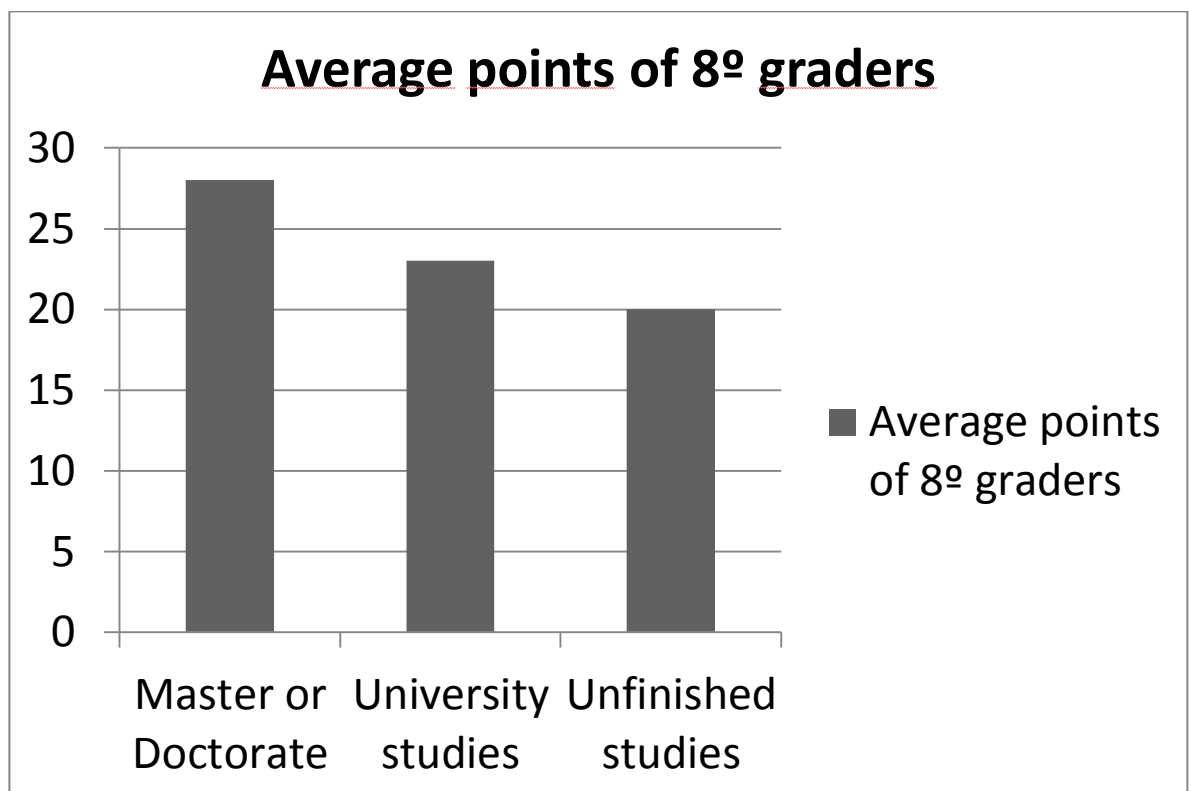
As we can observe in Figure 1, students who have a teacher with graduate studies (Master degree or doctorate) have a significantly higher score in the test (They surpass other students in 8 points). Those students obtain

better results than those who have teachers with unfinished university studies or even those who have an English Pedagogy degree.

We can observe the same correlation in Figure 2, although the results of those students with highly qualified teachers are even better than in Graph 1, surpassing other students in 13 points.

Figure 2. Average points of 12º graders in Diagnostic test (Red Maestros de Maestros, 2004).
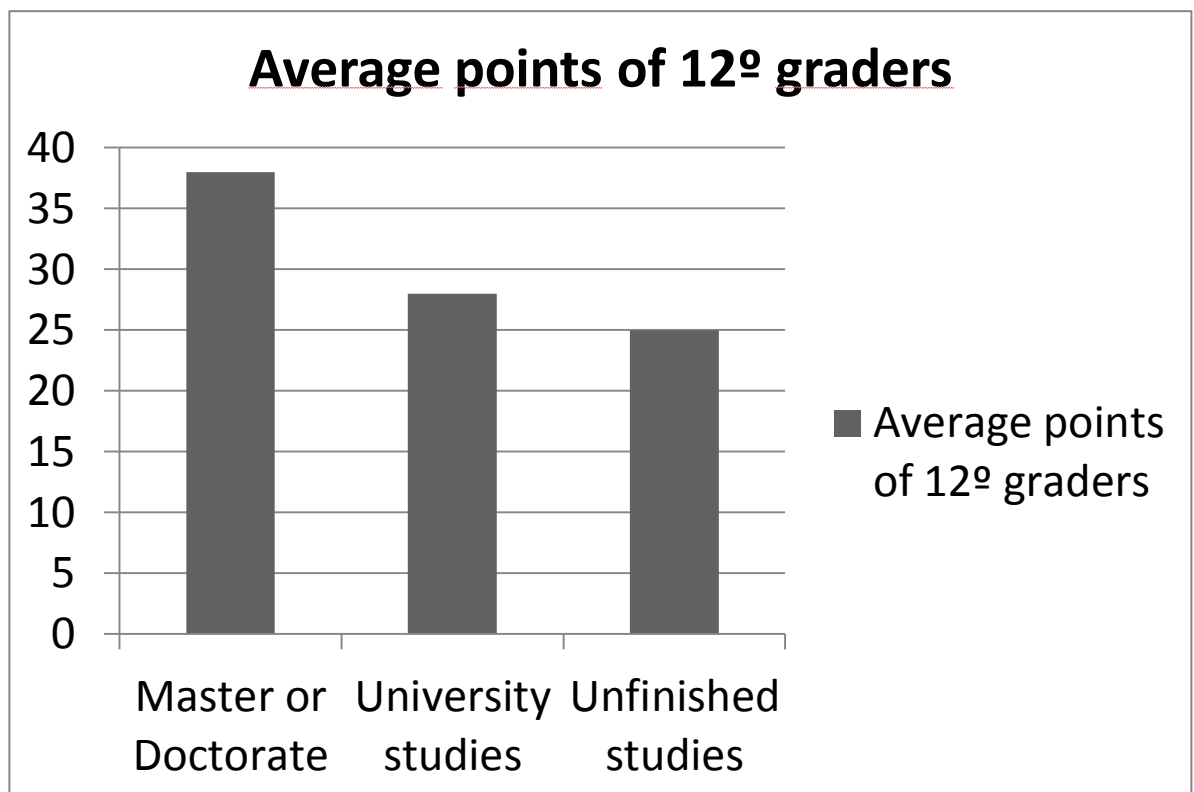
As we can assume, the difference between students being taught by a highly qualified teachers are increasingly better as time passes, and the gap between different types of teachers becomes bigger. The impact of these results is directly affecting students, and consequently there will always be a disadvantage between these groups of students.

As a consequence of the correlation previously indicated, we can be certain that students from rural areas will not have satisfactory results in English, as compared to those students from urban centers who can access a teacher who has professional specialist qualifications.

The results of this study were that English teachers have many challenges ahead in order to improve the students' performance. They have to be in constant improvement and updating their knowledge to be able to contribute to better learning opportunities for their learners.

Teachers can thus be seen as highly influential in the results that students get. Since how far teachers can go in their academic improvement is a highly influential factor in L2 learning, it should be a political concern to create actions that lead to their constant improvement. Consequently, there should be available scholarships abroad, continuing education to improve teachers' English level of proficiency, audiovisual aid to help students to learn English using ICTs, etc. (*Red Maestros de Maestros*, 2004).

Finally, in the case of rural teachers teaching English, it is urgent to qualify them with specialized degrees. Since they already have a pedagogy degree, they should learn how to teach English and how to use the resources provided by the Ministry of Education. It seems therefore important to qualify them in this field, since many rural areas do not have English teachers to implement the curriculum properly.

3.4. ''It's my turn'' as a self-learning tool in rural classrooms

As previously mentioned, rural schools have been put aside for a long time. In 2010 this reality changed when the self-learning program ''It's my turn'' was put at hand of all rural schools in Chile by the MINEDUC for the 5º and 6º year of primary school. English turned into an obligatory subject for rural schools from that moment according to the *Decreto Supremo* Nº 40 from 1996 (MINEDUC, 2014).

MINEDUC (2014b) states that the objective of this tool is to encourage teachers and students to learn English together throughout the school year. The tool is an updated English course that only needs a DVD player or a computer to be used. The ''It's my turn'' pack includes a series of DVDs with the lessons, a guide that explains how to use the program, workbooks for learners, a teacher's book, a CD-room with songs and chants, a bilingual notebook dictionary, and

this year, an assessment notebook was included. This is meant to support the teacher at the moment of grading students, with tests and orientations to determine the students' linguistic proficiency (MINEDUC, 2014b).

In this way, the rural world could be introduced to teaching means that are familiar to our globalized and technological urban society. The idea was to facilitate rural teachers, since their grasp of the L2 is minimal, if not, non-existent.

The rural ICT resource has been seen as an answer to the rural area complications given their multiple benefits towards learning, and in this case, L2 teaching and learning. ICTs are regarded by many researchers as an important and useful tool. Hepp (in Becchi and Lizasoain, 2014) states that ICTs increases the autonomy of learners as it makes them work for their own development. Other researchers like García, Ferreira and Morales (in Becchi and Lizasoain, 2014) have said that they promote self-assessment, as they can work without the company of a teacher. Additionally, Alvarez and Alvarez (in Becchi and Lizasoain, 2014) view as benefitial the multiple ways in which ICT show information (visual, auditory), which enables the brain to store information in many ways for memory purposes.

ICT has also been viewed as an influential tool to teach English as a second language. García et al (in Becchi and Lizasoain, 2014) explain that the use of ICTs in the second language classroom promotes independent learning

and also gives more meaning to the instruction. Students who are young are familiarized with technology, therefore it is a safe platform to be used either in urban or rural classrooms.

Although ICTs are available for everybody, teachers and students need to understand and develop skills in the usage of techonology for educational purposes for them to be a truly powerful and enabler tool (García et al. 2012; Fernández 2011; Schirmer 2010; Warschaurer et al. 2000 in Becchi and Lizasoain 2014). The need to warn teachers about untrained use of ICTs in the classroom is that the results may be of inferior quality compared to typical classroom (Schirmer in Becchi and Lizasoain, 2014).

In order to teach English using ''It's my turn'', MINEDUC affords the technological implementation. They provide schools with a computer and a projector to watch the videos. This technological tool was created under the assumption that by watching videos in English in the rural setting, students will feel drawn to learn given the familiarity of the context.

The basic problem with the introduction of the tool is that there is not a stated underlying methodology or theory for the program. Becchi and Lizasoain (2014) assume that the bases are on language acquisition theories that encourage implicit learning and performed learning of grammar and vocabulary (Lightbown and Spada 2006; Richards and Rodgers 2001; Halliday 1975; Krashen 1981 and 1982 in Becchi and Lizasoain, 2014).

The video lessons for rural students are contextualized in a rural classroom. The teacher's name is Mr. Campos, who is the English teachers that interacts with local students and one exchange student. There are also other characters, such as an armadillo, a ''*monito de monte*'' (Chilean endemic animal), a ''pudú'' (small deer, an endemic animal) a robot, etc (MINEDUC, 2014b).

Through the use of the ''It's my turn'' program, some of the learning objectives can be achieved. The tool was only designed for 5º and 6º grade, but younger students can benefit from it, since it provides L2 input. It also intends to substitute the input provided by the teacher, who in the case of rural teachers, is not able to communicate in English.

The use of this program is definitely an improvement for rural teachers, compared to facing a lesson without having a major grasp of what teaching a second language entails, or simply not being able to communicate in English.

The use of the program, as it will be discussed in the next section, is seen as a useful tool for teaching English in rural multigrade schools. Part of this research is to describe if teachers use the ''It's my turn'' program, if they like it and what strategies are beings used while using it.

3.4.1. Research on the impact of ''It's my turn''

In 2012, Becchi and Lizasoain (2014) had the intention to research on the implementation of ''It's my turn'', but discovered that the program was not being used in rural schools. Therefore, they selected three rural schools, and one of the researchers implemented the program to find out if students learned English by watching the videos and using the complementary material provided to schools.

The need for assessing the program comes from the unknown results of its implementation throughout Chile. L2 rural teaching has been a forgotten subject that only a few have attempted to know more about.

Pre and post tests were applied to students in three different times to evaluate their learning with the program. The tests included questions that resembled the ''it's my turn'' workbook format, such as, open-ended, multiple choice and matching items. The results were graded in a scale from 1 to 7, given the Chilean grading system. Three pre-test and post tests were administered before and after every class at every school that participated in the research. The results obtained in the pre-tests were very low (average of 3.5) considering that the result is below the passing mark in Chile, which is 4.0 out of 7.0. The post-test's results were better, but barely scoring a passing grade (average of 4.2) (Becchi and Lizasoain, 2014). In Figure 3, the previous results are expressed in graphs, as it follows:

Figure 3. Average mark in pre- and post-tests per school. Becchi and Lizasoain, 2014.
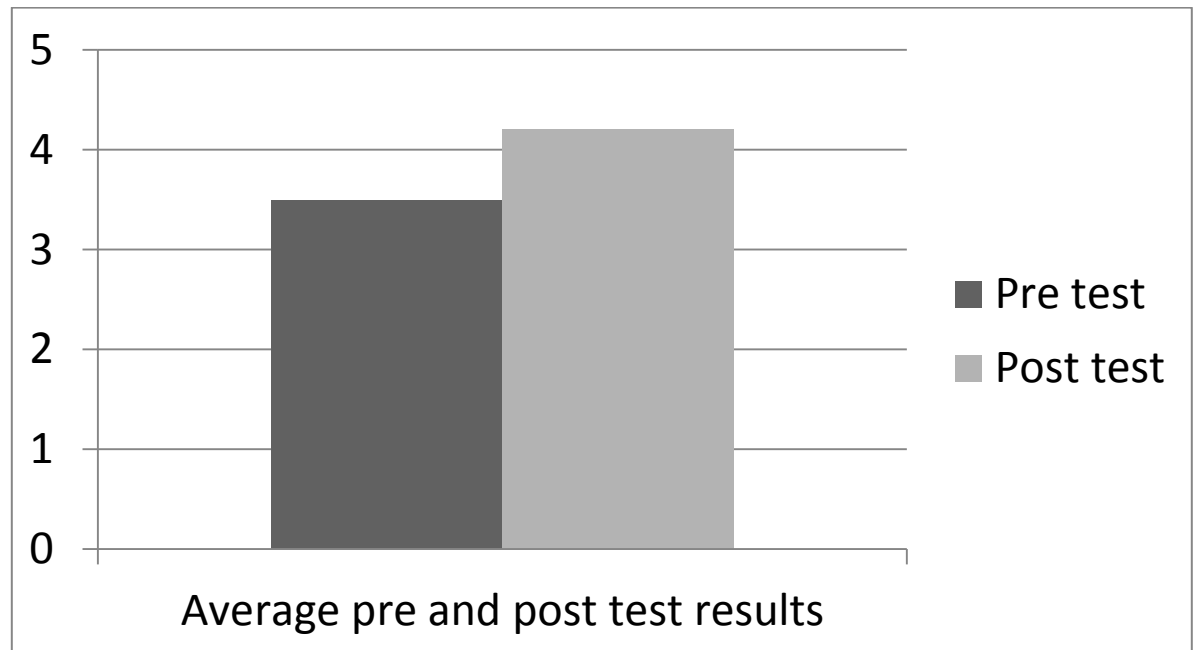
The results from Becchi and Lizasoain (2014) research show that the self-learning program ''It's my turn'', as shown by Figure 3, is an effective tool to teach English in rural schools of Chile. Students actually learned linguistic content (basic L2 grammatical structures and vocabulary).

Although the results are positive, the program needs to be implemented appropriately to gain benefit from it. The ideal situation would be that rural teachers were able to speak English, in order to guide them in the process, and feel themselves comfortable using the program. Moreover, it is suggested by the researchers that the Chilean Ministry of Education should supervise the learning

program and provide more training for teachers, both in the use of ICTs and in English (Becchi and Lizasoain, 2014).

The results of the testing are not significantly higher, but there is an acknowledged improvement in L2 achievement when students learn from the program. For that reason, the program can be considered as a help for rural teachers in providing the L2 input they are unable to give their students.

From the study above we can assume that if rural teachers use the program to teach English, they will introduce different skills into the classroom, which may lead to an enriching learning experience. We will see what strategies accompany the use of the program and how this influences their students responses in second language.

3.5. Macrostrategies in the L2 classroom

It is an established belief in applied linguistics that the method a teacher implements is highly influential on the proficiency a student might gain in an L2. A teaching method can be defined as ''a generalized set of classroom specifications for accomplishing linguistic objectives'' (Brown, 2001:16). Some of the broadly known methods that have been used over the years are: the grammar translation method, the series method, the direct method, the

audiolingual method, community language learning, communicative language teaching, among others (Brown, 2001).

Nowadays there is a more complex view of language and learners than a focus on methodologies alone. L2 teachers currently understand that there is not one method that drives language learning by itself (Kumaravadivelu, 2006). Teachers' everyday experiences are much vaster than any method can handle (Larsen-Freeman in Kumaravadivelu, 1994). It is not a surprise then that the implementation of different methods in the classroom throughout the years have resulted into failure to teachers and students (Kumaravadivelu, 2006).

As an alternative to the traditionalism of methods, Kumaravadivelu (2006) proposes the idea that there is a *postmethod* view of language that focuses on the potential and independence a teacher possesses rather than on techniques and procedures to enhance learning. The postmethod perspective proposes a strategic framework of L2 teaching (Kumaravadivelu, 2006) which is composed by macrostrategies. Macrostrategies are defined as a set of methodologies, teaching approaches, and ideas a teacher has to enhance the L2 learning (Kumaravadivelu, 2006).

This strategic framework contains 10 macrostrategies that are summarized in Table 3 below.

Table 3. Macrostrategies. (Kumaravadivelu, 2006).

THE POSTMETHOD CONDITION	
Macrostrategy	**Description**
Maximize learning opportunities	Teachers must create learning opportunities as well as use the learning opportunities created by students.
Facilitate negotiated interaction	Teachers should encourage student to initiate talk. They also need to enhance oral communication.
Minimize perceptual mismatches	There are ten sources of potential perceptual mismatch: cognitive, communicative, linguistic, pedagogic, strategic, cultural, evaluative, procedural, instructional, attitudinal.
Activate intuitive heuristics	Help students to learn the L2 system by creating a rich linguistic environment. The intuitive heuristics emerges.
Foster language awareness	Awareness of the nature of the language and its role in human life. Deliberate attempt to draw learner's attention to promote L2 learning.
Contextualize linguistic input	Words and sentences should be practiced in meaningful contexts rather than in isolation.
Integrate language skills	Language skills are interrelated and mutually reinforced.
Promote learner autonomy	Equipping students with the necessary means to self-direct their own learning.
Raise cultural consciousness	Create awareness and empathy towards the culture of the L2 community.
Ensure social relevance	Teachers need to be sensitive to social, economical, political and educational environment in which L2 takes place.

Kumaravadivelu (2006) presents an elaborated work on teaching strategies including a variety of activities or dispositions towards teaching activities that teachers present or should present. In broad terms, he advocates for a language teaching that has multiple dimensions (Kumaravadivelu, 2006). For this study, Kumaravadivelu's taxonomy or framework seems appropriate as it explains the observational evidence that allows identifying microstrategies.

The analytical matrix presented by Kumaravadivelu (2006) explains an important number of macrostrategies that could be found in an L2 instruction situation. It thus defines operationally how a good and enriching instruction may look like. This can be used in turn as a tool to observe and evaluate teachers' performance. Therefore, the framework seems appropriate to provide an initial description of observable strategies used by teachers in a still under-researched context.

Macrostrategies are ''guiding principles derived from current theoretical, empirical and experiential knowledge of L2 learning and teaching'' (Kumaravadivelu, 2006; p. 208). Although there is a guideline for what macrostrategies entail, these may change based on our knowledge, taking into consideration three pedagogic parameters: particularity, practicality and possibility.

First, the parameter of particularity states that every teaching situation is unique. Every teacher has different approaches, goals, and they work in different institutions. Then, every L2 clasroom is different (Kumaravadivelu 2001).

Secondly, the parameter of practicality is associated to the relationship between theory and practice and to the teacher's capacity to oversee his/her teaching usefulness.

Finally, the parameter of possibility, originated in Paulo Freire's and his supporters (Giroux and Simon, 1988). They stood by the idea of a relationship of power and dominance in every classroom. Freire wanted this situation to change, for that reason he highlighted the individuality of each subject, either a teacher or a student, and encouraged them to question the authority that had them dominated.

This parameter stresses ''the need to develop theories, forms of knowledge, and social practices that work with the experiences that people bring to the pedagogical setting'' (Giroux, 1988, p.134). The participants involved in the pedagogical environment contributed in a number of different ways. Such contributions offered possibilities to change the teaching objectives in unexpected ways that curriculum creators did not foresee.

Parameters and macrostrategies are interconnected as they establish the operating principles for postmethod pedagogy. The parameters are reinforced by the macrostrategies, and vice versa, as seen in Figure 4:

Figure 4. The pedagogic wheel (Kumaravadivelu, 2003, p. 41).
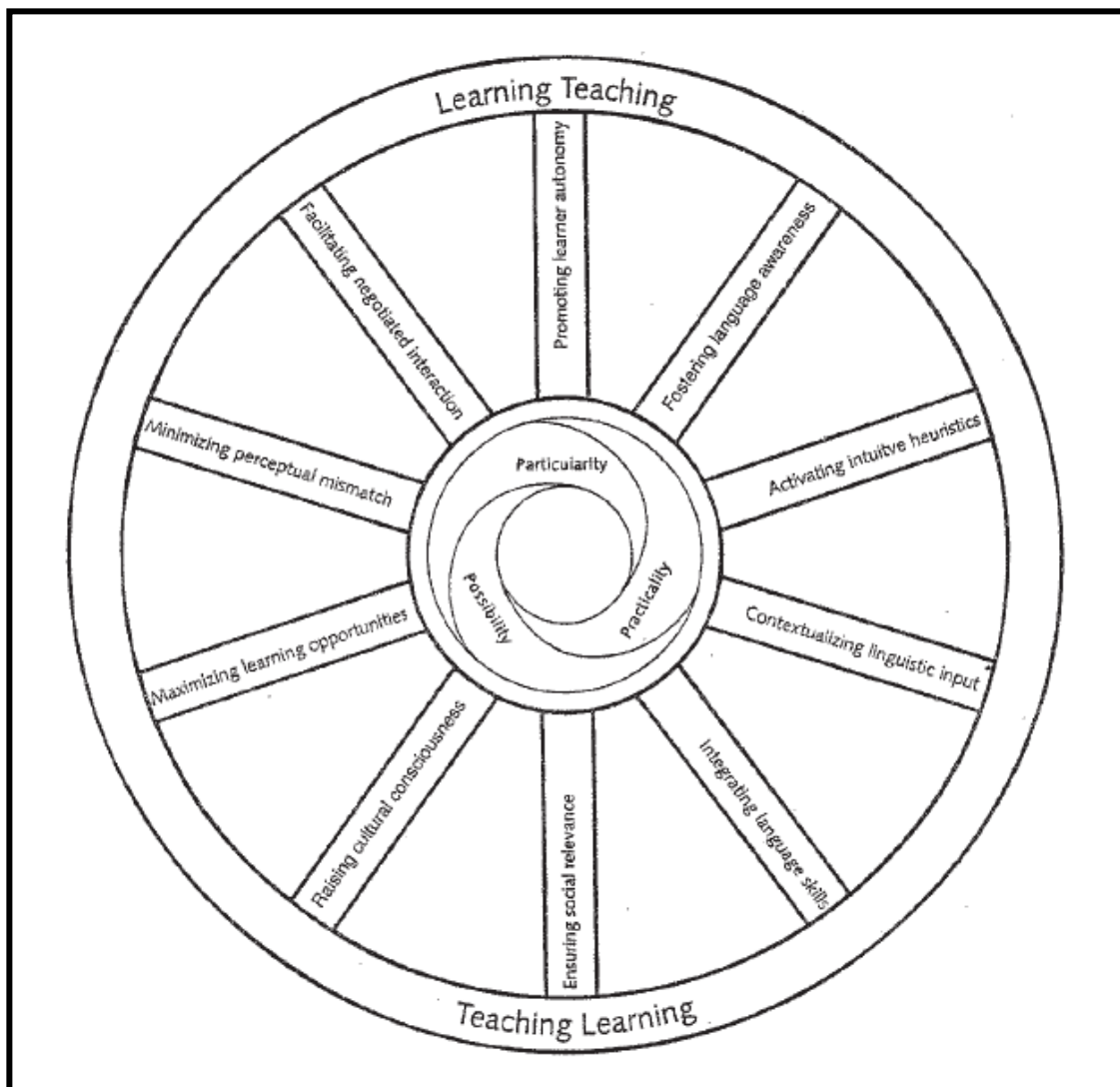
The parameters of particularity, practicality and possibility are the axle of the pedagogic wheel. They connect and hold the center. The macrostrategies are the spokes that unite the pedagogic wheel to its center, providing it with strength and steadiness. The outer rims are the processes of language learning and language teaching, which are on the surface of the pedagogical wheel, and make the wheel fully work (Kumaravadivelu, 2003).

3.6. Conclusions to the theoretical framework

As it has been noted in the literature review, the issue of L2 teaching in rural areas presents many interesting facets that justify the value of researching it.

First of all, there are many challenges that have been mentioned in a few rural education researches that L2 rural teachers face every day. Since there is not enough research on the matter, there is a need to describe all the struggles that those teachers encounter in their teaching practice and how it affects the strategies they may use to teach English.

Second, there is a problem with the existing curriculum that L2 teachers in rural areas have to implement. The ''urban bias'' affects negatively the students' experience with the second language.

Additionally, the English teaching policies in Chile are a subject to pay attention to because they affect L2 learning in rural areas directly. Although there are some good programs, they are only carried out in the urban context, leaving behind those students from far rural places.

Currently, there are standards of English levels for students and teachers. Considering that these standards are not accomplished in the urban areas, we could expect the lowest results from rural students who get instructed by untrained teachers. Only well-qualified teachers can overcome this knowledge gaps, but they choose to stay working in the urban areas given all the advantages they receive over a rural place.

Although one effort to implement successful rural classes is the program ''It's my turn'', it is not widely implemented in the classrooms. It has been proven to promote L2 learning, but teachers tend to neglect it for a number of reasons.

In order to describe the uniqueness of L2 teaching in rural context, the identification of macrostrategies may come to help. This is so because they help the researcher to describe an unknown reality using strategies that have been proven to enhance English learning.

CHAPTER 4. METHODOLOGY

The following study can be characterized as descriptive and qualitative, according to the definitions of Gass and Mackey (2005). It is descriptive, because it provides details of L2 teaching based on observations of actual teacher-student interactions and provides a description of the current reality of L2 rural education. It is qualitative as it has a focus on non-quantifiable data provided by the observation of those interactions. The study takes the form, in general, of a case study. Data was collected in detail, case by case, to describe some practices by rural teachers as observed by the researcher and as perceived by the participant teachers (Gass and Mackey, 2005).

In particular, the study consisted of case registration of all the data it was possible to collect regarding the L2 teaching practice in rural areas. It was possible to register what is currently happening, especially taking into account what teachers are doing in the classroom. The process for retrieving this information was by classroom observation and an interview with the teacher.

This chapter will give an account of the methodological design of the study. First, an account of the context in which the study is carried out. Second, it depicts the participants involved, the sample and case selection used for this

study. Finally, it explains how the data was collected and how it was be analyzed.

4.1. Context of the study

The context in which the study is developed is multigrade schools in rural areas from *Región de los Ríos*. These types of schools do not have a typical classroom setting. All of the schools involved in the study have between 2 to 16 students inside of one classroom.

Multigrade schools are facilities made up by one classroom, a dining hall, bathrooms and a principal's office. Generally, they are very small and do not look like an urban school. Their curriculum is the same generalized curriculum implemented in urban areas and in every context there is a school in Chile. They devote the same amount of hours to teaching just like in urban areas, therefore they provide 2 hours of English for every student. For students from first to fourth grade of primary education English is not mandatory but it is obligatory for students from fifth grade onwards. Given that in rural multigrade schools students from first to sixth grade of primary school share one classroom, they all participate in two hours of English per week.

The students that attend rural multigrade schools generally live in nearby areas. Students' families usually work in rural areas as well therefore they attend multigrade rural schools given their proximity to them.

Through the observation of classroom setting and personal information extracted from the semistructured interviews to teachers involved in the research. It was possible to understand the context as a general whole, but taking into consideration the particularities of each school. The information provided helps us understand the reality of the teachers and the teaching strategies used in a context such as the multigrade rural classroom context.

Some features that influence their pedagogical performance are given by what was observed in the classrooms, which provides a general picture of what can be found in rural multigrade classrooms. Table 4 portrays the detail of characteristics of the contexts in particular, as it follows:

Table 4. Characteristics of the context.

Character-isctics of the context	School 1	School 2	School 3	School 4	School 5
Distance from nearest city	20 km.	35 km.	12 km.	50 km.	8 km.
Number of students	2 students	16 students	12 students	8 students	4 students
Grades involved	2 grades	5 grades	5 grades	4 grades	2 grades

As it has was stated in section 2.1., heterogeneity is always found in the rural context (San Miguel, 2005). Hence, we can account for the average number of students and grades:

1. All of the teachers work far from cities: Teachers work distant from urban areas, where they could have the chance to improve their education and take specialization courses in English or other subjects of their interest. This is one of the problems derived from living in a rural area, as it has been discussed in section 2.1.

2. The average number of students found in a rural classroom was eight students: The amount of students per classroom is not large, but this is not where the complications for teachers reside.

3. The average number of grades involved in a rural multigrade classroom was three grades: Having three grades in one class makes teaching more difficult, especially if those grades are very different from each other. Although teachers tend to generalize the lesson to fit everybody's level, the teaching will fail to capture everyone's attention (San Miguel, 2005).

Teachers in multigrade schools have to guide students through their first and second learning. They are also in charge of all the other subjects students have to learn. The classroom setting involves many levels and only one teacher to fit all their learning needs, as discussed in section 2.1.

4.2. Participants, sample and case selection

The schools that participated in this study are five. Three of these schools have only one teacher to teach all of the subject-matters of the curriculum, including English. All the features observed in the participants and their environments are seen in Table 5.

Their ages go from 36 to 59 years old. They all have been teaching for over seven years. All of them have been teaching in a rural context for at least three years.

Concerning their L2 background, three of them took a 400-hour course to learn English at an English institute in Valdivia in 2010. This course was self-funded and it did not mean any training in L2 teaching, but it was a requirement for all multigrade school teachers that did not possess an English teaching degree, or any other further studies (as stated in section 2.4.). This course was taken by the three participants of this research along with a group of 11 teachers who teach in one-room rural schools. Although it is compelling that English teachers have qualifications in language training, one of the teachers has not had any English instruction whatsoever. In spite of the access difficulties rural teachers have because of the distances to travel to pursue higher studies, one of the teachers took a graduate English course at a University in Valdivia from 2010 until 2013. He could not complete the course, because of hearing difficulties and he stated that the level was above his existing English knowledge.

After submitting the semistructured interview to the teachers involved in the research, it was possible to identify some characteristics of each of the informants.

These characteristics enable us to compare them as a group with their similarities and differences. From the first part of the interview, it was possible to extract personal information from the informants. They completed a form with all the relevant information about their teaching experience and academic

formation, found in Appendix B. Some of the conclusions drawn from the mere comparison of data are the following:

Table 5. General characteristics of rural teachers.

Features of teachers	School 1	School 2	School 3	School 4	School 5
Gender of teacher	Female	Female	Female	Male	Female
Age of teacher	36 years old	37 years old	50 years old	59 years old	54 years old
Degree	Primary education teacher	Primary education teacher	Primary education teacher	Primary education teacher	Primary education teacher
Year of graduation	2007	2005	2008	1984	2004
Years of profesional exercise	7 years	7 years	10 years	39 years	10 years
Continuing studies in English	400-hour course of English at an English institute	400-hour course of English at an English institute	400-hour course of English at an English institute.	Incomplete studies of English graduate program in a university.	No course or further studies in English.

In table 5 we observe all the general aspects of their pedagogical practice as well as their English experience, from where we can extract the most relevant conclusions regarding the profile of rural teachers:

1. Four out of five informants are female teachers: There is a majority of female teachers in the first stages of education (Sarramona, 2000). This phenomenon can be explained because younger students spend a big amount of time in school every day, and parents tend to trust a woman to take care of their children's needs.

2. All of the informants have over seven years of experience in the pedagogical field: We can deduce that the observed teachers are well familiarized with their profession, being while aware of what it entails to plan, prepare material and assess.

3. L2 specialization is almost non-existent: All of the teachers are primary education teacher. They have studied at a university level to teach the basic subjects, such as Spanish, mathematics, science and history. Three out of five teachers took an English course. Teachers who possess this type of qualification, although having some L2 grasp, provoke on their students the lowest results in L2 (section 2.3.2) compared to actual English teachers. Since teachers are seen as highly influential in their students' learning potential, unfortunately we could not expect the best results from their students' L2 learning outcome.

We can agree that the context in which teachers work is non-benefitial to them in terms of specialization. Their professional endeavors are opposed to their professional aspirations, thus leaving them with unaccomplished expectations in their pedagogical careers.

The sampling type is nonprobabilistic, therefore the selection of cases depended only on the availability of schools to participate and the inclusion criteria soughed by the study (Hernández, Fernández, Baptista, 2006). The subjects were selected from teachers who worked in the rural context in multigrade schools.

In addition, this study contemplates a homogeneous sampling. According to Hernandez et al (2003), it is sought to put emphasis in specific situations around a social group in special. Selecting a homogeneous group helps to accomplish the objectives of the study. The informants are grouped within the same group of people with shared characteristics, which allows us to characterize their special and unique features.

The inclusion criteria are the following:

i. Teachers who work in rural multigrade schools.

ii. Teachers of with a primary education degree that teach English in rural multigrade school context.

iii.   Willingness to participate in the study.

4.3. Data collection

The data was collected in this study by recording videos of one-room rural schools L2 lessons as well as recorded audio of teachers' interviews.

The procedures to collect this data included video recordings of different L2 lessons from multigrade school context. The video recording was made using a Nikon camera model Coolpix L120, a Samsung tablet model Galaxy Tab 2 and an Apple cellphone model IPhone 5c. All of the devices were operated by the researcher. The video recording in each school took place during one lesson and thus each recording lasts 30 minutes to 1 hour approximately. There was a previous discussion with the teachers, where they explained when it was better for them to be recorded. The participation from the researcher's side was only as a viewer and camera operator.

Another technique that was used exclusively with the observed teachers is the semistructured interview. This technique was used after observing and recording the lesson. The semistructrured interviews enable the interviewer to have certain structure, provided by a list of questions prepared prior to the interview, and also provides autonomy to get more information out of what the interviewee responds (Gass and Mackey, 2005).

The semistructured interview was created by the researcher of this study, who designed a set of questions to be asked to teachers. These questions were first revised by the supervising teacher then they were piloted, asking the help of 5 rural teachers. The teachers commented on what could be improved, and after receiving the approval of the supervising teacher, a final version of the interview was created.

The interview was made up by a section called ''General Aspects of Teachers'', where they described their college studies, their teaching experience and their L2 studies (Appendix B). Subsequently there was the question part, which was divided into three sections: planning and pedagogical strategies, dedicated to discuss features of their teaching exercise; relationship with the professional and social environment, a section that described how they felt in the context they were working on at the moment; and teacher motivation, which described what drives their teaching practice and what keeps teacher motivated to teach English. For a better understanding, ahead we find the questions that were asked to teachers in the three different sections of the interview, although they were asked in Spanish to avoid bias:

1. Planning and pedagogical strategies

a. What aspects do you take into account when planning English lessons from 1º to 4º grade of primary?

b. What skills or language areas do you give more emphasis when planning from 1º to 4º grade of primary?

c. Do you use the curricular bases and planning sheets included in the teacher's book to plan your lessons?

d. What supporting material (for example, books provided by the Ministry of Education, textbooks, handouts, didactic material, CDs, dictionaries, etc) do you use to créate activities in primary level?

e. Do you work with material provided by the Ministry of Education to teach in the rural context (CDs and textbooks from ''it's my turn'' program)?

f. What challenges does it present to plan and teach for different levels within the same classroom?

g. Do you take into consideration ICTs when planning? If so, what tolos (for example, projector, computer, CDs, internet, etc) do you use when doing your lessons in the English class?

h. Do you design supporting material to implement your lessons? If so, why do you have to do this?

j. What approaches of teaching or pedagogical strategies to teach English as a second language do you know?

k. Do the outcomes in the classroom match with the results from tests?

2. Relationship with the professional and social environment

a. How is the teaching environment when teaching to primary students? Does it affect possitively or negatively the learning of English in the classroom?

c. Which are the advantages and disadvantages of teaching English in a rural multigrade context?

d. What aspects differentiate a rural student from an urban student? How do the differences affect or help the learning of English?

e. What are your expectations regarding the level of success your students can reach taking into account the rural context where they come from?

3. Teacher motivation

a. Do you feel that teaching English to kids from primary education in the rural context is important for their future? Why?

b. Do you like teaching to primary students?

c. Do you feel the colleagues at your school value your work as the English teacher? Why do you think there is such appreciation to your duty?

d. In what aspects of English teaching do you think you are better¿En qué aspectos de la enseñanza del idioma inglés se considera más hábil y por qué?

e. What aspects of English do you like to teach and which aspects you do not like teaching?

f. What strategies or supporting tolos do you use in your clases to motivate your students?

g. What accomplishments do you wish for your students as they learn how to use English in their present lives and in the future?

The interviews were recorded after filming the lesson in the search of L2 teaching strategies. The questions were read to the teachers and explained in case they did not understand a concept. They expressed freely their opinion on different matters such as lesson planning, motivation and the context they are set on.

All interviews lasted 15 – 20 minutes and were recorded with a cellphone brand Apple, model 5c. All the transcribed interviews can be found in Appendix D.

4.3.1. Ethical consents and arrangements

The study took into consideration as many schools and teachers as time allowed. Principals, teachers and students were asked for their consents in a written agreement that they signed prior to the video recording. Students had to take their consents home, have them signed by their parents, who gave us permission to video record them. Afterwards, they returned them back to the researcher.

Every participant in the video recordings was part of an introductory talk that explained the objectives of this study. There was a session prior to the recording where the researcher explained the purpose of the research. If they decided not be recorded, that was respected as well (following recommendations by Gass and Mackey, 2005). It should be noted that all the parents of the schools involved in the research agreed to allow us to record their children.

To safeguard the personal information of the schools, teachers and students, as it was agreed in the Informed Consent (Appendix A), the encrypting procedure will be as it follows:

1. Informant 1 (I1); School 1(S1): It refers to the first teacher recorded and interviewed and to the first school that was visited.

The coding procedure goes on increasing as the number of observed subjects increases. Hence, the second school and informant will be coded as I2 and S2, the third I3 and S3, and so on.

4.4. Data analysis

The video files were analyzed in the search of key topics to transform into codes. The analysis of the video recording (classroom interaction) was made using the following procedure described by McKay (2006) to perform content analysis..

There was a previous guideline to develop the codes, which are proposed by Kumaravadivelu's taxonomy (2006), hence they were used as a starting point in the analysis procedure.

The analysis could not be carried out using the macrostrategies framework (described in detail in section 2.5.) because they did not emerge during the observation of L2 lessons multigrade rural schools. For that reason there was a search for emerging categories that can be observed clearly and have a reaction in students' behavior and be used for descriptive purposes.

More specifically, the analysis of each video record attempted to identify the type of instructions or strategies that are implemented by the teachers to

identify if there is a pattern of behavior among rural teachers. There was also a search for detailed features of interaction.

In order to analyze the instances of relevant exchange of L2 interaction, there was a coding system that emerged from the communication patterns observed in the classroom. These emerging categories help us determine the degree of homogeneity that multigrade schools possess in terms of L2 teaching strategies. It also allowed the researcher to observe the behavior of the participants towards English, their use of the second language and to describe the unknown reality of EFL teaching in the rural context.

Within the educational field, there are over 200 coding systems in existence to code classroom behavior (McKay, 2006). The differences between those systems are a reflection of the different behaviors that are desired to be observed.

The objective of this investigation is to describe the so far unknown L2 strategies used by teachers from the rural area, thus we use the generic coding scheme (McKay, 2006). The coding system was made using the multiple coding procedure, in which the researcher gives many codes to one pedagogical action (Chaudron, 1988). The advantage of this coding pattern is that it allows a multidimensional coding, in which we can account for multiple classroom behaviors (McKay, 2006). The multiple coding enriches the results one can obtain from one observation, having a wide perspective of the interaction,

participants, use of L2, among other factors explained in detail later in this section.

For the analysis of classroom interaction, we used a modified version of the generic coding system COLT (Communicative Orientation of Language Teaching) created by Allen, Fröhlich and Spada (1984). This matrix was developed to be used in a project that investigated the impact of certain characteristics of the instruction on the learning results.

The COLT considers an extensive account of communicative features in the classroom and other classroom aspects. This study considered for the coding procedure only those features related to activities in the classroom, which belong to Part A of the observational scheme for COLT. There are two aspects included from Part B. The coding was finally performed on the basis of the following aspects:

1. Strategy is established by observing whether the action employed fits into one of the macrostrategies defined above or another strategy that has not been defined in the framework.

2. Activity type describes the type of activity, such as singing, drill, chanting, etc.

3. Participation organization indicates the participation pattern (whole class, group work, individual work, etc).

4. Content identifies the content being taught.

5. Modality indicates what type of skill is being used (reading, writing, listening, speaking or a combination of them).

6. Materials describes the type of materials that are being used in the L2 instruction.

7. Use of target language indicates whether the interaction included L2 usage or not.

8. Discourse initiation determines whether the teacher or the student initiated the interaction.

Even though there is a grid provided to summarize all the information contained in the COLT scheme, we used another table that allowed a more descriptive display of all the characteristics pursued in the objectives of the research. This is in agreement with McKay (2006), who recommends to design a narrower version of the coding scheme to fit the aspects of the specific classroom we want to observe, or to just stick to one aspect of the coding scheme.

The table used for the analysis is displayed in Table 6, with all the features of interaction mentioned before, characterizing the interactions for further analysis.

A final list of strategies was then organized in tables to allow for the identification of the following features of the interactions under analysis:

- o The most frequent strategies used by each teacher and by the group of teachers as a whole.

- o The general features of the strategies, including participation organization, activity type, content, etc.

- o Features of the participants involved in the interaction (teachers and students).

- o Other features of the interaction.

Appendix B contains the layout of the interaction analysis using the modified version of COLT.

Table 6. Example of Analysis adapted from COLT (Allen, Fröhlich and Spada, 1984)

Features of interaction	Strategy	Activity type	Participation organization	Content	Modality	Materials	Use of target language		Discourse initiation
							Teacher	**Student**	
Interaction 1	Question in L1 and expected answer in L2	Question and answer	Whole class	Vocabulary: school supplies	Speaking	Video program ''It's my turn''	No	Yes	Teacher
Interaction 2	Question in L1 and expected answer in L1	Question and answer	Whole class	Characters of the video	Speaking	Video program ''it's my turn''	No	No	Teacher
Interaction 3	Instruction in L1	Introducing a topic, Discussion	Whole class	Getting to know somebody ''structures'' such as ''hello'', ''what is your name?'' etc	Speaking and listening	Video program ''It's my turn''	No	No	Teacher
Interaction 4	Question in L1 and expected answer in L2	Question and answer	Whole class	Getting to know somebody ''structures'' such as ''hello'', ''what is your name?'' etc	Speaking	Video program ''It's my turn''	No	Yes	Teacher

All the results from the analysis, as well as the description of the interviews are explained and discussed in the next chapter of this thesis.

CHAPTER 5. RESULTS AND DISCUSSION

The present chapter reports what strategies are being used currently in the sample of multigrade rural schools to teach English in Chile used in this study. Since this is a case study, there was a selection of five schools to be recorded and interviewed.

In this chapter, the results of the study are now reported and discussed. The results of the interview are reported in the first place, followed by an account of the observation of L2 lessons in rural schools is made.

5.1. Results for first research question

The first research question was formulated as follows: *Which strategies are being used to teach English as a second language by L2 teachers in rural multigrade schools in Chile?* For this purpose, five teachers were asked a variety of questions to understand their methods and focuses when teaching English.

The interview was divided into three parts, from where the most relevant information will be analyzed to conclude on their preferred strategies and why they are used by the informants. The three parts of the interview are called: planning and pedagogical strategies, relationship with the professional and social environment and teacher motivation, as explained in section 3.3.

Table 7 summarizes the main responses teachers gave about the pedagogical resources they use, what their main challenges are when teaching English in a multigrade classroom and whether they use or not programs provided especially for rural contexts. Using the most meaningful questions from this part of the interview we can observe some characteristics of the strategies teachers use. The full scripts can be found in Appendix D.

Table 7. Rural teachers' responses about planning and pedagogical strategies.

Aspects	Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5
Areas of English teachers put more emphasis on	Pronunciation	Listening, speaking and vocabulary	Language classroom (create an appropriate environment for learning)	Pronuncia-tion, writing and reading	Language and artistic resources
Use of curricular bases	Yes.	Yes, but mainly the rural text.	Doesn't like curricular basis.	Yes, part of it, also the teacher's text.	Yes and also other texts for students and teachers.
Use of ''It's my turn'' program	Yes.	Yes, but only the work book (CDs are broken).	Doesn't like the resources from ''It's my turn'' program.	Yes, the videos (for everybody) and text (5º and 6º grade).	Yes.
Challenges to plan and teach for different levels	To keep up with the program.	Capture everyone's attention and get everybody to learn.	Fit the content for the complexity of the levels.	Lack of unified program for rural schools (rural English text from 1º to 4º).	For more levels, there are complica-tions
Use of ICTs	Projector, CDs, computer, internet	Internet only at home. At school: projector, computer and CDs.	Personal computer and classroom's computer	Computer, projector, television, CDs and texts acquired by teacher	Projector, internet, computer, video recorder,
Known approa-ches, methods or techniques	None	None	None	None	None

After carrying out the analysis, made by comparing the different responses summarized in Table 7, valuable information about the teachers' beliefs and opinions about L2 teaching in a rural context was revealed. This information is complemented with the observation made in the classroom:

1. Four out of five teachers say that they use the curricular bases: In spite of what teachers claim, there is evidence in the recorded lessons that they are not using the curricular bases, at least not with every grade within their L2 classroom. Since the curricular bases design is based on different curricular content for different grades, they could never be applied in a rural multigrade classroom.

2. All of the teachers say they use ''It's my turn'' program, but only one of them was using it in the recorded lesson: As Becchi and Lizasoain (2014) state (see section 2.4. for a discussion), only a few rural schools use the program as evidence in their failed attempt to research the program implementation in 2012. Even though its implementation is compulsory, rural schools have not been using the program on a regular basis due to technical failures. If a CD, projector, TV or DVD player gets broken in the rural area, it takes time to get fixed, especially when there is only one teacher in a school.

3. All of the teachers have experience using ICT resources: Every one of the interviewed teachers use projector, videos and music to teach

English. They acknowledge the importance of internet for extracting teaching resources, images or videos. This behavior promotes learning (as indicated in section 2.4.). Since ICTs are close to students, they learn with more ease the content.

4. None of the teachers know methods or approaches to teach English: Since rural teachers are not specialized in L2 teaching, they provide their students with the techniques they already have, which they replicate from Spanish to English. Teachers may also be using techniques that they experienced as students when they were growing up. They demonstrate in their instruction the lack of expertise to teach a second language. Rural L2 teachers teach only basic content, because their domain of the language is poor.

Since rural teachers are not acquainted with methods or approaches to teach English, they did not use them to enhance their L2 teaching practice. This may explain in part why teachers did not display any given technique. Hence Kumaravadivelu's matrix could not be applied in this research because their teaching is only made intuitively. Kumaravadivelu's macrostrategies for L2 teaching can only be considered as a reference for this study of what L2 teachers should be doing in the classrooms (section 2.5.). Unfortunately, macrostrategies could not be observed in the observation of rural schools. The reason may be that the informant teachers are not English pedagogy teachers,

and they have not learned formally any technique, approach or method to teach an L2.

Regarding the section ''teachers' relationship with the professional and social environment'', the informants gave their opinions; the most significant questions are displayed in table 8 for further analysis:

Table 8. Rural teachers' responses about relationship with the professional and social environment.

Aspects	Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5
Classroom environment observed while teaching L2	They like it.	Students like English lessons	It is very positive	It is a little difficult	Students are expectant for English classes
Advantages and disadvantages of teaching English in multigrade rural context	Advantage: you can teach many grades; disadvan-tage: time dedicated to each grade and time to prepare material	Advantage: the oldest students help the youngest to learn English. Disadvan-tage: There is a lot of work with all the levels together	Advantage: All students expand their vocabulary. Disadvan-tage: Teach more complex grammar	Advantage: using the appropriate material (it's my turn) Disadvan-tage: Not having fluency in L2	Advantage: The students are at the same level of their older students Disadvan-tage: None
Expectations of students' accomplish-ments	When they move forward to a new school, they continue to learn English	I wish that my students learn English and can use it someday.	To learn all the minimum content for the assess-ment	They may want to pursue a career in English teaching	Maybe a student can be an English teacher or an interpreter

Responses were compared across participant teachers for each question of the questionnaire. This analysis showed the following conclusions regarding teaching strategies:

1. All of the teachers observe a good classroom environment when teaching English: The good classroom environment may provide teachers a false idea of a successful lesson. The good teaching environment can be provided due to the relaxing atmosphere a basic lesson produces in students.

2. Their perspectives of the advantages of L2 teaching are similar: The teachers consider having many levels in the same classroom as an advantage. San Miguel (2005) has an opposite opinion on that matter, stating that it is impossible to teach a proper lesson in a multigrade school given that the curricular content does not match the interests of all of the students.

3. They think about the future when teaching English to their students: Teachers project their expectations towards their students' future in terms of career and future schools were they will have to be assessed by English pedagogy teachers. This future, in terms of teacher self-esteem, influences their L2 instructions, since they want their students to manage the basic vocabulary and grammar to maintain a good name of the school or L2 rural teacher. Their instruction is basic, but it aims at managing all

of the basic features of English teachers think students might encounter in other schools.

Teachers have a misconception of what helps their students to learn more. Given that they do not know specialized literature, they are unfamiliar with San Miguel (2005) findings about having many levels in one classroom. Another factor that diminishes the prospective learning opportunities students may have in a multigrade schools are the teaching of basic content. Students keep their knowledge of English only to the basic, learning the same content over and over and not moving forward in the development of skills. The focus of L2 multigrade teachers in to cover the basic content more than in developing the skills that will actually help their students in their future schools.

Regarding the section ''teacher motivation'', teachers provided their opinions and five of them were considered table 9 for analysis:

Table 9. Rural teachers' responses about teacher motivation.

Aspects	Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5
Aspects of L2 teaching you are good at	Group dynamics and pronunciation	Music	I would not know what	Writing	Writing
Aspects of L2 teaching you like teaching and you do not like teaching	I like teaching the verbs.	I like teaching activities. I do not like teaching phonetics.	I like teaching English phonetics. I do not like teaching grammar	I like everything about English. I don't like teaching songs.	I like songs. I don't like teaching dialogues
Strategies or supporting tools you use to motivate students	CDs, internet, computer, handouts	Songs, flashcards and coloring	Pictures	Videos	A lot of videos and material from the internet

Out of all the questions asked in this section, five of them were extracted to obtain information about their teaching strategies. The information extracted from this part of the interview is complemented by the classroom observation:

1. Different perceptions of strong L2 teaching aspects: One teacher signaled their strong point as being group dynamics and pronunciation. Another teacher said that teaching with music is her strongest L2 teaching aspect. Two teachers stated that their strongest L2 teaching point is writing. The aspects that they mentioned are not necessarily reflected in their actual L2 instruction.

2. Teachers have different preferences on what they like and do not like when teaching: Teachers expressed that they like teaching the verbs, phonetics, songs, activities, and everything related to English, and also, that they do not like teaching phonetics, grammar, songs and dialogues. There is not a unified profile of what teachers prefer to teach, although we will observe later on in this chapter that there are some strategies that repeat itself in L2 rural classrooms (see 5.2.).

3. Multiplicity of supporting tools used in L2 teaching instructions: L2 rural teachers mentioned that they use both ICT resources and handouts to support their classes. They mentioned videos, songs, internet and computer as technologic resources. They also mentioned handouts and flashcards as concrete material that they use in their L2 lessons.

From the interview section, we can learn that there is a great variety of resources, materials and modalities employed by the observed teachers based on their preferences. Teachers that use technological tools are inclined by what is mentioned in section 3.4., given the familiarity students feel towards ICTs. We can reasonably assume that, when the technology is properly used in the classroom, it promotes positve results and learning from the students.

We will see in the next section how the rural teachers' motivation for enabling their students with a basic L2 grasp drives them into using similar strategies. Not only for more detail, but also for a more detailed account of the

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most commonly used strategies, and the features of the interaction, we must revise the results from the classroom observation.

5.2. Results for second research question: classroom observations

The second research question is concerned with describing the characteristics of strategies used by L2 rural teachers. The second research question was formulated as follows: *What are the main features of strategies in terms of activity type, participation organization, content, modality, materials, use of target language and discourse initiation?* All strategies found in the observation were put in an Excel spreadsheet and their frequency was counted. Table 10 shows the strategies that were most commonly used by teachers.

Table 10. Instances of use of strategies.

Strategy	Instances of use of strategies					
	Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5	Total
Question in L1 and expected answer in L2	6	7	6	0	3	22
Pronunciation	3	5	3	5	2	18
Instruction in L1	3	7	1	1	4	16

The strategy ''question in L1 and expected answer in L2'' was used in more instances than any other strategy. Although it was used in four out of five schools, it was a strategy frequently observed in classrooms, perhaps given that it elicits English utterances out of students. The rural teachers tend to promote speaking bits of vocabulary. The next strategy, in contrast, is related to this teaching behavior or approach.

The strategy ''pronunciation'' was used by all of the schools, and was the second one with more instances of use as a total. This strategy refers to the initiative of the teacher to have their student practice the pronunciation of vocabulary or common phrases. This practice seems to seek the promotion of speaking skills among students, although discourse initiation made by students is rarely seen in the sample of L2 rural classrooms.

The strategy ''instruction in L1'' was found in all of the schools. It was commonly observed in the L2 rural teachers that participated in this study to speak in Spanish given their level of English. Since their level is perceived as significantly lower compared to an English teacher, they may not feel confident speaking English in conversation. A repercussion to the use of this strategy is the small amount of discourse initiation from the students' side. Therefore, this tendency of speaking in Spanish to give instructions discourages the L2 speaking skill practice.

An expected consequence of this is that students grow unfamiliar to the second language as they are constantly taught in this manner. In figure 4 the unevenness of the discourse initiation in L2 lessons of multrigrade rural schools can be also observed.

Figure 5. Discourse initiation in L2 rural lessons.
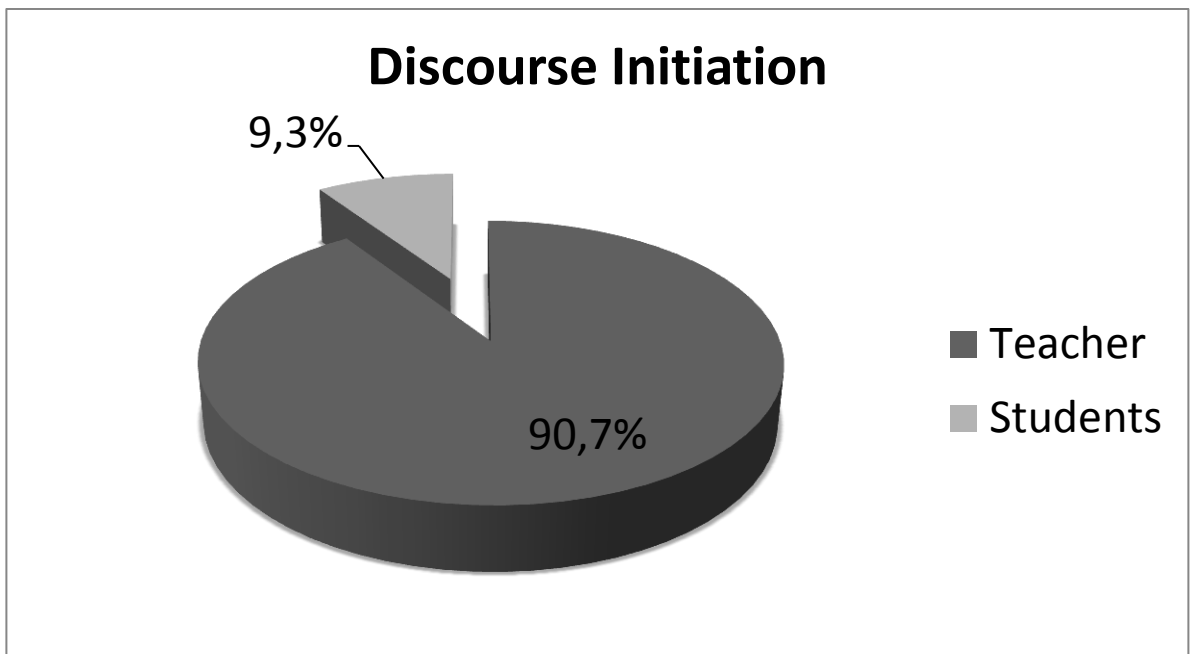
The feature of discourse initiation that was taken into account in the classroom observation may be an indicative of the motivation rural students have. If they feel motivated by the strategies employed, they will be able to express themselves and articulate their ideas or ask questions.

One of Kumaravadivelu's macrostrategy (2006), ''facilitate negotiated interaction'', occurs when teachers should stimulate the discourse initiation from students and increase their oral communication. The macrostrategies are seen as the ideal of what is expected in L2 lessons from teachers. It is desired that L2 teachers have as a mission to articulate the pedagogic wheel (as seen in section 2.5.). Nevertheless, the reality of the interactions in the L2 rural classroom observed differs greatly on the speaking skills promotion that is wanted. Although teachers make an effort in promoting the use of L2 teaching, they do not

Table 11 shows indeed a contrast between the class time invested in the L2 lesson and the number of interactions observed:

Table 11. Class time and number of strategies used in each school.

	School 1	School 2	School 3	School 4	School 5
Class time	24:02 min.	61:21 min.	19:53 min.	33:12 min.	32:37 min.
Number of strategies	20	43	14	32	20

As the table shows, there is a contrast in the proportion between the time each class took versus the number of strategies each teacher used. The amount of

strategies used may indicate the teacher taking the most advantage of the time at their hands. Teacher 1 has a ratio of 1,2 strategies per minute approximately; teacher 2 1,4; teacher 3 1,3; teacher 4 1,03 and teacher 5 1,6.

Figure 6. Ratio of minutes and strategies used by L2 rural teachers.
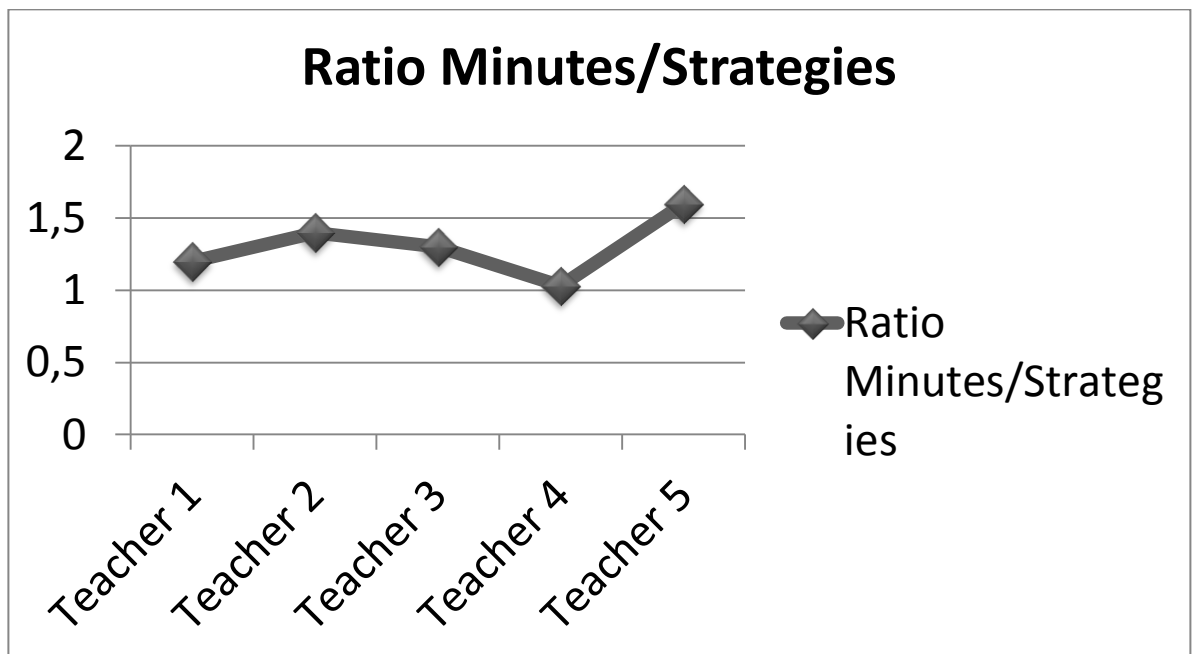
The ratio, as shown in Figure 6, varies from teacher to teacher. There are some teachers that have almost a 1/1 ratio of strategies and minutes of instruction. Some teachers may have been using more appropriately their time than others, and they may be using more strategies in order to enhance their practice.

The teachers also used strategies as a group and individually. The strategies that were used as a group describe the use of strategies to demonstrate a pattern of English teaching in this context.

First, we are going to see the shared strategies among schools in table 12, which shows how many schools are using a given strategy.

Table 12. Shared strategies per teacher

Strategy	Use of strategies per teacher				
	Teacher 1	**Teacher 2**	**Teacher 3**	**Teacher 4**	**Teacher 5**
Pronunciation	X	X	X	X	X
Instruction in L1	X	X	X	X	X
Question in L1 and expected answer in L2	X	X	X		X

Regarding the classroom observation, there are common or shared strategies that are used in all schools. The strategies in Table 12 are ordered by the amount of teachers that used them. There are clear preferences regarding what they like to do in the classroom. In the next section, these strategies will be discussed in more detail.

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5.2.1. Analysis of strategy ''pronunciation''

The strategy ''pronunciation'' was used by five out of five teachers observed. It is the most important strategy in multigrade rural schools since it is used in all schools observed and it has the greatest number of interactions of the strategies that were used by all five schools.

This strategy is characterized by being accompanied by activities of repetition, drill or rehearsal. It is used by rural teachers to teach a variety of content, for example, vocabulary.

Teacher 1 associated the modalities Speaking, Reading and Writing to the strategy. Teacher 2 and teacher 4 linked the modalities Speaking and Reading to the strategy ''pronunciation''. Finally, teacher 3 and teacher 5 used only the modality speaking related to the strategy ''pronunciation''.

The materials used when using ''pronunciation'' are multiple. They seem to depend on the teachers' teaching style. Teacher 1 uses the video ''it's my turn'', props and a dictionary. Teacher 2 uses the whiteboard and the student book. Teacher 3 uses a poster on the wall. Teacher 4 and teacher 5 use handouts. Although there is not one preferred material, they all share the particularity of using written input or visual stimuli to impulse the strategy, using materials such as the ones mentioned above.

Concerning the use of target language, in school 1 the teacher uses it one out of three times and students use it one out of three times as well. The discourse initiator is the teacher in two out of three times. The student initiates the discourse in one out of three times.

In school 2, the teacher uses the target language in every interaction where the strategy ''pronunciation'' is employed (five out of five). The students also use the target language in every instance they have. The teacher is always the discourse initiator.

In school 3, the teacher uses the target language in one out of three interactions. The students use the target language in every interaction with the strategy ''pronunciation''. The discourse initiator is always the teacher.

In school 4, the teacher uses the target language in all instances as well as the students (five out of five interactions). The teacher always initiates the discourse at this school.

In school 5, the teacher never used the target language when using strategy ''pronunciation'' (zero out of two interactions), he/she only elicited the utterance in English. The students always use the target language. The teacher is always the discourse initiator.

In general, results here indicate that the strategy ''pronunciation'' was used by teachers to promote the speaking skill. Even though Spanish was

employed by teachers, they always expected an answer in English from their students. Teachers plan to encourage the use of L2 in the classroom, but repetition is not enough to provoke students to use English actively in the classroom. In the classroom observation, as it was pointed out in Figure 5, there are very little instances of students' discourse initiation. Students repeat and speak when asked to, but they very rarely start speaking by themselves.

5.2.2. Analysis of strategy ''instruction in L1''

The strategy ''instruction in L1'' was used by all five teachers observed. The strategy was found to be the second most commonly used among strategies that were used by all of the schools.

This strategy is characterized by being accompanied by activities of explanation of classwork and simple instructions. It is used by all five rural teachers observed to teach a variety of content, for example, vocabulary and how to greet other people.

Teacher 1 and teacher 2 associated the modalities Speaking, Listening, Reading and Writing to the strategy. Teacher 3 and teacher 4 linked the modality Speaking to the strategy ''instruction in L1''. Finally, teacher 5 used the modalities Speaking, Reading and Writing related to the strategy ''instruction in L1''.

The materials used when using ''pronunciation'' are multiple. They depend on the teachers' teaching style. Teacher 1 uses the video ''it's my turn'' and a dictionary. Teacher 2 used the whiteboard, student book, handout and notebook. Teacher 3 and teacher 4 did not use any material when utilizing this strategy. Teacher 5 used handouts. In contrast, the use of material for ''instruction in L1'' is sometimes neglected possibly due to the fact that there is no need of material when explaining in mother tongue what will be done. Three out of five teachers share the particularity of using written input or visual stimuli to impulse the strategy, using materials such as videos, books and handouts.

Concerning the use of target language, in school 1 the teacher never used English in the three instances the strategy is employed. The students, as well as the teachers, never used the target language when using this strategy. The discourse initiator is always the teacher in the three instances they interact using this strategy.

In school 2, the teacher uses the target language only one out of eight interactions done using the strategy ''instruction in L1''. The students also use the target language in one out of eight instances. The teacher is always the discourse initiator.

In school 3, the teacher did not use the target language in one out of one instance of interaction. The students did not use the target language with the strategy ''pronunciation''. The discourse initiator was the teacher.

In school 4, the teacher did not use the target language in one out of one instance of interaction. The students did not use the target language with the strategy ''instruction in L1''. The discourse initiator was the teacher.

In school 5, the teacher never used the target language when using strategy ''instruction in L1'' (zero out of four interactions). The students used the target language in two out of four instances. The teacher is always the discourse initiator.

In general, results here indicate that the strategy '' instruction in L1'' was used by teachers to promote all of the four skills found in the English language. The strategy did not aim at any participant of the interaction to use the target language. The discourse was initiated in all schools by teachers. The strategy's main purpose was to give instructions to students and it did not elicit any English utterance because it was just a means of communicating in the classroom.

5.2.3. Analysis of strategy ''question in L1 and expected answer in L2''

The strategy ''question in L1 and expected answer in L2'' was used by four out of five teachers observed. It is the third most widely used strategy in multigrade rural schools after ''instruction in L1''. Although it was not used in all five schools, it was found to be the strategy with the largest number of interactions in general.

Teacher 1 and teacher 3 associated the modality Speaking to the strategy. Teacher 2 and teacher 5 linked the modalities Speaking, Reading and Writing to the strategy ''question in L1 and expected answer in L2''.

The materials used when using ''question in L1 and expected answer in L2'' vary among teachers. Teacher 1 used the video ''it's my turn''. Teacher 2 used the whiteboard, student book, notebook and handout. Teacher 3 used a poster on the wall. Teacher 5 used handouts. Teachers used a variety of audiovisual material to accompany questions.

Concerning the use of target language, in school 1 the teacher did not use it (zero out of six times) and students used it every time this strategy appeared (six out of six times). The discourse initiator was the teacher the six times the strategy was performed.

In school 2, the teacher used the target language in two out of seven interactions. The students used the target language in five out of seven instances of performance of the strategy ''question in L1 and expected answer in L2''. The teacher initiated the discourse five out of seven times and the students initiated the discourse two out of seven times.

In school 3, the teacher never used the target language (zero out of six times) and the students used the target language five out of six times. The

discourse initiator for ''question in L1 and expected answer in L2'' strategy was always the teacher

In school 5, the teacher never used the target language when using strategy ''question in L1 and expected answer in L2'' (zero out of three times). The students always used the target language (three out of three times). The teacher is always the discourse initiator.

In general, results here indicate that the strategy ''question in L1 and expected answer in L2'' was used by teachers to promote mostly speaking skills, and in some occasions the use of writing and reading inside of the classroom. The strategy aimed at the use of the target language in the L2 rural classroom by the student side exclusively, although in some occasions the person asking the questions was the student (school 2). The discourse was initiated mainly by teachers in all school but in one school there were students asking the questions. As it was said in section 3.1., teachers from the rural context are not L2 specialist, but they have to implement L2 strategies of a language that is not familiar to them. Teachers try to increase the use of the target language by the use of this strategy.

5.3. Evaluation of used strategies using Kumaravadivelu's parameters

As we learned in section 3.5, macrostrategies are principles that guide the practice of L2 teaching. They are useful to direct the L2 teacher into including a number of factors that will influence their students positively. The macrostrategies are created taking into consideration the parameters of particularity, practicality and possibility described in the theoretical framework.

First, the parameter of particularity in the rural context should be taken into consideration, given that there is a uniqueness to this context. The goals set for L2 rural students are low given the teacher knowledge of the language. From this parameter they derive into simplistic strategies that do not go into a directly proportional growth of skills and knowledge from the students.

Second, the parameter of practicality in the rural context indicates that the association between theory and practice is done at a basic level. The theory, which refers to the knowledge the teacher possesses, is limited. The practice, or teaching methodology has not been learned. Therefore, we observe that the teacher cannot be practical in terms of considering what could be useful to students. As it has been mentioned before, the teaching is done intuitively.

Finally, the parameter of possibility indicates the opportunities to change the dominance places among students and teachers. In the rural area, as it was

observed in the videos and in the discourse initiation, the teacher remains the center of the lesson. They dominate the discourse and dictate what is going to be studied by everybody. Although some students might desire to learn English in different ways, if the teacher does not come up with innovative activities, students will not experience innovation and creativity in the L2 classroom.

As we can deduce from this brief discussion, the three parameters that teachers should be putting into practice in their classrooms, are not developing as desired. This might not be a problem of only rural classrooms. The problems presented for the existence of the three parameters are the context, the lack of expertise and the teacher-centered lessons that were observed in the recorded lessons from the rural area.

5.4. Individual cases of strategies

There were unique instances of appearances of strategies. Table 13 displays the list of strategies that appeared only in one school in particular.

Table 13. Individual strategies.

Teachers	Strategies
Teacher 1	o Providing examples in L2 o Asking for opinions in L1
Teacher 2	o Complete the sentence o Read aloud in L2 o Recap
Teacher 3	o Greetings
Teacher 4	o Oral presentation o Instruction in L2 o Encourage students
Teacher 5	o Fill in the gaps o Listen and read

In school 1, the teacher used the strategies ''providing examples in L2'' and ''asking for opinions in L1''. At this school, students are asked for their opinion, which is an important feature that is not included in all the other observed schools. Although the opinions and topic discussion is made in Spanish, the students are encouraged to give their opinion and reflect upon important topics that regard the L2 usage in schools of our country.

In school 2, we observe a unique strategy called ''read aloud in L2'', which may be considered valuable since it combines the modalities of reading and speaking. The combination of strategies is encouraged by Kumaravadivelu's macrostrategy ''integrate language skills''. This macrostrategy states that efficient teachers should enable students to use all skills in the L2 classroom. This is interesting, as this is a unique effort of integrating at least two English skills in one strategy, which can be viewed as relevant in the learning process.

Surprisingly, it is not customary in all schools to greet each other in English, even though it comprises a minimum requirement to set the mood of an L2-oriented atmosphere. In school 3 this behavior was observable and it seemed to be a good starting point although it did not guarantee a successful lesson or the use of strategies that stimulated the English usage.

Teacher 4 displayed a strategy that was only observed in his classroom, which was ''instruction in L2''. That strategy was frequent during his instruction, and he seemed to encourage the use of English in his classroom. It was observed a frequent use of the target language, which is expected from any L2 teacher. This classroom was the exception of all the other classes that were observed, since the use of target language was present in the instructions and not only in the repetition exercises. The reason for this strategy to appear in this specific classroom, was that this teacher was the only one to take a graduate

course in English. His own interest drove him to learn more, even though we could not complete the course, he was enabled with more experience in the target language.

Teacher 5 used a strategy that was not seen in any of the other lessons, which was ''listen and read''. As it was mentioned before in the strategies used by teacher 2, the macrostrategy ''integrate language skills'' is related to this strategy. The teacher manages to encourage his/her students into developing an integrated use of skills in order to promote the L2 learning. The strategy used in this case is a valid attempt to encourage his/her students to activate their listening and reading skills.

As we have seen in section 5.2., there are some strategies such as ''pronunciation'' and ''instruction in L1'' that repeat throughout all the five schools observed for this study. Those strategies help us come up with a certain profile of how the five L2 teachers observed direct their lessons. It is also very interesting, considering the present study is a case study research, to take into account the individual strategies found in all five schools participants. Those unique strategies give us a perspective of how individuals behave in their own environment and the implications the chosen strategies have in their students L2 learning. These unique strategies are also important because many of them seem beneficial to the learning process of students.

The teacher qualification, as indicated in section 3.3.2., may indeed be highly influential in the results his/her students may obtain, given that the more a teacher moves forward in specialization, the better the results he obtains.

CHAPTER 6. CONCLUSIONS

The main purpose of the study has been to help the reader reflect upon the implementation of L2 lessons in rural context, use of strategies, characteristics of strategies, common and individual strategies of teachers, to curriculum creators, teacher trainers and policies creators.

The objectives that directed this study were accomplished with reasonable success. The first specific objective, that aimed at identifying macrostrategies and/or strategies that teachers used in L2 multigrade rural schools, were fully accomplished. The conclusion from this objective is that teachers are not using any of the macrostrategies described by Kumaravadivelu, given that they are using strategies that derive from their intuitive practice.

The second specific objective, which was aimed at to characterizing the strategies, was achieved by characterizing the three most common strategies used by all of the L2 rural teachers. There was a full description of how each of these strategies were used by all the five teachers, contrasting their use between them and also finding similarities in their practice.

Additionally, this study reported the beliefs of L2 rural teachers, moreover, how their thoughts on the English practice influenced their practice. The opinions and motivations were taken into account and they were contrasted among the group of observed teachers.

Regarding the research questions, there was valuable information extracted from the interviews. These answers unveil the reality of the multigrade rural context, the beliefs and experiences teachers have.

The first research question makes reference to what strategies teachers are using in the classrooms. This question was responded using the interview information as well as the classroom observation. From the interview it was possible to extract:

- o The participants did not display any of the macrostrategies described by Kumaravadivelu (2006). Out of the five participant rural teachers, none of them were familiar to methods or approaches to teach English. They demonstrated to lack knowledge concerning methodologies to implement in the classroom. This phenomenon is explained by the very few possibilities the context provides them to train themselves in L2 teaching. The context limits their possibilities, even though some of them would like to be involved in L2 training. It is very unfortunate that teachers remain untrained, affecting negatively their students' performance in the present and in the future (as seen in section 3.3.2.). The macrostrategies

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previously listed (section 3.5.) are considered as a framework of reference of desirable attitudes and methods that every English teacher should implement in their classroom. Regardless the desire and good intentions from the L2 rural teachers' side, they could never be observed using a macrostrategy if they continue ignorant of L2 teaching methodologies.

o Multigrade teachers in the study view their reality, namely having a multigrade audience, as an advantage for L2 learning (see section 5.1.). This view is opposed to that of the literature reviewed (San Miguel, 2005) given that it has been stated that it is impossible to teach a fruitful lesson to fit all different levels and interests.

o Rural teachers in the study teach English thinking about the future of their students. They try to teach a lesson that point towards managing basic English vocabulary. The generalization of basic content and strategies causes a negative impact in those students from upper grades, who do not move forward in their learning. The discussion in section 5.1. points out that the development of different skills is neglected and the L2 instruction turns into a matter of memorization.

o The supporting tools used by L2 teachers in the rural context are both concrete and audiovisual. Teachers agree on the benefits of multiple strategies and the use of audiovisual tools, but in reality most of them rely

on the whiteboard and handouts. From the observation it is clear that teachers are not using 'It's my turn'', the only supporting tool that was specially designed for them. Only one observed teacher was using the video program. In section 3.4. it is explained that the program was not being used in rural schools. The problems for the implementations vary from problems with the DVD player, computer or CDs and lack of knowledge on how to use the program (a situation already observed in Becchi and Lizasoain, 2014).

o The strategies that are most-widely used among schools in the study were ''pronunciation'' and ''instruction in L1''. All of the rural teachers observed used these strategies. One strategy that was found in four out of five schools was ''question in L1 and expected answer in L2''. The use of these strategies may occur due to the lack of L2 knowledge and domain of the target language. Since teachers want their students to speak in English, they make them repeat words or sentences to elicit the use of spoken English. Most of the teachers do not give instructions in English (four out of five), but they want their students to speak in English when they are asked to.

The second research question reflects on the characteristics of the strategies used by rural teachers. Some of the most relevant features are:

- The discourse initiation was the majority of the times done by the teacher. The teacher initiated the discourse 90,7% of the strategies, as opposed to the 9,3% of the times students initiated the discourse. They set the topic of every class and there was very little to none discourse initiated by the student. Among Kumaradivelu's macrostrategies, the macrostrategy ''facilitate negotiated interaction'' is one of the 10 traits teachers should display in order to make a valuable contribution towards the English learning their students might reach. Teachers should help their students to reach the necessary confidence to allow them to initiate talk with the teacher and among peers. If students are not familiar with the second language, it may be difficult for them to use it, let alone to initiate talk in L2.

- The activity type is basic and does not aim at expanding the language skills. The type of activities that were employed along with the strategies are repetition and explanation of the activities. These activity types speak about the lack of preparation L2 rural teachers have. Their practice is intuitive and based on their personal experience rather than in suggestions made by English books or the curricular bases from the Chilean Ministry of Education.

6.1. Limitations to the study and suggestions for further research

There could be observed some generalization limitations to the study which can be perfected in a future instance. It is expected that more people gets interested in the L2 teaching in the uniqueness of the rural context. This context has not been explored and documented as much given the difficulties of access it presents to researchers. There are also very few studies that present statistics about the education in the rural context (Mandujano, 2006). In terms of L2 teaching and learning, the studies are almost nonexistent.

In terms of generalization, the studied cases were only five, which can be considered as very few to be able to generalize about the rural context and the English teaching in this context. Although it would be useful to collect classroom experiences from more schools, it is very difficult for a number of reasons. For example, the schools are very far away, so a researcher has to schedule a whole day to be able to travel and observe one classroom. Another complication is the availability of schools to be observed. Teachers feel vulnerable when they are being observed in an area that they do not feel confident as teachers. It was the experience of the researcher of this study to experiment refusal to observation from at least four schools.

Finally, there is the problem of the amount of people involved in the research, which in this case is only one. If that one person has a problem of any kind, it delays the observation. The amount of researchers also reduces the amount of schools that can be observed during a period of time.

It has been noted by Mandujano (2006) and Becchi and Lizasoain (2014) that there is currently no quantitative data that helps to come up with conclusions concerning teaching in rural areas. They have noted that studies that refer to teaching in rural contexts have only told their experiences, or they have described successful methodological implementations. All the literature (such as the literature from eRural and FAO and UNESCO, 2004) only give a general vision of what is to teach in the rural areas of Chile and from the world. The current study, although providing important qualitative information, cannot be understood as providing robust quantitative evidence of the sort just indicated.

Another limitation to the study is the finding of categories, or in this case, strategies. These strategies that have been found through the classroom observation need to be validated by other studies. Given that this is the first time that a study of this nature is carried out in Chile, it needs to be corroborated by other studies that may find out more about the context and the content of the study.

A further limitation found when examining all the data collected, was that the classroom observations are not homogeneous in terms of length. It is

desirable to record a similar amount of minutes to be able to contrast L2 rural lessons among themselves. It would also be useful to have homogeneous samples to be able to quantify the results. The reason for having heterogeneous minutes of recording in each classroom is that teachers give their lessons the time they desire. Although teachers should follow the syllabus, and teach a certain amount of hours according the requirements for all schools, most of them do not follow those instructions. They do not have a supervision concerning their use of the time, and that gives them more freedom and free disposition of their time.

Although this study is pioneering in the field of L2 rural teaching in Chile, it cannot be generalized. The results obtained reflect only the reality of the schools observed and cannot be applied to other relatively similar settings. A more extensive quantitative rural research should be undertaken to be able to generalize results in this context. The present study was done to a smaller scale given the amount of time and researches available, but it can be potentially used as a starting point for greater studies. Despite this limitation, this study preserves its value given that it provides unique, systematic information to portray the reality of L2 teaching in multigrade rural schools.

The results that were obtained in this research, regarding the most frequently used strategies and the characteristics of the strategies found, cannot be generalized given the small amount of participants. The results should be

regarded as a finding, but this data needs to be validated by other studies that collect more samples and have more instances of observation.

Researchers that are interested in going deep into the rural context, should take into account the following recommendations regarding the improvement of what has been done in the present study.

First of all, researchers should try to increase the number of participants. There are many multigrade schools in Chile, but the time invested observing and interviewing in each school is considerable. A solution to this problem may be to include more people in the investigation, perhaps pay people to take their cameras and record what L2 teachers are doing. Another thing to take into consideration should be the disposition, which is not very good in some instances where teachers believe they will be assessed through the recording. A good way to put them at ease would be to offer them free material, such as copies of innovative handouts, a CD with music or videos to teach English, or even offering to do a fun activity for their students. As part of this study, I did all of the things mentioned above which allowed me to share with the students and teachers, to create a relaxed atmosphere and to ensure them that they would not be matter of laughing to anybody.

Finally, it is recommended that the new taxonomy of strategies found in the L2 classrooms observed can be replicated in other rural contexts, such as the north, or center of our country. Students and teachers from other rural areas

in Chile may have a different profile, because they may have more support and supervision. The teachers may be more or less prepared and/or motivated to teach English as well as the students'. Another influential aspect may be the proximity that other rural schools have to a second language (such as students living in the *Región de la Araucanía* or in the north of Chile) and more importantly, the teachers' qualification.

6.2 Contributions of the study

Regardless the limitations, the present study provides valuable information about a unique and unexplored context. The rural context, as it has been said, has been neglected by research and instances of improvement. This study contributes with more information and stimulate others into finding ways in which to improve the L2 teaching. The present study also documents the struggles teachers and students have to face when trying to learn a second language in a context that presents so many limitations. It is very important for the reader to take into account that the teachers try to give their best in a very difficult context, being isolated from feedback and trying to come up with solutions. In this matter, the study tries to provide as much information of the context as possible to put emphasis in the efforts made by teachers rather than their defects or flaws as English teachers.

This study presents evidence about the teaching practice, context limitations and students characteristics from the rural area. The information provided by this study opens a door of knowledge concerning what is being done nowadays by some teachers from the South of Chile. The data is relevant to continue on observing and complement. Even though the study does not present a large amount of samples, it is an original investigation that helps in the understanding of the rural context and the difficulties they involve for the teaching of English.

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APPENDIX A - CONSENTS

INFORMED CONSENT - TEACHER

UNIVERSIDAD DE CHILE

Estudio de Casos: Estrategias de Enseñanza de L2 utilizadas en Escuelas Rurales Unidocentes en Chile.

Estimado/a profesor/a:

Esta investigación se denomina 'Estrategias de Enseñanza de L2 utilizadas en Escuelas Rurales Unidocentes en Chile'' cuyo objetivo principal es describir las estrategias que utilizan los profesores de escuelas rurales Unidocentes en Chile para enseñar inglés a sus estudiantes.

La investigación se enmarca dentro del proceso de Tesis del programa de Magíster en Lingüística, mención Lengua Inglesa de la Universidad de Chile.

El equipo que lleva a cabo la investigación se compromete a mantener la confidencialidad de las personas participantes, para lo cual se le solicita autorizar a grabar una clase de inglés y posteriormente, a participar de una entrevista.

A modo de dar fe que la información es fidedigna, y autorizar al equipo investigativo a hacer uso de los datos de la entrevista y de la clase grabada, el docente/informante firma. Desde ya, muchas gracias por su colaboración.

_____

Firma Docente/Informante

INFORMED CONSENT - STUDENT

UNIVERSIDAD DE CHILE

Estudio de Casos: Estrategias de Enseñanza de L2 utilizadas en Escuelas Rurales Unidocentes en Chile.

Estimado/a apoderado/a:

Estimado/a profesor/a:

Esta investigación se denomina 'Estrategias de Enseñanza de L2 utilizadas en Escuelas Rurales Unidocentes en Chile'' cuyo objetivo principal es describir las estrategias que utilizan los profesores de escuelas rurales Unidocentes en Chile para enseñar inglés a sus estudiantes.

La investigación se enmarca dentro del proceso de Tesis del programa de Magíster en Lingüística, mención Lengua Inglesa de la Universidad de Chile.

El equipo que lleva a cabo la investigación se compromete a mantener la confidencialidad de las personas participantes, para lo cual se le solicita autorizar a que grabemos a su pupilo/a en una clase de inglés realizada por su profesor/a de la asignatura.

A modo de autorizar al equipo investigativo a hacer uso de los datos de la clase grabada, el apoderado firma. Desde ya, muchas gracias por su colaboración.

_____

Firma Apoderado/a

APPENDIX B – FIRST PART OF INTERVIEW

GENERAL ASPECTS OF TEACHERS

I.   Primera Parte. Datos Personales.

En este apartado se quiere conocer las características del profesor, así como su formación y el contexto en el que se desempeña profesionalmente.

1. Nombre Completo	
2. Género	
3. Edad	
4. Título Profesional	
5.Institución Formadora	
6. Año de obtención de Título Profesional	
7. Años de Ejercicio docente	
8. Años de trabajo en el Establecimiento Educacional	
9. Nombre del Establecimiento Educacional	
10. Régimen de subvención del Establecimiento	

APPENDIX C – CLASSROOM OBSERVATION ANALYSIS

School 1

Features of interaction	Strategy	Activity type	Participation organization	Content	Modality	Materials	Use of target language		Discourse initiation
							Teacher	**Student**	
Interaction 1	Question in L1 and expected answer in L2	Question and answer	Whole class	Vocabulary: school supplies	Speaking	Video program ''It's my turn''	No	Yes	Teacher
Interaction 2	Question in L1 and expected answer in L1	Question and answer	Whole class	Characters of the video	Speaking	Video program ''it's my turn''	No	No	Teacher
Interaction 3	Instruction in L1	Introducing a topic, Discussion	Whole class	Getting to know somebody ''structures'' such as ''hello'', ''what is your name?'' etc	Speaking and listening	Video program ''It's my turn''	No	No	Teacher
Interaction 4	Question in L1 and expected answer in L2	Question and answer	Whole class	Getting to know somebody ''structures'' such as ''hello'', ''what is your name?'' etc	Speaking	Video program ''It's my turn''	No	Yes	Teacher
Interaction 5	Translation	Translation of a dialogue	Whole class	Getting to know somebody	Speaking and listening	Video program ''it's my	Yes	Yes	Teacher

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				''structures'' such as ''hello'', ''what is your name?'' etc		turn''			
Interaction 6	Instruction in L1	Explanation	Whole class	Pronouns: He and she	Speaking, reading	Video program ''It's my turn''	No	No	Teacher
Interaction 7	Providing examples in L2	Examples of correct use of grammatical feature	Whole class	Pronouns: He and she	Speaking	Video program ''It's my turn''	Yes	Yes	Teacher
Interaction 8	Question in L1 and expected answer in L2	Question and answer	Whole class	Pronouns: He and she	Speaking	Video program ''It's my turn''	No	Yes	Teacher
Interaction 9	Question in L1 and expected answer in L2	Practice	Whole class	Pronouns: He and she	Speaking	Video program ''it's my turn''	No	Yes	Teacher
Interaction 10	Providing examples in L2	Explanation	Whole class	Pronouns: He and she	Speaking	Props: pictures	Yes	Yes	Teacher
Interaction 11	Pronunciation	Question and answer	Whole class	Getting to know somebody: ''how are you?''	Speaking	Video program ''It's my turn''	No	Yes	Teacher
Interaction 12	Question in L1 and expected answer in L2	Question and answer	Whole class	Vocabulary: school supplies	Speaking	Video program ''It's my turn''	No	Yes	Teacher
Interaction 13	Translation	Explanation	Whole class	Vocabulary: School	Speaking and	Video program	No	No	Teacher

				supplies	listening	"It's my turn"			
Interaction 14	Question in L1 and expected answer in L2	Question and answer	Whole class	Vocabulary: School supplies	Speaking	Video program "It's my turn"	No	Yes	Teacher
Interaction 15	Translation	Explanation	Whole class	Vocabulary: Prepositions	Speaking and listening	Video program "It's my turn"	No	No	Teacher
Interaction 16	Use of props to reinforce language feature	Artistic activity to review grammar form	Whole class	Pronouns: He and she	Speaking and writing	Props: pictures, glue, scissors, coloring pencils	No	No	Teacher
Interaction 17	Pronunciation	Read aloud the phrase to be written	Individual work	Pronouns: He and she	Reading and writing	Props: pictures, glue, scissors, coloring pencils	Yes	No	Teacher
Interaction 18	Instruction in L1	Explanation of class work	Whole class	Vocabulary: Animals	Reading	Dictionary	No	No	Teacher
Interaction 19	Pronunciation	Pronunciation of vocabulary item	Individual work	Vocabulary: Animals	Reading and writing	Dictionary	No	No	Student
Interaction 20	Asking for opinions in L1	Discussion	Whole class	Topic: Usefulness of English	Speaking		No	No	Teacher

Class time in total: **24:02 min.**

School 2

Features of interaction	Strategy	Activity type	Participation organization	Content	Modality	Materials	Use of target language		Discourse initiation
							Teacher	**Student**	
Interaction 1	Instruction in L1	Explanation	Part of the group (1º and 2º year)	Vocabulary: Colors	Speaking and writing	Whiteboard	No	No	Teacher
Interaction 2	Question in L1 and expected answer in L1	Question and answer	Part of the group (1º and 2º year)	Vocabulary: Colors	Speaking and writing	Whiteboard	No	No	Teacher
Interaction 3	Question in L1 and expected answer in L2	Question and answer	Part of the group (1º and 2º year)	Vocabulary: Colors	Speaking and writing	Whiteboard	No	Yes	Teacher
Interaction 4	Pronunciation	Repetition	Part of the group (1º and 2º year)	Vocabulary: Colors	Speaking	Whiteboard	Yes	Yes	Teacher
Interaction 5	Question in L1 and expected answer in L2	Question and answer	Part of the group (1º and 2º year)	Vocabulary: Colors	Speaking and writing	Whiteboard Student book	No	Yes	Teacher
Interaction 6	Pronunciation	Repetition	Part of the group (1º and 2º year)	Vocabulary: Colors	Speaking	Whiteboard Student book	Yes	Yes	Teacher
Interaction 7	Correction	Correction of pronunciation mistakes	Part of the group (1º and 2º year)	Vocabulary: Colors	Speaking	Whiteboard Student book	Yes	Yes	Teacher
Interaction 8	Pronunciation	Repetition	Part of the group (1º and 2º year)	Vocabulary: Colors	Speaking	Whiteboard Student book	Yes	Yes	Teacher
Interaction 9	Instruction in L1	Write colors	Part of the group (1º and 2º year)	Vocabulary: Colors	Writing	Student book	No	No	Teacher
Interaction 10	Instruction in L1	Explanation of class work	Part of the group (3º to	Vocabulary: Days of the	Speaking and	Whiteboard	No	No	Teacher

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Interaction									
			5º year)	week	writing				
Interaction 11	Question in L1 and expected answer in L2	Question and answer	Part of the group (3º to 5º year)	Vocabulary: Days of the week	Speaking and writing	Whiteboard	No	Yes	Teacher
Interaction 12	Correction	Correction of pronunciation mistakes	Part of the group (3º to 5º year)	Vocabulary: Days of the week	Speaking and writing	Whiteboard	Yes	Yes	Teacher
Interaction 13	Pronunciation	Repetition	Part of the group (3º to 5º year)	Vocabulary: Days of the week	Speaking	Whiteboard	Yes	Yes	Teacher
Interaction 14	Use of props to reinforce language feature	Artistic activity to review vocabulary	Part of the group (3º to 5º year)	Vocabulary: Days of the week	Reading	Notebook Handout	No	No	Teacher
Interaction 15	Question in L1 and expected answer in L2	Question and answer among peers	Part of the group (3º to 5º year)	Vocabulary: Days of the week	Speaking	Notebook Handout	Yes	No	Student
Interaction 16	Instruction in L1	Color a handout	Part of the group (1º and 2º year)	Vocabulary: Colors	Reading	Handout	No	No	Teacher
Interaction 17	Question in L1 and expected answer in L2	Question and answer	Part of the group (1º and 2º year)	Vocabulary: Colors	Speaking and reading	Handout	No	Yes	Teacher
Interaction 18	Question in L2 and expected answer in L1	Question and answer	Part of the group (1º and 2º year)	Vocabulary: Colors	Speaking and reading	Handout	Yes	No	Teacher
Interaction 19	Question in L2 and expected answer in L1	Question and answer	Part of the group (1º and 2º year)	Vocabulary: Colors	Speaking and reading	Handout	Yes	No	Teacher
Interaction 20	Question in L2 and	Question and answer	Part of the group (1º and	Vocabulary: Colors	Speaking	Handout	Yes	No	Student

	expected answer in L1		2º year)						
Interaction 21	Pronunciation	Drill	Part of the group (3º to 5º year)	Vocabulary: Days of the week	Speaking and reading	Whiteboard	Yes	Yes	Teacher
Interaction 22	Question in L2 and expected answer in L2	Question and answer	Part of the group (3º to 5º year)	Vocabulary: Days of the week	Speaking	Handout	Yes	Yes	Teacher
Interaction 23	Translation	Explanation	Part of the group (3º to 5º year)	Vocabulary: Days of the week	Speaking		No	No	Teacher
Interaction 24	Complete the sentence	Say aloud the expected answer, but have student say the end	Part of the group (3º to 5º year)	Vocabulary: Days of the week	Speaking		No	Yes	Teacher
Interaction 25	Question in L1 and expected answer in L1	Raising doubts	Part of the group (1º and 2º year)	Vocabulary: Colors	Speaking	Handout	No	No	Student
Interaction 26	Correction	Correction of knowledge mistakes	Part of the group (1º and 2º year)	Vocabulary: Colors	Speaking and reading	Handout	Yes	Yes	Teacher
Interaction 27	Instruction in L1	Color according to what is required	Part of the group (1º and 2º year)	Vocabulary: Colors	Speaking and reading	Student book	Yes	No	Teacher
Interaction 28	Checking progress	Checking the knowledge	Part of the group (1º and 2º year)	Vocabulary: Colors	Speaking and reading	Student book	No	No	Student
Interaction 29	Question in L1 and expected answer in L2	Raising doubts	Part of the group (3º to 5º year)	Vocabulary: Numbers	Speaking and reading	Whiteboard	Yes	No	Student
Interaction	Instruction in	Write on your	Part of the	Vocabulary:	Reading	Whiteboard	No	No	Teacher

30	L1	notebook	group (3º to 5º year)	Numbers	and writing				
Interaction 31	Read aloud in L2	Instruction	Part of the group (1º and 2º year)	Vocabulary: Colors	Reading and speaking	Student book	Yes	No	Teacher
Interaction 32	Read aloud in L2	Instruction	Part of the group (1º and 2º year)	Vocabulary: Colors	Reading and speaking	Student book	Yes	No	Teacher
Interaction 33	Question in L2 and answer expected in L1	Checking the knowledge	Part of the group (1º and 2º year)	Vocabulary: Colors	Reading and speaking	Student book	Yes	No	Teacher
Interaction 34	Instruction in L1	Listen to the song	Part of the group (3º to 5º year)	Vocabulary: Numbers	Listening	Whiteboard	No	No	Teacher
Interaction 35	Sing a song	Sing and point to the desk	Part of the group (3º to 5º year)	Vocabulary: Numbers	Speaking and listening	Whiteboard	Yes	Yes	Teacher
Interaction 36	Sing along	Sing along	Part of the group (3º to 5º year)	Vocabulary: Numbers	Speaking	Whiteboard	Yes	Yes	Teacher
Interaction 37	Sing along	Sing along	Whole class	Vocabulary: Numbers	Speaking	Whiteboard	Yes	Yes	Teacher
Interaction 38	Recap	Pronounce the numbers from 1-10	Part of the group (3º to 5º year)	Vocabulary: Numbers	Speaking and listening	Whiteboard	No	Yes	Teacher
Interaction 39	Sing along	Sing along	Part of the group (3º to 5º year)	Vocabulary: Numbers	Speaking	Whiteboard	Yes	Yes	Teacher
Interaction 40	Instruction in L1	Ask student to pronounce random numbers on the whiteboard	Part of the group (3º to 5º year)	Vocabulary: Numbers	Speaking	Whiteboard	No	Yes	Teacher

Interaction 41	Instruction in L1	Write numbers on the whiteboard and then write their spelling	Part of the group (3º to 5º year)	Vocabulary: Numbers	Writing	Whiteboard and notebook	No	No	Teacher
Interaction 42	Read aloud in L2	Read for students who can not read	Part of the group (1º and 2º year)	Verbs	Reading	Student book	Yes	No	Student
Interaction 43	Question in L1 and expected answer in L2	Explanation about what color to paint certain pictures	Part of the group (1º and 2º year)	Vocabulary: Colors	Reading	Student book	No	Yes	Teacher

Class time in total: 61:21 min.

School 3

Features of interaction	Strategy	Activity type	Participation organization	Content	Modality	Materials	Use of target language		Discourse initiation
							Teacher	**Student**	
Interaction 1	Greetings	Greeting the students	Whole class	Greetings	Speaking		Yes	Yes	Teacher
Interaction 2	Instruction in L1	Explanation	Whole class	Numbers	Speaking		No	No	Teacher
Interaction 3	Pronunciation – Body language	Use of deictics to show numbers	Whole class	Numbers	Speaking		Yes	Yes	Teacher
Interaction 4	Pronunciation	Review of numbers	Whole class	Numbers	Speaking		No	Yes	Teacher
Interaction 5	Body language	Use of deictics to show numbers	Whole class	Numbers	Speaking		No	Yes	Teacher
Interaction 6	Question in L2 and expected answer in L1	Review of numbers	Whole class	Numbers	Speaking		Yes	No	Teacher
Interaction 7	Pronunciation	Review of months of the year	Whole class	Months of the year	Speaking	Poster on the wall	No	Yes	Teacher
Interaction 8	Question in L1 and expected answer in L2	Question and answer	Whole class	Months of the year	Speaking	Poster on the wall	No	Yes	Teacher
Interaction 9	Question in L1 and expected answer in L2	Question and answer – Recap	Whole class	Colors	Speaking	Poster on the wall	No	Yes	Teacher
Interaction 10	Question in L1 and expected answer in L2	Question and answer – Recap	Whole class	Things inside the classroom	Speaking		No	Yes	Teacher
Interaction 11	Question in L1 and expected answer in L2	Question and answer – Recap	Whole class	School supplies	Speaking		No	Yes	Teacher

Interaction 12	Question in L1 and expected answer in L2 – Body language	Use of deictics to show parts of the body	Whole class	Body parts	Speaking		No	No	Teacher
Interaction 13	Question in L1 and expected answer in L2	Question and answer – Recap	Whole class	Family members	Speaking		No	Yes	Teacher
Interaction 14	Greeting	Farewell	Whole class	Greetings – saying good bye	Speaking		Yes	Yes	Teacher

Class time in total: **19:53 min.**

School 4

Features of interaction	Strategy	Activity type	Participation organization	Content	Modality	Materials	Use of target language		Discourse initiation
							Teacher	Student	
Interaction 1	Oral presentation	Provide personal information	Individual work	Give personal information (name, age, city)	Speaking	Whiteboard	Yes	Yes	Student
Interaction 2	Question in L2 and expected answer in L2	Speaking presentation	Individual work	Give personal information (name, age, city)	Speaking	Whiteboard	Yes	Yes	Teacher
Interaction 3	Instruction in L2	Give instructions to find words	Whole class	Greetings	Reading	Handout	Yes	Yes	Teacher
Interaction 4	Translation	Explain words by translating them into Spanish	Whole class	Greetings	Reading	Handout	Yes	Yes	Teacher
Interaction 5	Pronunciation	Repetition	Individual work	Greetings	Speaking and reading	Handout	Yes	Yes	Teacher
Interaction 6	Explanation in L1	Explain the phrase	Individual work	Greetings	Reading	Handout	No	No	Teacher
Interaction 7	Instruction in L2	Ask student to complete the handout	Individual work	Greetings	Speaking and reading	Handout	Yes	No	Teacher
Interaction 8	Question in L2 an expected answer in L2	Speaking quiz	Individual work	Months of the year	Speaking	Handout	Yes	Yes	Teacher
Interaction 9	Question in L2 an expected answer in L2	Ask students about task in development	Individual work	Greetings	Speaking	Handout	Yes	Yes	Teacher

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Interaction 10	Translation	Explanation of a commonly used phrase	Individual work	Greetings	Speaking	Handout	Yes	No	Teacher
Interaction 11	Question in L2 an expected answer in L2	Speaking quiz	Individual work	Days of the week	Speaking	Handout	Yes	No	Teacher
Interaction 12	Translation	Explanation of a phrase	Individual work	Days of the week	Speaking	Handout	Yes	Yes	Teacher
Interaction 13	Question in L2 an expected answer in L2	Speaking quiz	Individual work	Colors	Speaking	Handout	Yes	Yes	Teacher
Interaction 14	Correction	Lead to use of L2	Individual work	Days of the week	Speaking	Handout	Yes	No	Student
Interaction 15	Instruction in L2	Explanation	Whole class	Days of the week	Speaking	Handout	Yes	No	Teacher
Interaction 16	Translation	Explanation of instruction in L2	Whole class	Days of the week	Speaking	Handout	No	No	Teacher
Interaction 17	Correction	Lead to use of L2	Whole class	Days of the week	Speaking	Handout	Yes	No	Student
Interaction 18	Encourage student	Words to cheer up	Individual work		Speaking	Handouts	Yes	No	Teacher
Interaction 19	Correction	Ask to complete task	Individual	Numbers	Speaking and reading	Handout	Yes	No	Teacher
Interaction 20	Instruction in L2	Guide through completion of handout	Individual work	Colors	Speaking and reading	Handout	Yes	No	Teacher
Interaction 21	Pronunciation	Repetition	Individual work	Greetings	Speaking and reading	Handout	Yes	Yes	Teacher
Interaction 22	Body language	Use of body language and deictics	Individual work	Greetings	Speaking	Handout	Yes	Yes	Teacher

		to explain content							
Interaction 23	Translation	Explanation of instruction in L2	Individual work	Greetings	Speaking	Handout	No	No	Teacher
Interaction 24	Correction	Ask to use L2	Individual		Speaking	Handout	Yes	No	Teacher
Interaction 25	Pronunciation	Read aloud	Individual work	Numbers	Speaking and reading	Handout	Yes	Yes	Teacher
Interaction 26	Question in L2 an expected answer in L2	Speaking quiz	Individual work	Colors	Speaking	Handout	Yes	Yes	Teacher
Interaction 27	Instruction in L2	Explanation of work	Whole class		Speaking		Yes	No	Teacher
Interaction 28	Pronunciation	Repetition	Individual work	Greetings	Speaking and reading	Handout	Yes	Yes	Teacher
Interaction 29	Question in L2 an expected answer in L2	Speaking quiz	Individual work	Numbers	Speaking	Handout	Yes	Yes	Teacher
Interaction 30	Body language	Use of deictic to explain an instruction	Individual work	Numbers	Speaking	Handout	Yes	Yes	Teacher
Interaction 31	Pronunciation	Repetition	Individual work	Numbers	Speaking and reading	Handout	Yes	Yes	Teacher
Interaction 32	Instruction in L1	Closure of the period	Whole class		Speaking		No	No	Teacher

Class time in total: **33:12 min.**

School 5

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Features of interaction	Strategy	Activity type	Participation organization	Content	Modality	Materials	Use of target language		Discourse initiation
							Teacher	Student	
Interaction 1	Greetings	Start the L2 lesson	Whole class	Numbers	Speaking		Yes	Yes	Teacher
Interaction 2	Pronunciation - Body language	Repetition of numbers by using deictics	Whole class	Numbers	Speaking		No	Yes	Teacher
Interaction 3	Instruction in L1	Explanation of class work	Whole class	Numbers	Speaking and reading	Handout	No	Yes	Teacher
Interaction 4	Checking progress	Check the task by looking at student's work	Individual work	Numbers	Speaking and reading	Handout	No	No	Student
Interaction 5	Question in L1 and expected answer in L2	Check understanding	Individual work	Numbers	Speaking and reading	Handout	No	Yes	Teacher
Interaction 6	Correction	Pronunciation	Individual work	Numbers	Speaking and reading	Handout	No	Yes	Student
Interaction 7	Instruction in L1	Explanation of class work	Whole class	Numbers	Speaking, reading and writing	Handout	No	No	Teacher
Interaction 8	Question in L1 and expected answer in L1	Check understanding	Individual work	Numbers	Speaking, reading and writing	Handout	No	No	Teacher
Interaction 9	Question in L1 and expected answer in L2	Check understanding	Individual work	Numbers	Speaking, reading and writing	Handout	No	Yes	Teacher
Interaction 10	Correction	Check student's	Individual work	Numbers	Speaking, reading	Handout	No	Yes	Student

		class work			and writing				
Interaction 11	Pronunciation - Body language	Repetition of numbers by using deictics	Whole class	Numbers	Speaking		No	Yes	Teacher
Interaction 12	Question in L1 and expected answer in L2	Check understanding	Individual work	Numbers	Speaking, reading and writing	Handout	No	Yes	Teacher
Interaction 13	Correction	Pronunciation	Individual	Numbers	Speaking	Handout	Yes	Yes	Teacher
Interaction 14	Instruction in L1	Explanation of class work	Whole class	Numbers	Speaking		No	No	Teacher
Interaction 15	Listen and read	Listen to a song and read its lyrics	Whole class	Numbers	Listening and reading	Handout, computer, speakers	No	Yes	Teacher
Interaction 16	Fill in the gaps	Complete the missing words from a song	Whole class	Numbers	Listening, reading and writing	Handout, computer, speakers	No	No	Teacher
Interaction 17	Question in L1 and expected answer in L1	Check progress	Individual work	Numbers	Listening, reading and writing	Handout, computer, speakers	No	No	Teacher
Interaction 18	Sing a song	Sing along	Whole class	Numbers	Listening, speaking and reading	Handout, computer, speakers	No	No	Teacher
Interaction 19	Instruction in L1	Explanation of class work	Whole class	Numbers	Speaking and reading	Handout	No	Yes	Teacher
Interaction 20	Sing a song	Sing along	Whole class	Numbers	Listening, speaking and reading	Handout, computer, speakers	No	Yes	Teacher

Class time in total: **32:37 min.**

APPENDIX D

SEMISTRUCTURED INTERVIEW FOR TEACHERS

SCHOOL 1

1. Planificación de clases y estrategias pedagógicas

a. ¿Qué aspectos generales toma en consideración al planificar clases de inglés de 1° a 4° año básico?

Las unidades, objetivos de la clase y así busco más material.

b. ¿A qué habilidades o áreas de la asignatura le otorga más énfasis al planificar de 1° a 4° año básico?

Me interesa que aprendan a pronunciar bien y reforzar lo que les cuesta y de ahí avanzar en las unidades.

c. ¿Utiliza las bases curriculares (bases sugeridas de 1° a 4° básico, bases de 5° básico) y las planificaciones incluida en las guías docentes de los textos escolares para la planificación de clases?

Si, y además lo que indican en los textos de la guía del docente en inglés.

d. ¿Qué material de apoyo (tales como libros de texto del Ministerio de Educación para primer ciclo básico como ''Bounce'', libros de texto de venta libre, guías de actividades, material didáctico, CDs multimedia, diccionarios, etc.) utiliza para realizar las actividades en su clase de primer ciclo básico?

Utilizo mucho el data y el material que entrega el programa it's my turn y las láminas de Bounce y busco canciones nuevas en internet para interactuar con ellos.

e. ¿Trabaja usted con el material provisto por el Ministerio de Educación para la enseñanza del inglés en contexto rural (tales como los CDs multimedia y cuadernillos de actividades ''It's my turn'')?
Si, aunque también busco más material aparte.

f. ¿Qué desafíos presenta el planificar y enseñar en niveles diferentes dentro de una misma sala de clases?
Ir a la par con el programa.

g. ¿Considera dentro de su planificación a las TICs? Si es así ¿qué herramientas tecnológicas (tales como proyector, computador de escritorio y/o portátil, CDs multimedia, CDs de música, Internet, etc.) utiliza en la implementación de sus clases de la asignatura inglés?
Data, CDs, computador, internet.

h. ¿Diseña usted mismo/a material de apoyo para implementar sus clases? Si es así ¿a qué se debe esto?
Casi siempre utilizo el material que nos entregan, y otros los busco y que sean más interactivos y motivadores.

i. ¿Qué enfoques de enseñanza o estrategias pedagógicas de enseñanza del inglés como lengua extranjera conoce?
No la verdad.

j. ¿Coinciden los aprendizajes en el aula con los resultados de las pruebas que usted realiza?
Si, coinciden.

2. Relación con el entorno profesional/social

a. ¿Cuál es el clima escolar que observa al realizar clases con los alumnos de 1° a 4° año básico? ¿Afecta en su opinión este clima de forma positiva o negativa el aprendizaje del idioma inglés en el aula?

Les gusta, se enojan cuando les cuesta y andan repitiendo entre ellos.

b. ¿Cuál es su relación con los apoderados y docentes del establecimiento? ¿Influye esta interacción en los resultados en la asignatura inglés?

Los apoderados quieren que los niños aprendan más de lo que ellos aprendieron cuando estudiaban.

c. ¿Cuáles son las ventajas y desventajas de enseñar inglés en un contexto rural unidocente?

Las ventajas son que uno le puede enseñar a varios cursos, y la desventaja es el tiempo dedicado a cada curso y también el tiempo para preparar material.

d. ¿Qué aspectos diferencian a un estudiante de contexto rural con un estudiante de contexto urbano? ¿Cómo afectan o benefician estas diferencias en el aprendizaje del inglés?

El beneficio es que ellos aprenden, se fortalecen un poco del idioma, pero afecta en la dedicación de los tiempos y en tratar de coincidir un poco las unidades.

e. ¿Cuáles son las aspiraciones que tiene con respecto al nivel de logro que pueden alcanzar sus estudiantes tomando en consideración el contexto rural al que pertenecen?

Que cuando egresen del establecimiento, continúen sus estudios con un avance en el idioma inglés.

3. Motivación docente

a. ¿Siente que enseñar inglés a niños de 1° a 4° año básico en contexto rural es importante para el futuro de aquellos estudiantes? ¿Por qué?

Si, es bueno por un contexto de noción de idioma en un establecimiento nuevo.

b. ¿Le agrada realizar clases a nivel de primer ciclo básico?

Si, mucho y además de escuchar su pronunciación y su mente está fresquita.

c. ¿Siente que sus colegas en el establecimiento reconocen su labor como profesor/a de inglés? ¿Por qué cree que ocurre tal apreciación a su labor?

Soy la única docente del establecimiento.

d. ¿En qué aspectos de la enseñanza del idioma inglés se considera más hábil y por qué?

En las dinámicas de grupo para su aprendizaje y pronunciación. Jugando aprenden más.

e. ¿Qué aspectos de la enseñanza del inglés le agrada enseñar y cuáles no le agrada enseñar?

De todo un poco, los verbos y lograr que entiendan.

f. ¿Qué estrategias o instrumentos de apoyo al aprendizaje utiliza en sus clases para motivar a sus estudiantes?

CDs, internet, computador, guías.

g. ¿Qué logros le gustaría que sus alumnos alcancen al aprender y usar el inglés como lengua extranjera en sus vidas en el presente y a futuro?

Que sean capaces de entender y comprender en sus otros colegios que continúen.

SCHOOL 2

1. Planificación de clases y estrategias pedagógicas

a. ¿Qué aspectos generales toma en consideración al planificar clases de inglés de 1° a 4° año básico?

Que sea visual, trato que sea más visual, que les llame la atención, canciones igual, relacionadas con lo que están viendo, les gusta cantar.

b. ¿A qué habilidades o áreas de la asignatura le otorga más énfasis al planificar de 1° a 4° año básico?

Los hago escuchar y hablar. Más que nada el énfasis está en el vocabulario.

c. ¿Utiliza las bases curriculares (bases sugeridas de 1° a 4° básico, bases de 5° básico) y las planificaciones incluida en las guías docentes de los textos escolares para la planificación de clases?

Si, pero a nosotros nos corresponde el texto rural.

d. ¿Qué material de apoyo (tales como libros de texto del Ministerio de Educación para primer ciclo básico como ''Bounce'', libros de texto de venta libre, guías de actividades, material didáctico, CDs multimedia, diccionarios, etc.) utiliza para realizar las actividades en su clase de primer ciclo básico?

Bounce, los CDs me es difícil utilizarlos. Busco en otras partes música y que abarque a todos los cursos. Las láminas del bounce son muy buenas. Tambièn saco Imágenes relacionadas a las unidades desde internet.

e. ¿Trabaja usted con el material provisto por el Ministerio de Educación para la enseñanza del inglés en contexto rural (tales como los CDs multimedia y cuadernillos de actividades ''It's my turn'')?

Si, pero no con el CD. Uso el texto y los cuadernillos. El problema es que entregaron una sola vez los CDs de ''It's my turn'' y algunos se echaron a perder, por eso, no los podemos usar.

f. ¿Qué desafíos presenta el planificar y enseñar en niveles diferentes dentro de una misma sala de clases?
El gran desafío es tratar de captar la atención de todos y que entiendan todos, desde el más pequeño al más grande.

g. ¿Considera dentro de su planificación a las TICs? Si es así ¿qué herramientas tecnológicas (tales como proyector, computador de escritorio y/o portátil, CDs multimedia, CDs de música, Internet, etc.) utiliza en la implementación de sus clases de la asignatura inglés?
Uso internet, pero sólo en mi casa, no en la sala de clases porque no hay acceso; proyector, computador y CDs en la sala de clases.

h. ¿Diseña usted mismo/a material de apoyo para implementar sus clases? Si es así ¿a qué se debe esto?
A veces es necesario crear material de apoyo para seguir reforzando el ingles, ya que es algo distinto para ellos.

i. ¿Qué enfoques de enseñanza o estrategias pedagógicas de enseñanza del inglés como lengua extranjera conoce?
Ninguno.

j. ¿Coinciden los aprendizajes en el aula con los resultados de las pruebas que usted realiza?
En algunos casos sí.

2. Relación con el entorno profesional/social

a. ¿Cuál es el clima escolar que observa al realizar clases con los alumnos de 1° a 4° año básico? ¿Afecta en su opinión este clima de forma positiva o negativa el aprendizaje del idioma inglés en el aula?

A los alumnos les gustan las clases de inglés, el clima es positivo, aunque me gustaría poder entregarles más.

b. ¿Cuál es su relación con los apoderados y docentes del establecimiento? ¿Influye esta interacción en los resultados en la asignatura inglés?

Tenemos buena relación con los padres. Los papás piden que desde primero se les haga inglés, aún cuando antes no había textos escolares para esos niveles.

c. ¿Cuáles son las ventajas y desventajas de enseñar inglés en un contexto rural unidocente?

Las ventajas son que los más grandes apoyan a los más pequeños en aprender el idioma. Además, todo es nuevo para ellos al ser estudiantes rurales. Una desventaja es que te ves atareada al estar todos los niveles juntos.

d. ¿Qué aspectos diferencian a un estudiante de contexto rural con un estudiante de contexto urbano? ¿Cómo afectan o benefician estas diferencias en el aprendizaje del inglés?

No sé si habrá tanta diferencia, desde primero tratamos de hacerles inglés, así salen de 6º sabiendo algo. No llegan en desventaja a sus nuevos colegios.

e. ¿Cuáles son las aspiraciones que tiene con respecto al nivel de logro que pueden alcanzar sus estudiantes tomando en consideración el contexto rural al que pertenecen?

La idea es que ellos aprendan inglés y que lo puedan utilizar algún día. Que no lleguen en desventaja con sus otros compañeros al cambiarse de colegio.

3. Motivación docente

a. ¿Siente que enseñar inglés a niños de 1° a 4° año básico en contexto rural es importante para el futuro de aquellos estudiantes? ¿Por qué?

Es muy importante. Se supone que desde 5º básico es obligatorio el inglés, pero al parecer ellos ya deben tener un conocimiento previo en inglés al llegar a 5º.

b. ¿Le agrada realizar clases a nivel de primer ciclo básico?

Si, es lo que más me gusta.

c. ¿Siente que sus colegas en el establecimiento reconocen su labor como profesor/a de inglés? ¿Por qué cree que ocurre tal apreciación a su labor?

Pienso que sí.

d. ¿En qué aspectos de la enseñanza del idioma inglés se considera más hábil y por qué?

En la música.

e. ¿Qué aspectos de la enseñanza del inglés le agrada enseñar y cuáles no le agrada enseñar?

No me gusta cuando es mucho asunto de fonética, ya que a mi me falta bastante. Me gusta enseñar inglés con actividades en que ellos puedan diferenciar lo que están aprendiendo.

f. ¿Qué estrategias o instrumentos de apoyo al aprendizaje utiliza en sus clases para motivar a sus estudiantes?

Los motivo con canciones, uso hartas láminas y los hago pintar.

g. ¿Qué logros le gustaría que sus alumnos alcancen al aprender y usar el inglés como lengua extranjera en sus vidas en el presente y a futuro?

Me gustaría que ellos pudieran hablar y entender el inglés, que supieran expresar lo que ellos quieren en inglés.

SCHOOL 3

1. Planificación de clases y estrategias pedagógicas

a. ¿Qué aspectos generales toma en consideración al planificar clases de inglés de 1° a 4° año básico?

El entorno inmediato (sala de clases, mi familia como ejes temáticos, números, colores, etc)

b. ¿A qué habilidades o áreas de la asignatura le otorga más énfasis al planificar de 1° a 4° año básico?

La sala letrada (creación de un ambiente propicio para el aprendizaje)

c. ¿Utiliza las bases curriculares (bases sugeridas de 1° a 4° básico, bases de 5° básico) y las planificaciones incluida en las guías docentes de los textos escolares para la planificación de clases?

No al 100%, no me gustan las bases curriculares.

d. ¿Qué material de apoyo (tales como libros de texto del Ministerio de Educación para primer ciclo básico como ''Bounce'', libros de texto de venta libre, guías de actividades, material didáctico, CDs multimedia, diccionarios, etc.) utiliza para realizar las actividades en su clase de primer ciclo básico?

Diccionarios, los Bounce, textos, libros, recursos del ministerio y también saco material de internet.

e. ¿Trabaja usted con el material provisto por el Ministerio de Educación para la enseñanza del inglés en contexto rural (tales como los CDs multimedia y cuadernillos de actividades ''It's my turn'')?

No, no me gusta el material it's my turn.

f. ¿Qué desafíos presenta el planificar y enseñar en niveles diferentes dentro de una misma sala de clases?

Los desafíos son adecuar los contenidos para la complejidad de los contenidos.

g. ¿Considera dentro de su planificación a las TICs? Si es así ¿qué herramientas tecnológicas (tales como proyector, computador de escritorio y/o portátil, CDs multimedia, CDs de música, Internet, etc.) utiliza en la implementación de sus clases de la asignatura inglés?

Si, las considero. Yo uso, por ejemplo, computador personal y el de la sala de clases.

h. ¿Diseña usted mismo/a material de apoyo para implementar sus clases? Si es así ¿a qué se debe esto?

Si, les hago dibujos para que aprendan la familia. Les dibujo una mamá y un papá, pero no rubios como aparecen en los libros. Personalizo mi trabajo dentro de la sala de clases,

i. ¿Qué enfoques de enseñanza o estrategias pedagógicas de enseñanza del inglés como lengua extranjera conoce?

Sólo las que nos han entregado del ministerio de educación.

j. ¿Coinciden los aprendizajes en el aula con los resultados de las pruebas que usted realiza?

Coinciden en un 50%, oralmente si demuestran conocimiento, pero en forma escrita les cuesta.

2. Relación con el entorno profesional/social

a. ¿Cuál es el clima escolar que observa al realizar clases con los alumnos de 1° a 4° año básico? ¿Afecta en su opinión este clima de forma positiva o negativa el aprendizaje del idioma inglés en el aula?

El clima es muy positivo, todos los miembros de la comunidad educativa se involucran.

b. ¿Cuál es su relación con los apoderados y docentes del establecimiento? ¿Influye esta interacción en los resultados en la asignatura inglés?

Soy la única docente, pero existe buena relación con todos los integrantes de la comunidad escolar.

c. ¿Cuáles son las ventajas y desventajas de enseñar inglés en un contexto rural unidocente?

Las ventajas, que todos los alumnos amplían su vocabulario porque aprenden todos a la vez el mismo contenido, aunque la dificultad es cuando tengo que enseñar la gramática más compleja.

d. ¿Qué aspectos diferencian a un estudiante de contexto rural con un estudiante de contexto urbano? ¿Cómo afectan o benefician estas diferencias en el aprendizaje del inglés?

Sus realidades inmediatas son diferentes. El ambiente urbano está plagado de cosas extranjeras a los niños rurales.

e. ¿Cuáles son las aspiraciones que tiene con respecto al nivel de logro que pueden alcanzar sus estudiantes tomando en consideración el contexto rural al que pertenecen?

Lo único que pido es que mis niños alcancen los contenidos mínimos obligatorios para ser evaluados.

3. Motivación docente

a. ¿Siente que enseñar inglés a niños de 1° a 4° año básico en contexto rural es importante para el futuro de aquellos estudiantes? ¿Por qué?

Si, pensando en el campo laboral de ellos y la invasión de todas las tendencias europeas que ellos tienen que integrar a su propio idioma.

b. ¿Le agrada realizar clases a nivel de primer ciclo básico?

Si, me encanta el ambiente, la atmósfera, la participación de los chicos.

c. ¿Siente que sus colegas en el establecimiento reconocen su labor como profesor/a de inglés? ¿Por qué cree que ocurre tal apreciación a su labor?

No aplica

d. ¿En qué aspectos de la enseñanza del idioma inglés se considera más hábil y por qué?

No sabría decirte en que.

e. ¿Qué aspectos de la enseñanza del inglés le agrada enseñar y cuáles no le agrada enseñar?

La fonética del inglés me gusta. Lo que es gramatical me cuesta mucho.

f. ¿Qué estrategias o instrumentos de apoyo al aprendizaje utiliza en sus clases para motivar a sus estudiantes?

Dibujos que representen lo que se ha enseñado. Que contextualicen lo aprendido.

g. ¿Qué logros le gustaría que sus alumnos alcancen al aprender y usar el inglés como lengua extranjera en sus vidas en el presente y a futuro?

Que logren dominar el idioma. Que les sirva como una herramienta de trabajo.

SCHOOL 4

1. Planificación de clases y estrategias pedagógicas

a. ¿Qué aspectos generales toma en consideración al planificar clases de inglés de 1° a 4° año básico?

Los estipulados en los textos de estudios que vienen a contar de este año, los textos ''Bounce''. Y ahí viene la planificación y las partes más esenciales y básicas que uso en la clase de inglés.

b. ¿A qué habilidades o áreas de la asignatura le otorga más énfasis al planificar de 1° a 4° año básico?

Bueno al área del lenguaje, de la pronunciación, de escribir y escuchar también. Eso son los ejes que se utilizan siempre.

c. ¿Utiliza las bases curriculares (bases sugeridas de 1° a 4° básico, bases de 5° básico) y las planificaciones incluida en las guías docentes de los textos escolares para la planificación de clases?

Si, utilizo una parte de eso, y lo otro viene estipulado en los textos de estudios, y de ahí voy sacando el trabajo que hago cuando nos corresponde el inglés, la clase de inglés.

d. ¿Qué material de apoyo (tales como libros de texto del Ministerio de Educación para primer ciclo básico como ''Bounce'', libros de texto de venta libre, guías de actividades, material didáctico, CDs multimedia, diccionarios, etc.) utiliza para realizar las actividades en su clase de primer ciclo básico?

Fuera de los textos del MINEDUC, tengo unos CDs donde los chicos observan y se van presentando, por ejemplo, en el caso de los números, los colores y algunas cancioncitas, pero no soy muy diestro en las canciones. Usamos el diccionario Cambridge porque tiene escritura y tiene sonido.

e. ¿Trabaja usted con el material provisto por el Ministerio de Educación para la enseñanza del inglés en contexto rural (tales como los CDs multimedia y cuadernillos de actividades ''It's my turn'')?

Si, eso estamos trabajando, de 5º y 6º. También se va relacionando para los niños de 1º a 4º, a pesar que ellos trabajan con sus textos, pero igual de repente observan lo que están haciendo los otros niños. Así que por lo tanto, cuando se pasa el CD, todos están mirando el CD de la clase que les corresponde. Por ejemplo les correspondía la clase número 13, pero hicimos la clase de presentación hoy día.

f. ¿Qué desafíos presenta el planificar y enseñar en niveles diferentes dentro de una misma sala de clases?

Bueno, me gustaría, por ejemplo, que hayan libros multigrado, para ir en un avance como enseñando una sola cosa para todos. Por ejemplo yo cuando les enseño lo de primero, los adultos, o sea, los de 5º y 6º ellos como que se tienden a aburrir un poco, porque ellos lo saben. Pero no puedo ir más rápido, ir más profundo. Porque el programa, la planificación de 5º y 6º me exige una cosa, porque ellos llevan nota, entonces tengo que avanzar también para cuando ellos ingresen a otro colegio no vayan con muchas debilidades en el caso de inglés.

g. ¿Considera dentro de su planificación a las TICs? Si es así ¿qué herramientas tecnológicas (tales como proyector, computador de escritorio y/o portátil, CDs multimedia, CDs de música, Internet, etc.) utiliza en la implementación de sus clases de la asignatura inglés?

El computador, data, televisor ahora, ya que para mi el televisor es más nítido, se ve. Pero faltan herramientas, uso CDs también de otros textos que he adquirido, por ejemplo 120 horas pedagógicas de inglés y otro texto de Children, para niños chicos y también viene con CD. Me gustaría tener más

CDs para trabajarlos. Y otro que saco por internet, desde la casa y con harta dificultad porque llega muy poca señal.

h. ¿Diseña usted mismo/a material de apoyo para implementar sus clases? Si es así ¿a qué se debe esto?
Bueno, me ha ayudado mucho por internet el ''this yellow pencil''. Sale todo lo que es gramática, vocabulario, diccionario, y de ahí voy sacando guías de trabajo.

j. ¿Qué enfoques de enseñanza o estrategias pedagógicas de enseñanza del inglés como lengua extranjera conoce?
No.

k. ¿Coinciden los aprendizajes en el aula con los resultados de las pruebas que usted realiza?
Si, si coinciden. Claro, porque las pruebas son creadas por mi, y las evaluaciones del it's my turn para 5° y 6°.

2. Relación con el entorno profesional/social
a. ¿Cuál es el clima escolar que observa al realizar clases con los alumnos de 1° a 4° año básico? ¿Afecta en su opinión este clima de forma positiva o negativa el aprendizaje del idioma inglés en el aula?
Si. Cuesta un poquito (alumnos de 1º a 4º año básico). Pero, bueno, al final ellos se dan. Por eso digo que es importante que nosotros tengamos mayor implementación y poder hablar fluidamente el inglés. El clima afecta de forma positiva. Yo hice un postítulo en la universidad Austral en Valdivia, no me fue muy bien, pero sigo buscando herramientas para poderlo hacer lo mejor posible y poder tener un lenguaje más apropiado, más fluído en inglés.

b. ¿Cuál es su relación con los apoderados y docentes del establecimiento? ¿Influye esta interacción en los resultados en la asignatura inglés?

Las relaciones con los apoderados es buena, a ellos les encanta que sus chicos aprendan, porque así no llegan a otro establecimiento sin saber nada, y a mí también me interesa que por lo menos los niños sepan presentarse en otro colegio en inglés.

c. ¿Cuáles son las ventajas y desventajas de enseñar inglés en un contexto rural unidocente?

Las ventajas es tener el material apropiado, por ejemplo, que sacó el MINEDUC, el ''it's my turn'' que para mi es excelente, pero sí que falta material. A pesar de que digan ellos que hay por internet, pero si yo no tengo internet no lo puedo hacer.

Las desventajas podría ser el no tener una mayor fluidez en el lenguaje en inglés por parte del profesor, porque a mi me cuesta un poco, a pesar que puedo defenderme un poco, me cuesta, así es que esa sería una debilidad para poder hacerlo de un manera más positiva.

d. ¿Qué aspectos diferencian a un estudiante de contexto rural con un estudiante de contexto urbano? ¿Cómo afectan o benefician estas diferencias en el aprendizaje del inglés?

En el urbano todos los alumnos son de un sólo curso, y aquí están de primero a sexto en una sola sala. Esa es la diferencia, que el alumno va a aprender más en el pueblo. En la parte urbana tiene mayor accesibilidad al internet, donde pueden estudiar mejor. En el campo no existe esa posibilidad, imagínate que ni el colegio tiene internet. Yo se que hay bastante material en internet que uno puede bajar y enseñárselo a los niños, o que ellos también pueden practicarlo. Tanto los niños rurales como urbanos tienen la misma capacidad de apreder.

e. ¿Cuáles son las aspiraciones que tiene con respecto al nivel de logro que pueden alcanzar sus estudiantes tomando en consideración el contexto rural al que pertenecen?

Bueno, en una oportunidad me llamó la atención un alumno, porque a él le gustó mucho el inglés, y en una oportunidad me dijo que él quería ser profesor de inglés. Entonces va en la motivación que se le proyecte a los alumnos.

3. Motivación docente

a. ¿Siente que enseñar inglés a niños de 1° a 4° año básico en contexto rural es importante para el futuro de aquellos estudiantes? ¿Por qué?

En la nueva era que estamos viviendo, es importante saber el idioma inglés, para poderse desarrollar mejor, o tener una vida mejor, un trabajo mejor, y logren algunos alumnos ir al extranjero, porque es lo máximo que desea cada persona.

b. ¿Le agrada realizar clases a nivel de primer ciclo básico?

Si, me gusta bastante, pero a veces me falta un poco a mí. Me falta aprender mucho más a mi. Teniendo los materiales adecuados, los chiquillos son más dóciles que los más grandes, que son un poquito más reacios y como que no quieren. Pero es importante, es agradable trabajar con los niños de primero.

c. ¿Siente que sus colegas en el establecimiento reconocen su labor como profesor/a de inglés? ¿Por qué cree que ocurre tal apreciación a su labor?

Yo trabajo sólo, yo soy el que hago las clases de inglés y todas las asignaturas.

d. ¿En qué aspectos de la enseñanza del idioma inglés se considera más hábil y por qué?

En la escritura. Lo que me cuesta un poco es la pronunciación.

e. ¿Qué aspectos de la enseñanza del inglés le agrada enseñar y cuáles no le agrada enseñar?

El inglés me gusta todo, pero como te digo, me falta a mí para hacerlo mejor. Escribir, pronunciar, el profesor cuando estudié en la universidad me decía que teniendo buena audición puede tener una buena pronunciación. Pero a mí en general el inglés me gusta, y para eso tengo de apoyo el diccionario Cambridge que tiene sonido y escritura. Como se escribe y como se pronuncia tanto el inglés británico como el inglés americano.

No me gustan mucho las canciones, como que me cuesta un poco. Les he enseñado pocas canciones.

f. ¿Qué estrategias o instrumentos de apoyo al aprendizaje utiliza en sus clases para motivar a sus estudiantes?

Videos, la vez pasada me prestaron unos CDs con canciones y me gustaron pero me los pidieron y no los alcancé a grabar. Pero los videos sí, una cancioncita para motivarlos, porque ahí se desligan de lo que tienen que escribir, porque a algunos no les gusta mucho escribir. Es importante la motivación en una canción o un video de corto tiempo.

g. ¿Qué logros le gustaría que sus alumnos alcancen al aprender y usar el inglés como lengua extranjera en sus vidas en el presente y a futuro?

Que se desarrollen de la mejor forma posible, que puedan hablar el inglés de forma fluída, poder tener una buena comunicación con las demás personas. El inglés en cada momento se está utilizando para tener una buena comunicación con las demás personas, porque de repente tu vas a una parte y lo primero que te preguntan es ''speak English'' y es lo que me pasó cuando anduve en Colombia, no pude conversar porque no sabía inglés. Que el alumno en su vida futura sepa comunicarse fluidamente en inglés, y va a tener una estrategia

mejor de trabajo. Porque hoy en día el que sabe hablar inglés lleva un punto más adelante que la otra persona por el sólo hecho de saber hablar inglés.

SCHOOL 5

1. Planificación de clases y estrategias pedagógicas

a. ¿Qué aspectos generales toma en consideración al planificar clases de inglés de 1° a 4° año básico?

Bueno, lo primero que se toma en cuenta para la planificación es de que manera voy a motivar yo a los niños, o sea, utilizo el recurso, primero va la motivación como para que ellos se entusiasmen, ya que no es su idioma, y a la vez que sea entretenido. Soy de la idea que aprendan más jugando va a funcionar mejor si yo pongo estrategias y cosas que ellos no conocen.

b. ¿A qué habilidades o áreas de la asignatura le otorga más énfasis al planificar de 1° a 4° año básico?

Siempre tomo más en el área de lenguaje, y la parte artística. Como tenemos hartos recursos de videos y cosas, va entre la parte de lenguaje y artística.

c. ¿Utiliza las bases curriculares (bases sugeridas de 1° a 4° básico, bases de 5° básico) y las planificaciones incluida en las guías docentes de los textos escolares para la planificación de clases?

Si, de todas maneras, o sea, en toda planificación deben ir las bases curriculares y se utilizan harto los textos que entregan el ministerio con otro tipo de material que está al alcance de los profesores y de los niños.

d. ¿Qué material de apoyo (tales como libros de texto del Ministerio de Educación para primer ciclo básico como ''Bounce'', libros de texto de venta libre, guías de actividades, material didáctico, CDs multimedia, diccionarios, etc.) utiliza para realizar las actividades en su clase de primer ciclo básico?

Los textos y los CDs que vienen en el texto, que son bien adaptables y bien emotivos para los niños, y en internet encontramos un montón de recursos.

De internet las canciones, los videos, hay harta pronunciación, hay harta escritura, hay un montón de material. Es cosa de que nosotros recurramos a las páginas y lo adaptemos a las edades y cursos de los niños.

e. ¿Trabaja usted con el material provisto por el Ministerio de Educación para la enseñanza del inglés en contexto rural (tales como los CDs multimedia y cuadernillos de actividades ''It's my turn'')?
Si, si, a eso me refiero en parte igual, no son complicados ni difícil para mi, que no soy una profesora profesional ni nada en el área.

f. ¿Qué desafíos presenta el planificar y enseñar en niveles diferentes dentro de una misma sala de clases?
Ahora no se presentan muchos desafíos, porque tenemos primero y tercero. Pero si da que pensar al trabajar con niños si tuviéramos alumnos de primero a sexto. Creo que ahí si sería un poco complicado.

g. ¿Considera dentro de su planificación a las TICs? Si es así ¿qué herramientas tecnológicas (tales como proyector, computador de escritorio y/o portátil, CDs multimedia, CDs de música, Internet, etc.) utiliza en la implementación de sus clases de la asignatura inglés?
Acá se utiliza bastante el data, la internet, el computador, proyector, grabadora, todo lo que sea un recurso para ir superando la asignatura, es bienvenido. Todo lo que esté al alcance de nuestras manos lo utilizamos.

h. ¿Diseña usted mismo/a material de apoyo para implementar sus clases? Si es así ¿a qué se debe esto?
A la gran motivación, a la enseñanza y el compromiso que hay con los niños. Se diseña bastante material, harto material extra que sale de la docente.

j. ¿Qué enfoques de enseñanza o estrategias pedagógicas de enseñanza del inglés como lengua extranjera conoce?

No.

k. ¿Coinciden los aprendizajes en el aula con los resultados de las pruebas que usted realiza?

Si. También se da esto que no hay muchos cursos de por medio. No hay gran cantidad de alumnos, por lo cual la enseñanza es personalizada.

2. Relación con el entorno profesional/social

a. ¿Cuál es el clima escolar que observa al realizar clases con los alumnos de 1° a 4° año básico? ¿Afecta en su opinión este clima de forma positiva o negativa el aprendizaje del idioma inglés en el aula?

Muy positivamente. Se ve en los niños, esperan ellos con ansias las clases de inglés, no lo ven ellos con un taller, lo ven como una asignatura más. Entonces se ve que a ellos igual les gusta mucho, lo esperan con ganas y con harta motivación.

b. ¿Cuál es su relación con los apoderados y docentes del establecimiento? ¿Influye esta interacción en los resultados en la asignatura inglés?

Si, la relación con los apoderados es buena y además como a ellos les va super bien, es una nota que se contempla en el área de lenguaje. Aprenden una asignatura, y les ayuda en sus evaluaciones en la otra.

c. ¿Cuáles son las ventajas y desventajas de enseñar inglés en un contexto rural unidocente?

Las ventajas puede ser que el niño de primero, siempre va más menos parejo con el niño que va en curso más que ellos. Es como más parejo.

Las desventajas, no veo en esto, porque vuelvo a repetir, porque son pocos cursos y son pocos alumnos.

d. ¿Qué aspectos diferencian a un estudiante de contexto rural con un estudiante de contexto urbano? ¿Cómo afectan o benefician estas diferencias en el aprendizaje del inglés?
Bueno, vuelvo a lo personalizado, acá no termina la clase hasta que el niño no comprende y entiende todo lo que se le está enseñando. Pienso que trabajar con treinta y tantos alumnos, cambia esa parte. No podrían tener todos el mismo resultado, espero equivocarme.

e. ¿Cuáles son las aspiraciones que tiene con respecto al nivel de logro que pueden alcanzar sus estudiantes tomando en consideración el contexto rural al que pertenecen?
Uno siempre espera que el logro sea el máximo en cuanto a aprendizaje. Y vuelvo a insistir que el logro ya está dado, del momento en que los niños se motivan mucho y les gusta la asignatura, quien les dice que en su futuro tenemos profesores de inglés o ya sea en trabajo de interpretación o algo que les va a servir de mucho.

3. Motivación docente
a. ¿Siente que enseñar inglés a niños de 1° a 4° año básico en contexto rural es importante para el futuro de aquellos estudiantes? ¿Por qué?
Si, es muy importante. Pienso, yo por experiencia personal, a más temprana edad que se le enseñe a los niños, van a perder el miedo. Hoy en día se le da el lugar que le corresponde, que se debe dar a una asignatura como es el inglés, que para mi es igual que todas y tan importante. Antiguamente no, era como para pasar el rato y como para cumplir que había inglés. Ahora no, me da

*miedo hablar mucho delante de ellos, ahora ellos son totalmente abiertos, así
es que les favorece mucho.*

b. ¿Le agrada realizar clases a nivel de primer ciclo básico?
Si, de todas maneras.

c. ¿Siente que sus colegas en el establecimiento reconocen su labor como
profesor/a de inglés? ¿Por qué cree que ocurre tal apreciación a su labor?
*Por la dedicación puede ser y porque es un equipo. Todo se trabaja en equipo.
En la buena, como se dice, se admira y se sigue fortaleciendo todo lo que sea
bueno en bien del colegio y de los niños.*

d. ¿En qué aspectos de la enseñanza del idioma inglés se considera más hábil
y por qué?
Bueno, en la escritura, para nada en la pronunciación.

e. ¿Qué aspectos de la enseñanza del inglés le agrada enseñar y cuáles no le
agrada enseñar?
*Las canciones me encantan porque tengo una base, o sea, tengo a quien
seguir yo, trato de hacerlo lo mejor que se pueda. Pero ya en diálogos o algo,
creo que me complicaría mucho en sexto enseñar el inglés, en quinto y sexto.
Me gusta enseñar todo lo que está en el entorno, donde se desenvuelven ellos
en la sala de clases, que son los números, las fechas, los saludos, hábitos y
cosas. Tratar de hacer más eso.*

f. ¿Qué estrategias o instrumentos de apoyo al aprendizaje utiliza en sus clases
para motivar a sus estudiantes?

Ahí está la parte de internet, mucho video, mucho texto igual, y todo el material que se pueda encontrar que está a disposición de nuestras manos, de cada profesor.

g. ¿Qué logros le gustaría que sus alumnos alcancen al aprender y usar el inglés como lengua extranjera en sus vidas en el presente y a futuro?

Que cuando ellos, por ejemplo, en una oportunidad anduvimos en Valdivia, y se encontraron con dos extranjeros, y ellos quedaron muy sorprendidos mirando. Lo más era que se decían, entonces que ellos en cualquier parte donde estén, en el mundo, en Chile, donde sea, ellos sepan que está hablando. No por copuchentitos como se dice entre comillas, pero sí que vean que no es nada de otro mundo y que está al alcance de ellos. Y en lo profesional igual como dije antes, hoy en día trabajar en una simple caja de repuestos, ya necesitamos del idioma. Yo no se como van a ser mis alumnos en el futuro, que nivel académico van a tener, pero sí que les sirva para desenvolverse a futuro.