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Teaching English in Rural Schools: Linguistic Ideologies and Pedagogical Practices

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Dedicatorias

Elizabeth Belén Alvarado Boysen

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Abstract

This thesis examines the linguistic ideologies and pedagogical practices surrounding English language teaching in a rural Chilean school. Existing literature has paid limited attention to rural educational contexts, which has contributed to persistent assumptions regarding the relevance and necessity of English learning in rural communities. In response, this study seeks to identify the perceptions that exist within a rural educational setting and to explore how these beliefs shape teaching practices and influence students' engagement with English.

This research adopts a qualitative case study approach, drawing on semi-structured interviews with English teachers, administrators and tutors from the selected rural school. Data was analyzed using reflexive thematic analysis, through which six themes were identified in order to generate meaningful insights into the language ideologies and pedagogical practices encountered in this specific context. The themes show rural identity, contradictory perceptions of the use of English in rural areas, school representatives' trajectories, motivation and pedagogical practices as interconnected elements that come at play in the teaching of English in the participant rural school. Participants demonstrated a variety of beliefs, sometimes even contradictory, toward the English language and its importance for students. Despite this, all the participants particularly agreed and highlighted the school's familial and close-knit atmosphere, demonstrating the potential of rural schools to create supportive learning environments.

The study underscores the importance of expanding research on English language teaching and learning in rural settings from social justice oriented perspectives to challenge deficit-oriented discourses about these schools and their communities.

Key words: Rural education, English language teaching, Language ideologies, Pedagogical practices

Resumen

Esta tesis examina las ideologías lingüísticas y las prácticas pedagógicas en torno a la enseñanza del Inglés en una escuela rural chilena. La literatura existente ha demostrado prestar una atención limitada a los contextos educativos rurales, lo que ha contribuido a la persistencia de suposiciones respecto a la relevancia y necesidad del aprendizaje del idioma en comunidades rurales. En respuesta a ello, este estudio busca identificar las percepciones presentes en un escenario educativo rural y explorar cómo estas creencias moldean las prácticas de enseñanza e influyen en el compromiso de los estudiantes en el aprendizaje del Inglés.

La investigación adopta un enfoque cualitativo mediante un estudio de caso a partir de entrevistas semi estructuradas realizadas a docentes de Inglés, directivos y apoderados del establecimiento rural seleccionado. El análisis de los datos obtenidos se realizó mediante un análisis temático reflexivo, mediante el cual se identificaron seis temas, con el propósito de generar aportes significativos sobre las ideologías del lenguaje y las metodologías presentes en este contexto en específico. Los temas abordan, entre otros aspectos relevantes, la relación entre ruralidad, percepciones hacia el Inglés y las técnicas pedagógicas como elementos centrales para comprender las ideologías lingüísticas y la enseñanza del Inglés. Durante el desarrollo del estudio, una variedad de contradicciones fueron encontradas respecto a las creencias sobre el idioma y su importancia para el futuro, sin embargo, los participantes reconocieron particularmente el ambiente familiar y cercano de la escuela, demostrando el potencial de las escuelas rurales para crear ambientes de aprendizaje propicios.

El estudio destaca la importancia de ampliar las investigaciones sobre la enseñanza y el aprendizaje del Inglés en contextos rurales desde una mirada de justicia social, con el fin de cuestionar los discursos centrados en las carencias de estas escuelas y sus comunidades.

Palabras clave: Educación rural, Enseñanza del Inglés, Ideologías lingüísticas, Prácticas pedagógicas.

Introduction

In recent decades, Teaching English as a Foreign Language (TEFL) has become increasingly prominent worldwide, as English continues to function as a lingua franca in international communication, business, science, and education. Consequently, the ability to communicate in English is still to this day regarded as a key asset for academic, professional, and social mobility.

Within this global trend, Chile has sought to elevate the role of English in education. English was incorporated into the national curriculum in 1998 and is now a compulsory subject from Year 5 onwards (MINEDUC, 2009). Recent educational reforms have further emphasized English instruction, aiming to prepare students for participation in a globalized world. Learners' success depends not only on access to qualified instruction and learning resources, but also on the broader sociocultural meanings and attitudes associated with English in specific communities.

As for the teaching of English in the country, Barahona (2016) has stated that, nationally, a shift toward a communicative curriculum has aimed to foster interaction and integrate the four language skills, but in practice, its implementation has been hindered by large class sizes, unequal resource distribution, and persistent socioeconomic disparities. Students from wealthier backgrounds consistently achieve higher levels of proficiency, reinforcing patterns of inequity. There is insufficient evidence to determine how these agents operate across the specific setting of rurality with diverse socioeconomic contexts; however, rural schools may be facing these problems similarly as other public educational institutions in terms of resources. The challenge of adapting the national curriculum to multigrade environments remains one of the most salient aspects of rural education in Chile.

Furthermore, standardized testing such as SIMCE (Spanish acronym for Education Quality Measurement System), which assesses only reading and listening, has led to a narrowing of instruction, with teachers focusing less on speaking and writing. This creates a misalignment between curricular goals and classroom practice.

Despite national efforts to promote English learning, the challenges rural schools face differ from those faced by urban schools (Boix & Bustos, 2014). A study held in 2025 showed that some of these limitations include “inadequate resources for learning, poor school infrastructure, lack of teaching media, overly teacher-centered pedagogy, heavy workload, insufficiency of prepared teachers, adaptation issues, and low levels of student motivation” (Candrawati & Purbani, 2025, 66) Moreover, as we will argue in this work, the absence of a clear or consistent definition of what constitutes a “rural” school in Chile creates ambiguity in educational policy and hinders the development of targeted support measures.

While numerous studies have explored English language education in urban contexts, rural areas remain significantly underrepresented in academic research. This is particularly problematic, as the cultural, economic, and social conditions of rural communities often shape learners’ experiences and perceptions of English in unique ways. For instance, rural students may view English as disconnected from their daily lives or irrelevant to their future aspirations, which can contribute to low motivation or resistance to learning the language. Despite these factors, there remains a notable lack of empirical research on how English is valued, experienced, and negotiated within rural communities, highlighting a significant gap in our understanding of rural English language education.

This study aims to comprehend this reality by investigating how English is perceived in rural Chilean schools by students, teachers, and community members. The study explores the meanings attributed to English, the motivations and resistance surrounding its learning, and the language’s perceived relevance in the everyday lives of rural learners. By examining these perceptions, the study seeks to contribute to a more context-sensitive and culturally informed approach to English language teaching in rural Chile. The findings are intended to inform future educational policy and practice by recognizing the diverse perceptions of English and the unique realities faced by rural communities.

This text is structured as follows. First, a review of the literature will be carried out for this study, addressing key concepts such as rurality, rural schools, multigrade classrooms, and teaching strategies. This section will also present the various challenges faced by teachers in rural schools according to

the literature, along with an analysis of linguistic ideologies that delves into English language teaching and perspectives on teaching English in diverse educational settings. Next, the study's methodological framework will be presented, detailing the research questions, objectives, paradigm, and design of this qualitative research. Following this, the six themes generated through the analysis of the data will be presented: English opens doors, rurality is not just a context, resources as limitations, belongingness in motion, shifting landscapes, and pedagogical and behavioral dimensions of learning. Next, in the discussion, the findings will be analyzed in relation to the reviewed literature, addressing how ideology, contextual factors, and pedagogical practices intersect in the teaching and learning of English in rural schools. Finally, the study will conclude by summarizing the main findings, noting its limitations, and suggesting avenues for future research in the field of second language teaching, such as English, in rural contexts.

Literature review

In this literature review, key definitions are addressed in order to provide readers with a comprehensive insight into the complex educational phenomenon this work seeks to understand. The initial section of this piece focuses on the diverse definitions and interpretations of rurality that exist, illustrating how this notion has evolved over the years as well as showcasing how dynamic it is. Moreover, the discussion extends to defining what mainly characterizes a rural school, exploring the specific criteria that must be met for a school to be classified as rural. Additionally, we present the approaches and strategies the literature has described teachers use most prominently in this setting, highlighting how these differ from non-rural schools, thus providing insights into the unique dynamics of rural educational settings.

The second section of this chapter will explore the concept of linguistic ideology, especially in relation to the teaching and learning of English as a foreign language. This concept will help us understand how school communities make sense of the English language as a subject being incorporated into their curricula. We have worked under the assumption that these conceptualizations might relate to the ways in which the language is taught in these schools. In further detail, the exploration extends to how the concept of linguistic ideology is applied to rural schools, addressing the ideologies there are toward English Language Teaching (ELT) in this specific educational context, integrating perspectives from various sources, such as the broader societal outlook and the key stakeholders involved, shedding light on the multifaceted attitudes regarding English language within the rural setting.

Rurality

Over time, the concept of rurality has been defined in various ways and understood from multiple perspectives, highlighting different geographical, social, economic, and cultural characteristics, the diversity of rural environments, and their significant impact on education. According to the Food and

Agriculture Organization of the United Nations (FAO) (2018), a place may be considered rural if its inhabitants live far away from each other, which has to do directly with its location concerning small and widely spaced towns or large cities, and the presence of agriculture or forestry. It also adds that there is not yet an international definition of the term. Still, each country may have a simple definition of rural as: a rural sector is defined as that which is not urban, or if a slightly more complex definition is required, it could be that rurality has different types of rural areas that are usually distinguished by the main activity, for example, agriculture or tourism.

Following on from the above, the FAO (2018) has identified three common dimensions of rurality: sparse settlement, land cover and land use, and remoteness from urban areas. Sparse settlement reflects the idea that urban areas are those with more inhabitants and are more densely populated, while rural areas are less densely populated. Land cover refers to the physical cover of the land, including vegetation (whether planted or natural) and any buildings or man-made elements. Finally, remoteness affects people's opportunities to access markets and public services. It is often represented by the difficulty of physically moving to places where markets and services are more available.

Various parameters have been proposed to classify rurality. According to UNESCO (United Nations Educational, Scientific, and Cultural Organization) (2011) and Coady (2019), rural environments are related to lower population density, limited infrastructure, and restricted access to services compared to urban areas. The U.S. National Center for Education Statistics (2006), proposes three different concepts to traditionally delimit rurality, which are fringe, distant, and remote. 'Fringe' refers to places located less than "5 miles from an urbanized area, as well as rural territory that is less than 2.5 miles from an urban cluster"; while 'distant' is related to places located more than "5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster". 'Remote' refers to "more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster."

In Chile, the Undersecretary of Regional and Administrative Development (2008) defines the rural population "as those settled in a concentrated or dispersed human settlement with fewer than 2,000

inhabitants and with less than 50% of the economically active population engaged in secondary or tertiary activities”. Moreover, these sectors are often referred to as underdeveloped areas, that is, "backward," due to the numerous rates of poverty, illiteracy, and precariousness. As indicated in the report of the Chilean Undersecretary of Regional and Administrative Development (2008), "the sectors where the most severe poverty has been found are rural areas" which reveals a significant lack of specific and effective public policies for these sectors. Furthermore, the National Socioeconomic Characterization Survey in 2022 (Ministry of Social Development and Family, 2022) managed to identify that poverty in rural areas is 62% higher than in urban areas, indicating that extreme poverty is concentrated in the country's rural areas. In Chile, the newly published National Policy of Rural Development (PNDR in its Spanish acronym) “makes it possible, in the medium and long term, to improve the living conditions of the inhabitants of rural areas” (Odepa, 2024, loosely translated by the authors), addressing the shortcomings and risks of these areas, emphasizing the current and future opportunities that drive the entire country: the diversity of productive activities; natural diversity; and cultural diversity. The National Policy of Rural Development defines the concept of rural territory as that which is produced by “the dynamics of interrelationships between people, economic activity and natural resources, characterized mainly by its population density of less than 150 (inhab./km²), with a maximum population of 50,000 inhabitants” (PNDR, 2020, loosely translated by the authors), taking the commune as the basic unit.

Crumb et al. (2023) offer a perspective on the definition of rurality, reporting that it is not simply a population count; rather, it “represents a diverse set of cultures and experiences ranging from indigenous and migrant farming communities to intergenerationally shared lands in established communities”. These rural communities also often comprise small, close-knit places with intergenerational ties to the land, where residents have a strong sense of community pride, history, and traditions. Woods (2011) shares some important perspectives on these contexts: rural environments are fundamental to food production, water supply, and the energy and natural resources we find. In addition, they are essential to the cultural identity of these spaces, tourism, and environmental conservation. In line with a more critical and inclusive perspective, Hewitt and Reitzug (2015)

highlight that, to create a fairer social experience for rural populations, it is necessary to recognize the scope for action and cultural richness that rural inhabitants have, to challenge the limited views of rurality, and to strengthen structural support for students and disadvantaged rural communities.

According to Rubio Terrado (2021), the term "territory" can be understood as a multidisciplinary conceptual category that "refers to the space assigned to a being, a community, or an entity and is similar to a basin of life" (loosely translated by the authors). Within this framework, the concept of rural territory is defined in contrast to urban territory, characterized by geographic remoteness and limited access to basic services, infrastructure, and educational opportunities. However, rurality extends beyond demographic data; this type of living involves a functional relationship with urban areas, emphasizing the interdependence between rural communities and nearby cities in the provision of goods, services, and labor mobility. One of the key characteristics that stands out in these areas is food production, driven by the agricultural sector and often considered a defining feature of the territories, thus linking economic activity with rural identity. In addition, rurality is defined as "a complex and significant social system that welcomes a group of people, providing them with a living environment, promoting a sense of belonging, self-identity, and territorial culture" (Rubio Terrado, 2021, loosely translated by the authors). Among the particularities that distinguish these places, we can identify population size, which typically refers to areas with a small number of people; this is associated with low population density and the presence of dispersed settlements, which directly influences the way community and educational life are organized in these contexts.

In summary, rurality is known as a multidimensional and dynamic concept that cannot be categorized into a single demographic or geographic criterion. Rather, it encompasses all aspects of the interaction between people, the land, and the social, cultural, and economic structures that shape life in these spaces and zones. As could be observed, some definitions associate the term with isolation, poverty, or underdevelopment, overlooking the qualities for which these places are distinctive, such as rurality's cultural traditions, community ties, and unique ways of understanding and experiencing education. Bridgeforth et al. (2021) highlight the importance of geographical context as a fundamental factor that can be interpreted through racial, ethnic, and cultural perspectives, as these perspectives play a notable

role in identifying and clarifying the role of rurality in education. Considering the above, the notion of rural schools will be understood as more than institutions located in remote places or areas; that is, these institutions are dynamic spaces where definitions of rurality take shape and directly influence educational practices, community identity, and cultural transmission.

Rural schools

When defining what constitutes a rural school, there is no consensus on the factors to take into account for a clear definition. Most governments are centred on the geographical position of said school and the number of inhabitants found in the community (UNESCO, 2011), while others (Dunstan, Henderson, Griffith, Jaeger, & Zelna, 2021; Gaudin, Padilla-Perez, & Soloaga, 2024) are trying to breach this almost standardised definition by including a more detailed structure of what involves rurality and teaching in a holistic view. Consequently, a definition of rural school that utterly disregards the perspectives of active members within these communities is inherently incomplete. Rural students and their families have a sense of pride and esteem in their educational institutions, as they experience a strong sense of belonging that maintains an active community involvement in school life (Fargas-Mamet & Bagley, 2021). This sense of identity and engagement challenges assumptions that equate rurality with impoverishment as described by Cordero (2023), highlighting the need for a definition rooted in lived experience and local context. Although this relation might be truthful in some cases, the same can be said about some educational establishments in an urban context, nonetheless what some rural schools may lack in economical resources they have abundance of cultural wealth, sharing a deep connection on the triad that is a school: parents, school representatives such as teachers, administrative workers, janitors, among others, and students (Chambers, Crumb, & Harris, 2019); this dynamic is prominent in rural settings, where all agents work to create a sense of community in their school, cultivating a sense of care for their environment and nature that surrounds them (Inouye et al, 2024).

Rural schools have a significant influence on the cultural aspect of what is a community (Drescher et al, 2022), most rural schools are profoundly intertwined since teachers, administrators, parents, and

students actively participate in transforming the school into an essential force that unifies the community and provides cultural wealth to a rural body (Inouye et al, 2024; Oyarzun, 2020). Rural schools face the arduous labour of providing contextualised education to students enrolled in their institutions. Some aspects to consider include location, cultural identity, and contextualised opportunities (Terrado, 2021).

First, the geographical position where the school is situated provides a meaningful educational opportunity for students, considering that they will be allowed to attend school without having to go to a boarding school or relocate with extended family to receive education (Guenther & Osborne, 2020). The last two concepts, family and education, are closely intertwined, considering that the construction of contextualised opportunities is shaped by the culture experienced in the specific rural community. Then, since the rural school becomes a cohesive institution in communities, it brings together the country's curriculum and adapts it to the rural territory in context, providing opportunities to understand education with the professions and occupations that they could perfect themselves in, which would help their communities in the future (Crumb, Chambers, Azano, Hands, Cuthrell, & Avent, 2023; Leech, Haug, Rodriguez, & Gold, 2022).

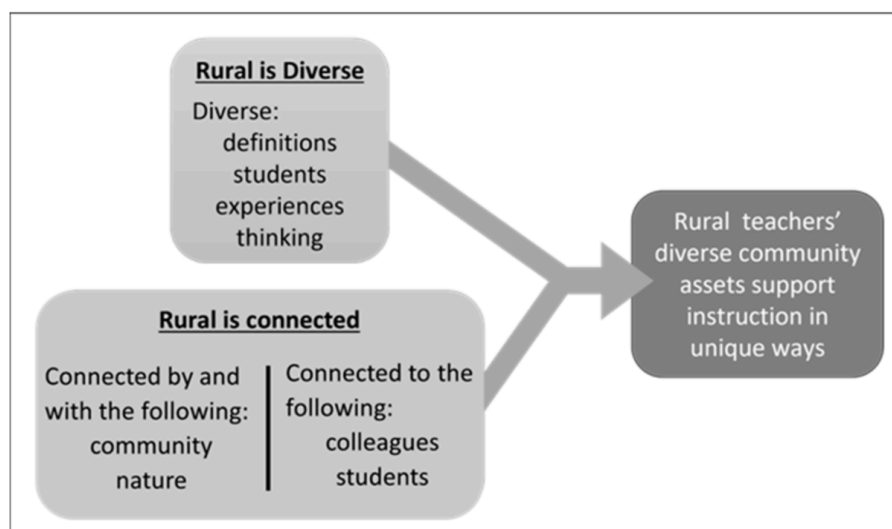
Therefore, the closure of rural schools constitutes a profound social issue for rural communities (Ñuñez et al., 2014), as it means moving students from their communities and stripping them of significant cultural heritage (Sorensen, Svendsen, Jensen, & Schmidt, 2021). Then, the removal of rural students from their communities results in the loss of a core segment of the population. Each rural student contributes not only resourcefulness (Crumb et al., 2023) but also reinforces interpersonal networks within these communities through familial bonds, thereby strengthening the integration and cohesion of the rural group. In the absence of this demographic, the community risks fragmentation and social disintegration. All of the elements discussed above are somewhat summarized in Figure 1, as presented by Inouye et al (2024).

According to the Chilean Ministry of Education (MINEDUC in its Spanish acronym), in 2022 rural education in Chile was characterized by several key features that illustrate both its significance and

challenges. That year, there were 3,247 rural schools nationwide, accounting for 29% of all educational institutions in Chile, and serving 281,537 students, which represented 7.7% of the national student population. The majority of rural schools (77.5%) were public, either municipal or managed by local public education services, while 22.3% were private, subsidized institutions, and less than 1% were private fee-paying schools. The regions with the highest number of rural schools were La Araucanía (607), Los Lagos (508), and El Maule (373). In contrast, the greatest numbers of enrolled rural students were found in El Maule (40,107), La Araucanía (33,966), Región Metropolitana (34,426), and Los Lagos (30,725). Despite a 2.7% increase in overall student enrollment nationally over the last decade (2012–2022), rural student enrollment declined by 6.1%, equivalent to 281,536 fewer students. Additionally, while the total number of schools in the country decreased by 7.8%, rural schools experienced a sharper decline of 18.5% compared to 2.6% in urban areas. Despite the rate of turnover being higher for rural teachers (Diaz et al., 2021), the number of teachers working in rural education increased significantly by 23.8%, rising from 25,692 in 2012 to 31,808 in 2022, suggesting an ever-rising interest in teaching in these contexts (Evidencias MINEDUC, 2024). This is the latest register of the state of Chilean rural education.

Figure 1

Characteristics of rural schools according to teachers' descriptions



Taken from: Inouye, M.; Macias, M.; Boz, T.; Lee, M.J.; Hammack, R.; Iveland, A.; Johansen, N. (2024). Defining Rural: Rural Teachers' Perspectives and Experiences. *Educ. Sci.* 2024, 7, 645)

Multigrade classrooms

One of the most distinctive features of rural education is multigrade teaching, which tends to be related to rural schooling worldwide. Multigrade classrooms are characterized by the presence of students of varying ages and academic levels learning together under the guidance of a single teacher. As Boix and Bustos (2014) explain, multigrade teaching in rural contexts typically emerges from necessity rather than pedagogical design, that is, because it is primarily a response to structural and logistical constraints, not an intentional educational strategy. In many rural areas, low student enrollment, limited financial resources, teacher shortages, and geographical isolation make it impractical to assign one teacher per grade level. As a result, schools are often compelled to group multiple grades in a single classroom under one teacher. This necessity-driven model tends to focus more on making education accessible rather than innovating pedagogical approaches. Consequently, multigrade teaching in these settings often lacks the systematic support, training, and resources needed to maximize its potential as an educational opportunity, turning what could be a rich, flexible learning environment into a challenging and under-resourced one.

This view is echoed by Little (2001), who defines a multigrade classroom as one in which a single teacher is responsible for teaching students from two or more grade levels simultaneously. This arrangement is often found in rural or remote areas where student populations are small and resources are limited. In such settings, the teacher must plan and deliver instruction across different curricula and developmental stages simultaneously, requiring flexible teaching strategies and a strong emphasis on learner autonomy and peer support. While terms like “combined classes” or “mixed age classes” often describe necessity-driven arrangements in rural schools, expressions such as “vertical groupings” or “non-graded classrooms” are associated with pedagogically motivated models found in both rural and urban settings.

Regardless of the rationale for adopting multigrade teaching, especially in rural contexts, its primary goal is to address the inherent heterogeneity and diversity of such classrooms. This requires implementing specific didactic strategies, flexible organization of space and time, and the use of curricular resources that move beyond strictly prescriptive or traditional approaches.

Rural multigrade classrooms exhibit characteristics not found in urban or graded rural settings, such as small student populations, the presence of multiple grade levels in a single room, and the teacher's dual role as both educator and administrator. These schools also face significant challenges, including geographic isolation, lack of infrastructure and teaching resources, and underprepared or novice teaching staff. Nevertheless, they also present unique opportunities for the development of creative and innovative pedagogical practices (Boix & Bustos, 2014; De la Vega, 2020).

In the Chilean context of multigrade classrooms, it represents a unique pedagogical setting that requires tailored strategies and support. The quality of instruction in these classrooms has been a concern for educational authorities, who emphasize the need for targeted pedagogical, didactic, and disciplinary support, as well as alignment with national education policies.

According to MINEDUC (2014), a critical component of this system is the Microcentro (which roughly translates to 'microcenter' in English), which is a pedagogical space where teachers from nearby rural multigrade schools meet once a month to reflect on their teaching practices, exchange experiences, and collaboratively enhance their instructional strategies. These meetings are formally regulated under Decree 968/2012, which authorizes rural multigrade teachers to replace their standard weekly technical meetings with a monthly microcentro session. The aim of the microcentro is to focus on pedagogical development, particularly on the skills outlined in the national curriculum.

To strengthen this collaborative model, MINEDUC has issued a series of guidelines and materials to assist teachers in lesson planning and classroom management. These include: multigrade modules, strategy manuals and general guidelines, planning and pedagogical guidelines, and reading itineraries.

In addition, annual regional workshops for microcentro coordinators are organized to provide updates on national education policy, gather local feedback, and support the contextualization of strategies at the regional level. These workshops also serve to reinforce the leadership role of coordinators, enabling them to act as liaisons between schools, families, local stakeholders, and educational authorities. The overarching goal of these initiatives is to promote meaningful learning by emphasizing higher-order thinking skills that allow students not only to understand academic content but also to apply knowledge in diverse real-world contexts.

In her work, Tapia (2019) highlights the importance of rural microcenters in Chile as collaborative professional spaces where teachers from nearby multigrade schools convene to improve educational quality. Central to the microcenters' effectiveness is networked collaboration among educators, which encourages innovation and curricular adaptation, key components for addressing the unique challenges of rural education. This localized, cooperative approach is essential for fostering equity and quality in rural schooling in Chile.

These support structures are particularly relevant to the development of TEFL, where multigrade contexts can present additional challenges in differentiation and resource allocation. The existence of modular, curriculum-aligned materials and collaborative teacher networks presents opportunities to adapt TEFL instruction to the realities of rural multigrade settings in Chile.

Teaching strategies used in rural schools

When it comes to strategies employed by teachers in their labour in rural contexts, it is essential to consider the distinctive characteristics and pedagogical dynamics of multigrade classrooms. According to Boix and Bustos (2014), educational intentionality in multigrade settings emerges from a diverse range of situations and processes, enabling a more integrated approach to teaching. This integrated nature goes beyond the mere application of specific didactic strategies; rather, it fosters a deeper teacher-student relationship, as the teacher becomes more familiar with each learner's needs

and learning styles (Mulryan-Kyne, 2004). Such familiarity is particularly valuable in rural contexts, where classroom heterogeneity often demands greater adaptability and personalization in instruction.

Boix and Bustos (2014) emphasize the central role of learning activities and didactic resources in the teaching learning process, particularly in rural multigrade settings. These learning activities often serve as the primary axis of curricular planning, even more so than specific teaching strategies, underscoring their importance in fostering language acquisition and skill development.

The range of activities employed in these classrooms is notably broad and adaptable, including contextually relevant tasks grounded in the rural environment, as well as individual, collaborative, and socialization-based learning experiences. Active didactic strategies such as project-based learning, discovery, field research, simulations, and problem solving are especially effective, as they engage students in meaningful, age-appropriate, and content-specific learning. These strategies not only promote curriculum reinforcement and knowledge sharing among peers but also provide opportunities for holistic and participatory language learning, making them highly applicable to TEFL practices in rural multigrade classrooms in Chile.

The alignment between strategies used in rural multigrade classrooms and those applied in English language teaching is both evident and promising. In multigrade settings, the use of active, student-centered methodologies such as project-based learning, collaborative activities, and context-driven tasks has proven effective in addressing the diverse needs of learners across different age groups and academic levels. These strategies not only foster autonomy and peer interaction but also create meaningful learning experiences rooted in students' real-life contexts. Such approaches are especially relevant in the TEFL classroom, where engaging students through interactive, participatory, and holistic methods is essential for language acquisition.

Building on this shared pedagogical foundation, recent perspectives in English teaching emphasize the transformative potential of active learning and offer a comprehensive framework for fostering communicative competence, learner motivation, and long-term retention.

In addition, Chica-Esquivia (2023) emphasizes the transformative power of active and participatory strategies in English teaching. These strategies aim to involve students directly in the learning process, enhancing their engagement and retention. Among them are project-based learning, cooperative learning, and techniques such as role playing, think-pair-share, and jigsaw reading, all of which create interactive, meaningful learning environments.

She also discusses the teacher's role as a facilitator who guides students toward greater autonomy and communicative competence. Additionally, she categorizes these strategies into motivational, cognitive, metacognitive, affective, and social domains, offering a holistic framework for English instruction.

Chica-Esquivia (2023) further expands on strategies that incorporate real-world exposure and cognitive reinforcement. She mentions at least four different strategies, for instance:

1. **Immersion:** It places students in authentic contexts outside the classroom, allowing them to practice and absorb the language naturally.
2. **Distributed practice:** It encourages learning through short, regular sessions over time, enhancing retention.
3. **Pre-service exams:** It challenges students to recall and creatively apply previously learned material, strengthening long-term memory. Social learning is also key as it promotes communicative exchanges, supported by relational and digital technologies (TIC, using their Spanish acronym).
4. **Information abundance:** where students are consistently exposed to English through music, films, reading materials, and native speakers, helping them internalize the language passively and intuitively.

When combined, these strategies contribute to a more dynamic and effective English language learning experience.

The author explores formative assessment strategies, like admission & exit tickets, which provide quick feedback and help teachers adjust their lessons based on how well students are grasping the material. To keep things engaging, she includes playful, game-based tools such as Guess Who and other educational games, which bring enjoyment into the learning process while reinforcing key language skills.

In conclusion, the strategies described by Chica-Esquivia (2023) reflect a profound shift toward a learner-centered paradigm that prioritizes meaningful interaction, autonomy, and holistic development in language acquisition. Then, by integrating participatory techniques such as project-based learning, role play, and think-pair-share, alongside real-world applications like immersion and distributed practice. The author empowers students to become active agents in their own learning. Her multifaceted approach, addressing motivational, cognitive, metacognitive, affective, and social dimensions, aligns seamlessly with the principles of a learner-centered classroom.

Moreover, the incorporation of formative assessments and game-based tools not only enhances engagement but also ensures continuous feedback and adaptation to learners' needs. Collectively, these strategies foster an environment where language is not merely taught but lived, leading to deeper retention, greater communicative competence, and a more enriching educational experience overall.

Furthermore, these approaches place students' needs, backgrounds, and experiences at the core of the teaching process, fostering greater engagement and more meaningful language acquisition. In the context of rural multigrade classrooms, such as those in Chile, these strategies prove particularly relevant. They not only accommodate the diverse linguistic and cognitive levels often found in these settings but also empower students by promoting autonomy and collaboration.

A 2022 study conducted in the Región de Los Lagos by Montecinos et al. highlights the diverse pedagogical methodologies and didactic strategies used by English teachers in rural schools. One of the key methodologies employed is the Compass approach, which emphasizes the integration of local territory and environmental context into the learning process, allowing students to connect English language learning to their natural surroundings. Additionally, several teachers adopt Total Physical

Response (*TPR*) and Active Classroom methodologies, incorporating movement, songs, and games as essential tools for maintaining engagement, particularly among younger learners. The *Montessori* philosophy also informs certain teaching practices, with a focus on autonomy, developmentally appropriate instruction, and limited formal assessments for young children.

Furthermore, the use of gamification, combining cooperative, kinesthetic, and active learning, emerges as a common strategy to channel student energy into the learning process, often supported by digital platforms such as Word Wall.

In terms of didactic strategies, the study reveals a strong emphasis on affective relationships, personalization of instruction, and age-appropriate methodologies. Teachers frequently implement practices such as reading corners, group work, and interactive games to foster collaborative learning environments. Rather than relying on traditional grammar translation methods, educators prioritize listening input and gradually increase English use in the classroom. Evaluations are primarily formative, based on student progress and the achievement of learning objectives, rather than on standard written assessments. The use of TIC is widespread, with tools such as audiovisual resources, English labs, and poster-making activities serving to enrich classroom experiences.

Challenges EFL teachers face in rural schools

Teaching English in rural schools presents a unique set of challenges that go beyond language instruction. As Maharaj and Chauke (2025) stated, educators working in these contexts often face structural limitations such as limited access to resources, high levels of student absenteeism, multigrade classrooms with diverse learning needs, and low levels of parental involvement. In addition, sociocultural and linguistic factors, as aforementioned, can hinder motivation and language acquisition. These obstacles not only impact teaching practices but also reflect broader educational inequalities that hinder EFL learning engagement.

The authors identify several critical challenges, including a shortage of qualified English teachers, inadequate facilities and teaching materials, students' limited English proficiency, and a lack of

parental support. These factors collectively hinder the development of effective English language education in rural settings. Additionally, they indicate that the lack of parental involvement and low socioeconomic status in rural areas contribute to students' diminished motivation and achievement in learning English. These compounded factors create a challenging environment for EFL teachers, requiring targeted interventions, such as enhanced teacher training, improved infrastructure, and increased community engagement to bolster English language education in rural settings.

To address these issues, they propose pragmatic solutions, including providing appropriate training for English language teachers, fostering positive attitudes toward teaching English, improving and upgrading facilities and teaching aids, and promoting effective communication between parents and teachers. Their comprehensive analysis underscores the need for targeted interventions to enhance English language teaching in rural schools.

Moreover, Martiana (2019), in her study about the Challenges of Teaching English with its four language skills, investigates the multifaceted obstacles English teachers at a junior high school in Sintang Regency, Indonesia, encounter. The findings reveal that students exhibited low proficiency across all four language skills: listening, speaking, reading, and writing, with 72% struggling to comprehend and apply English structures. Additionally, 54% of students reported difficulty concentrating during English lessons, attributed to factors such as limited access to English dictionaries, minimal participation in supplementary English classes, and inadequate school facilities. These challenges are compounded by broader systemic issues common in rural educational settings, including insufficient infrastructure, a lack of qualified English teachers, and limited exposure to the English language outside the classroom. Martiana's study underscores the need for targeted interventions, such as improving educational resources, enhancing teacher training, and fostering community engagement, to address the unique challenges of English language instruction in rural Indonesian schools.

In their 2019 study, Aziz, Swanto, and Azhar delve into the lived experiences of ten English teachers who persist in rural schools in Sabah, Malaysia. The study reveals that these educators face significant

challenges, including limited English exposure in the community, insufficient teaching resources, and substandard physical infrastructure. A primary stressor identified is the necessity to teach students with low English proficiency, compounded by disruptive student behaviors, excessive workloads, and a lack of institutional support.

To navigate these stressors, teachers employ a variety of coping mechanisms, categorized into personal, social, professional, and institutional strategies. These include: self-reflection, seeking peer support, engaging in professional development, and advocating for systemic changes. The study underscores the resilience and adaptability of teachers committed to delivering quality English education in challenging rural contexts, and highlights the need for collaborative efforts among educators, administrators, and policymakers to enhance support systems and educational practices in such settings.

Similarly, in her 2017 article, Arifin explores the psychological barriers that hinder effective English as a Foreign Language (EFL) speaking instruction. She identifies key issues such as low self-confidence, speech anxiety, and low self-esteem, which affect both students and teachers. Students often fear negative evaluation, worry about making mistakes, and feel discomfort speaking in front of peers, leading to reduced participation and hindered language development. Teachers experiencing low self-esteem, often due to limited subject mastery, may struggle to manage classrooms effectively, further impacting the learning environment.

Arifin emphasizes that these psychological challenges contribute to ineffective classroom dynamics and impede language acquisition. To address these issues, she recommends strategies such as fostering a supportive classroom atmosphere, implementing consistent routines, and providing positive reinforcement. By creating an environment where students feel safe to express themselves without fear of judgment, educators can enhance student engagement and confidence in speaking activities. These approaches aim to mitigate psychological barriers and promote a more effective EFL speaking classroom.

In summary, the obstacles faced by English teachers in rural contexts are multifaceted and deeply rooted in systemic issues. As aforementioned, educators often struggle with students' lack of motivation, limited exposure to English outside the classroom, and inadequate teaching materials. Similarly, there are barriers that both teachers and students encounter in speaking activities, including anxiety, low self-confidence, and fear of making mistakes. These challenges are compounded by insufficient parental involvement and limited community support, as some authors noted.

Taken together, these studies reveal that effective English language teaching requires more than just pedagogical skills; it demands emotional resilience, institutional backing, and policies that recognize the social and cultural realities of both teachers and learners. Addressing these barriers is essential for creating inclusive, supportive environments that empower educators and promote meaningful language acquisition.

Linguistic Ideologies

The concept of “linguistic ideology” comprises two distinct and separate components: the linguistic element, pertaining to language, and the ideological aspect, concerning beliefs and values. Contributors of the book *“Language Ideologies: Practice and Theory”* (1998) have stated that “the first common strand is an understanding of ideology as ideational or conceptual, referring to mental phenomena; ideology has to do with consciousness, subjective representations, beliefs, ideas.” (Eagleton, 1991, as cited in Woolard & Schieffelin, 1994). In this sense, linguistic ideologies are deeply ingrained in people's beliefs.

Irvine and Gal (2000) propose that linguistic distinctions are not objective reflections of language differences but are shaped by ideological processes. They identify three semiotic mechanisms through which language ideologies operate: iconization, fractal recursivity, and erasure. Iconization refers to the process by which linguistic features come to represent social identities (for example, associating English with intelligence or modernity). Fractal recursivity involves projecting social oppositions, such as urban versus rural, onto linguistic domains, reinforcing hierarchies between “standard” and

“non-standard” language forms. Erasure occurs when aspects of linguistic diversity are rendered invisible because they do not align with dominant ideological frameworks.

Moreover, ideology is not something that is taught or that people learn consciously. It concerns the concepts and ideas that their context surrounds them with. As stated by Woolard,

“In much recent theory, ideology is not necessarily conscious, deliberate, or systematically organized thought, or even thought at all; it is behavioral, practical, prereflective, or structural. Signification—or, more simply, meaning—rather than ideation in a mentalist sense is the core phenomenon in these contemporary uses.” (Woolard, 1998, 6).

Ideology is not merely about what people believe or think; it also encompasses their habits and behaviors. It is built not only individually inside a person’s mind but also in social contexts. In other words, ideology plays the role of underlying patterns of meaning that shape how we act and understand a phenomenon.

“Eagleton characterizes ideology in this sense as "a particular organization of signifying practices which goes to constitute human beings as social subjects, and which produces the lived relations by which such subjects are connected to the dominant relations of production in society”” (Eagleton, 1991, as cited in Woolard, 1998, 6).

Following Eagleton, ideology isn't just a set of ideas inside individuals’ minds. It is woven into the way they speak, act, and interpret the world, shaping their social life and positions within systems of power and production.

Linguistic ideologies can be defined as “self-evident ideas and objectives a group holds concerning roles of language in the social experiences of members as they contribute to the expression of the group” (Woolard & Schieffelin, 1994, 57). These language ideologies are subject to change since they depend on a myriad of factors, such as cultural settings, gender identity, age, geographic setting, and external influences. That is to say, “language ideologies are not only about language. They forge links between language and other social phenomena” (Woolard, 2020, 2). In this regard, they implicate social relations as well as the collision of ideologies within the same context.

Representations, whether explicit or implicit, that construe the intersection of language and human beings in a social world are what we mean by "language ideology." In this particular research, the concept of linguistic ideology is used to describe the collective beliefs held by a specific community regarding the practice of teaching English in rural areas. This concept reflects the attitudes, values, and perceptions that shape how language learning and instruction are approached within these rural contexts. By examining linguistic ideologies, we will be able to gain valuable insights into the underlying factors influencing language education strategies and outcomes in rural communities. Understanding and acknowledging these beliefs is crucial to designing effective, culturally relevant English language teaching programs that cater to the needs of individuals in these specific settings.

Linguistic ideologies on ELT

In a Chilean context, the most common answer to the question "Why study English?" is that "English opens doors". As stated by Glas (2008), within the discussion regarding "why learn English?", the argument leans toward the economic goals at both national and individual levels." (loosely translated by the authors). This means that people tend to relate English to success in life, learning the language in order to prosper and thrive. However, the efficacy of this statement will depend on the context in which it is proposed. According to MINEDUC (2011)

“[English] is an aid for global communication and a means of access to greater knowledge regarding a wide range of information and contemporary technology, allowing us to confront the demands of the setting and society. Besides functioning as a link with other realities, learning English contributes to comprehending and appreciating the mother tongue, the culture, and the development of cognitive abilities.” (Loosely translated by the authors)

The linguistic ideology Chile has toward the English language is significantly affected by globalization, as "English is considered as a means for linguistic mobility" (Seargeant, 2009, as cited in Pérez De Arce Ryabova, 2016, 30). This linguistic mobility was a common ground between different nationalities, as English became the way opener for commercial growth, social media, and

culture. Thus, it is considered desirable for the value others have given to the language itself, as a way to communicate with others irrespective of nationality or culture. Then, Pérez de Arce discusses that the belief of English as the global language is one of the reasons why it is so deeply intertwined within our school curriculum and society. The desire to communicate with others and form meaningful connections is evidence of its linguistic mobility characteristic.

This ideology is somehow present in the textbooks provided to the students and in the different methodologies teachers use to teach English. Chilean citizens have an established perception when it comes to the English language. This view has been reinforced by the policies applied by the educational system in the way they decide to display the English language to society:

“It becomes necessary to know the linguistic ideologies and social representations of both the society and the individuals involved in the educational system, as well as the authorities behind this system, in order to understand the motivation behind the different initiatives of linguistic planning and linguistic policies that take place and the repercussions they have on the receiving end”. (Pérez De Arce Ryabova, 2016, 79)

Likewise, the author proposes that, based on the results of his research, “English is seen as a tool for global interaction and a means of access to knowledge. In this matter, a functional value is assigned to the English language as a useful tool in today’s society.” (loosely translated by the authors).

Perspectives toward ELT

Additionally, not only are ideologies about language a meaningful aspect to consider, but also to examine the perspectives toward ELT. These two terms are quite similar; however, they are not the same. As stated before, an ideology is a set of beliefs about a topic. At the same time, according to the Longman Dictionary (n.d.), a perspective is “a way of thinking about something, especially one which is influenced by the type of person you are or by one's experiences”. In other words, this concept is defined as a viewpoint on how people see something after experiencing a situation themselves.

Having this in mind makes it possible to understand that an ideology grows from values about how something should be, and that a perspective is the point of view toward a phenomenon observed in action.

When considering ELT, it is crucial to acknowledge that multiple viewpoints can be evident within the educational atmosphere. These diverse perspectives often stem from key stakeholders, such as English teachers and the parents of students enrolled in a particular educational establishment, contributing significantly to the process of shaping the landscape of ELT practices.

The literature reveals that preservice teachers often hold ambivalent or contradictory views about rural education, shaped by both cultural appreciation and deficit-based assumptions. Serruto and Frisancho (2024), in their qualitative study of trainee teachers in a highland region of Peru, found that many student-teachers acknowledged the cultural value of rural communities and their educational rights. However, these acknowledgments were frequently accompanied by perceptions that associate rurality with poverty, isolation, and educational disadvantage. Such deficit discourses, while often unintentional, contribute to lowered expectations and pedagogical decisions that may inadvertently reinforce educational inequities.

Participants in the study also demonstrated stereotyped views of rural students, often describing them as less capable or motivated than their urban peers. This view aligns with findings from other research on rural teachers' perceptions in Latin America and underscores the need for targeted pedagogical training to deconstruct such biases. Furthermore, Serruto and Frisancho (2024) highlight a pervasive lack of familiarity with key characteristics of rural schooling, particularly the prevalence of multigrade classrooms. Rather than viewing multigrade instruction as a legitimate and context-sensitive model, many participants perceived it as a sign of educational deficiency.

These findings suggest an urgent need to integrate critical rural education perspectives into teacher education curricula. By confronting and reframing preservice teachers' assumptions, training programs can better prepare educators for the realities of rural teaching. This includes not only

developing knowledge of multigrade and community-based models but also fostering respect for rural students' agency and the sociocultural wealth of rural communities.

Such reframing is essential for ELT in rural settings, where linguistic ideologies, access issues, and institutional limitations intersect with teachers' preconceptions. Understanding and transforming these perceptions is a key step toward building more equitable and contextually relevant ELT practices in rural schools across Latin America, including Chile.

Methodology

This section details the methodology used in this research. The design, methods, and analysis are described along with the aspects of the framework to which it belongs. Additionally, participants' descriptions will be provided to facilitate comprehension of the data presented.

Research Questions

In order to delve deeper into the phenomenon at hand, two research questions were created seeking to exemplify how English affects a specific rural educational community and the prospects it has for its students regarding English learning and teaching. With this investigation, we aim to answer two questions: What is the perception of a rural school regarding English teaching and learning? And what are the linguistic ideologies behind the teaching and learning of English in a rural school?

Research Objectives

The objectives of this research were directly derived from the core issue under investigation, working as a guide to maintain the main focus of the study, concurrently taking into account the various factors that teaching English encompasses, while considering the context. The general objective of the study is to analyze English language teaching in rural contexts, based on the linguistic ideologies sustained by educational communities and their practical expression in the didactic strategies employed in English lessons.

In the same manner, and with the explicit intention of investigating the intricacies of the phenomenon at hand, a precise set of three specific objectives was formulated. These objectives are mainly focused on a comprehensive insight into the perceptions toward English, the linguistic ideologies, and the strategies teachers use to teach the language in rural settings. The mentioned objectives include:

- To characterize the perceptions and linguistic ideologies in the rural educational communities regarding English language teaching.

- To identify the didactic strategies used in rural contexts for English language teaching.
- To describe the relationship between ELT practices and linguistic ideologies.

Research Paradigm

A research paradigm serves as a fundamental framework, an intellectual escort that shapes the entirety of an investigation by establishing a prototype grounded in specific hypotheses, deeply held beliefs, and guiding values (Khatri, 2020). Simultaneously, this paradigm meticulously sets forth the core principles, the appropriate methods, and the systematic procedures that must be adhered to throughout the research process, from establishing the nature of the research, the collection of the information, and the subsequent analysis of data to the ultimate ensnaring of valid conclusions.

This research is inscribed on the qualitative paradigm, as it seeks to understand the in-depth experiences with the English language of a rural school community. In this sense, we will understand that experiences and knowledge about and of the English language can be accessed through language in conversation and interviews.

Research Design

The research design of this study is qualitative, as it focuses on an in-depth understanding of the perceptions, perspectives, and ideologies of different actors, such as English teachers, principals, parents, and families, highlighting how these influence ELT practices in rural contexts. The type of investigation presented is an exploratory investigation (Creswell, 2018). This is in concordance with the limited research on the topic of linguistic ideologies and perspectives toward English teaching in rural Chilean schools and the ideologies of the actors involved in this process. On the other hand, this investigation is cross-sectional (Setia, 2016) as the data were collected at a single point in time during the second semester of the present year.

Research Methodology

The research presented here follows a qualitative case study approach as proposed by the theory of case study theories and research (Yin, 2018). This type of methodological framework allows for a thorough exploration of socially constructed values and preconceptions regarding linguistic ideologies in the teaching and learning of English in a specific rural community. The qualitative nature of this research allows for a meaningful understanding of the active participants' beliefs, attitudes, and perceptions of the language, education, and social context based on their perspectives and living experiences.

The interviews were conducted in a rural school chosen for its willingness to participate in this research. These semi-structured and in-depth interviews were held for English teachers, the principal, and tutors in this school setting. These interviews provided valuable, contextualised accounts of how linguistic ideologies are formed and enacted within a school community. To systematise the analysis of the collected data, this research follows Braun and Clarke (2006) reflexive thematic analysis and coding procedures. This analytical process began with an initial open coding and identifying recurrent ideas and beliefs related to language, identity, and teaching practices. Then, these codes were grouped into broader categories and themes within the data to establish relationships, actions, and consequences that could be linked to the manifestation of linguistic ideologies in the rural education context. This analytical procedure supports the development of theoretically grounded interpretations from participants' narratives.

Participants

The participants were selected through purposeful sampling. For this type of sampling, "researchers intentionally select individuals and sites to learn or understand the central phenomenon" (Creswell, 2012, 206). Each participant was selected based on a prior analysis of their potential contribution to the study.

School

The research team began by thoroughly analyzing the MINEDUC database (n.d.), which encompasses information on all rural schools within the region. During this stage, we applied a variety of filters in line with our established criteria, gradually narrowing down the options. This systematic process ultimately led us to identify the area of Melipilla as the focus of our investigation, as it still contains many rural schools with a diversity of characteristics. The research team contacted different schools in the area to establish initial contacts. Only one school positively responded, willing to participate in the study.

The chosen school is situated in the center of a rural locality in the Melipilla district, approximately 16 kilometres from the nearest urban center of the province. Access from the urban area is mainly provided by intercity buses, taxis, and minibuses, all of which rely on a single paved road. Despite its distance from the urban center, the school occupies a central position within its rural community, directly opposite the CESFAM (Spanish acronym for Family Health Center), and near the main square, bus stops, and local markets. Mobility challenges primarily stem from the high volume of people using this single access route. Under normal conditions, the journey takes around 25 minutes by car; however, during peak traffic, travel time can extend to up to an hour.

The school's educational project focuses on providing a comprehensive education for children, young people, and adults, preparing them to continue into higher education or enter the workforce. It follows both a Comprehensive and Vocational-School approach that combines academic learning with artistic, sporting, and social development. It promotes key values such as respect, responsibility, solidarity, and empathy, while also emphasizing on communicative skills, digital and social abilities, environmental care, and strong links with the local community.

This establishment provides free education at all levels, including early childhood, primary, and secondary education. It serves a total of 682 enrolled students, with an average of 29 students per class. The teaching staff consists of 67 teachers, reflecting a school community of considerable size within its local context (Admisión MINEDUC, 2024).

Principal

Insight from the school's principal is vital in order to comprehend the institutional perspective toward the English language and how this specific ideology impacts the way English is managed in the school. In this report, the principal has been identified as **D1**. He has held the role for 2 years in this school community and has 5 years of prior experience in rural contexts, in a different but nearby district. He views English language proficiency as a necessity for personal and professional growth.

EFL Teachers

The participation of EFL teachers was essential to understand the phenomenon under the assumption that their perceptions toward teaching English in rural contexts determine the different pedagogical practices and methodologies they use inside a classroom in this specific setting.

In this report, teachers have been identified as **P1** and **P2**, standing for *Profesor* 1 and 2 (Spanish for Teacher).

Teacher 1 (P1): The participant has 7 years of teaching experience, of which 4 are in the rural context, specifically at the rural school selected. She views English proficiency as a means to improve her students' future professional opportunities.

Teacher 2 (P2): This participant has 10 years of teaching experience, including 6 years within the rural context at the selected school. She views English proficiency as a key asset for students, enabling them to become bilingual and easily communicate with others.

Tutors

The inclusion of tutors as part of the rural school community in this investigation is of great significance to obtain a variety of ideological perspectives that coexist in the same space. Understanding the tutors' viewpoints is essential to comprehending how non-institutional members of the school community perceive the instructional practices provided and their beliefs about the value of English-language learning experiences. Specifically, four tutors were selected to participate in the research, each with at least 7 years of affiliation with the school. Each tutor offers enlightening

insights into how English language learning is considered a critical tool for expanding students' opportunities and discerning their perspectives on intercultural beliefs within their rural community.

In this report, tutors are identified as **A1**, **A2**, **A3**, and **A4**, with A standing for *apoderado* (Spanish for tutor).

Tutor 1 (A1): This participant is the guardian of two students and has been part of the school community for seven years. She perceives English as fundamentally crucial for its universal features.

Tutor 2 (A2): This participant is the guardian of one student and possesses a long tenure with the school community (12 years). She places great importance on English for further education and international travel.

Tutor 3 (A3): This participant is the guardian of two students and has been part of the school community for nearly eight years. She views English as highly important for staying up to date with technological advances and future work prospects.

Tutor 4 (A4): This participant is the guardian of one student and has maintained a 12-year affiliation with the school. She places great value on English for communication and international travel.

Instrument

The instrument selected to achieve this study's objectives was a semi-structured interview. This type of interview in particular provides meaningful data from the participants, as the open-ended questions allow them to use day-to-day language and their experiences to explain otherwise complicated topics in a natural manner. At the same time, this interview allows researchers to present a determined framework to the participants, helping participants to explore their ideas and perceptions within that framework.

In the construction process, the researchers initially generated a set of 60 questions that were split into three individual interviews, each directed toward a specific participant and the data required from them. These participants have been characterized in the previous sub-section. Each set contained a variety of topics ranging from general information (such as years of teaching experience and school

description, or details about a student) to opinions and ideologies regarding English teaching methods. Subsequently, unnecessary questions were eliminated to avoid repetition and prevent tedium. During the process of conducting the interviews, undocumented questions arose to create rapport with the participants, to assess participant responses, and to gather valuable data. Likewise, the majority of the questions had probes. This was done with the purpose of eliciting more information, as Creswell (2012) proposes.

An important aspect to clarify regarding the interviews is that these were originally conducted in Spanish but were translated into English for this report. All excerpts included were translated by the research team, trying to stay as close as possible to convey the meaning of the original Spanish while adapting to English-speaking audiences.

Data collection

One-on-one interviews were conducted. This is a data collection process in which the researcher asks questions to and records answers from only one participant in the study at a time (Creswell, 2012). The researchers travelled to Melipilla in order to conduct the interviews in person. The interviews took place in an office provided by the school. There were three people in each session: the interviewee, and two researchers, one of them asking the questions and the other taking notes of the answers. The interviews ranged from ten to twenty minutes, depending on the subject and their insight. The interview documents can be found in appendices 1, 2, 3, 4, 5, 6, and 7. Each interview ranged from 9 to 17 minutes. Each interview was coordinated via email and phone calls, as participants provided their email addresses and phone numbers for subsequent communication.

Data analysis

Data collected through interviews were analyzed using reflexive thematic analysis. This is defined as:

“a method for identifying, analysing, and reporting patterns (themes) within data. It minimally organises and describes your data set in (rich) detail. However, it also often goes further than this, and interprets various aspects of the research topic (Boyatzis, 1998).”(Braun & Clarke, 2006).

In order to carry out Reflexive thematic analysis, Braun & Clarke suggest a 6-step guide, which is summarized in Table 1. Following these guidelines, the research team carried out each step as described next.

Table 1

Phases of Thematic Analysis

Phases	Description of the process
1. Familiarising yourself with your data:	Transcribing data (if necessary), reading and re-reading the data, and noting down initial ideas.
2. Generating initial codes:	Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code.
3. Searching for themes:	Collating codes into potential themes, gathering all data relevant to each potential theme.
4. Reviewing themes:	Checking in the themes work in relation to the coded extracts (Level 1) and the entire data set (Level 2), generating a thematic ‘map’ of the analysis.
5. Defining and naming themes:	Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells, generating clear definitions and names for each theme.
6. Producing the report:	The final opportunity for analysis. Selection of

	vivid, compelling extract examples, final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis.
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Note: Table included in Braun & Clarke (2006).

Phase One: Familiarizing yourself with the data: In this section, the researchers transcribed the interviews into three different Google Sheets documents according to the type of participant. Following the interviews, the answers were meticulously analysed, and the main ideas were selected from each participant’s answers.

Phase Two: Generating initial codes: After selecting the main ideas from each answer, the research team began to generate temporary initial codes. Each researcher created different codes under the same answers, and after every answer had a code, the researchers selected the codes that were going to be used by getting into an agreement through a discussion, analyzing each of them in order to find the one that suited and encompassed the most with the nuclear idea of the answers retrieved.

Phase Three: Searching for themes: After all the data was coded, all the codes were sorted into different potential themes, while others evolved from the original ones. For this segment, the research team created tables and mind maps to categorize codes into themes.

Phases Four and Five: Reviewing, defining, and naming themes: All the codes were cautiously placed into themes. The names of the themes were scrutinized and modified until the most fitting names were selected. Afterwards, the themes were examined to search for how they were linked and whether they affected each other.

Phase Six: Producing the report: Finally, themes were renamed after thorough discussions between the team, in order to provide deep, meaningful names that would best describe the codes. Furthermore, relations between themes and codes were drawn, and deeper insights arose, which allowed the researchers to perform an insightful analysis, identifying how each theme influenced one another.

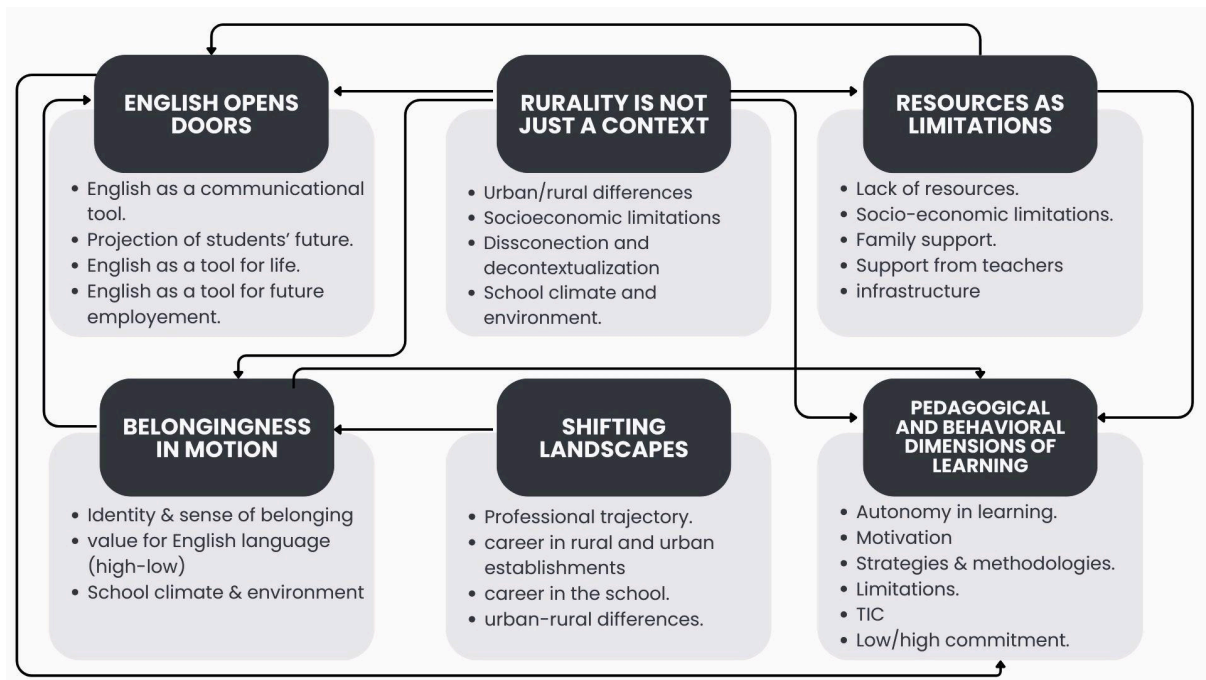
Results

The analysis of the interviews led to the creation of 6 principal themes that encompassed all the codes. In the theme “English opens doors”, interviewees argued that English helps with the development of opportunities for the students, either for their work life or their day-to-day life. Another theme, “Rurality is not just a context”, instead shows how rurality contributes to the shaping of the learning environment and the lives of those who live it, granting a sense of belonging. Rural areas tend to see “Resources as limitations”, which has been constructed as another theme, describing the perceptions regarding the shortage of resources; this phenomenon has shaped pedagogical judgement and molds the community’s identity.

The next theme, “Shifting landscapes”, describes how teachers in rural areas often move from urban to rural areas, building a pedagogical trajectory and a broader understanding of the rural context by living and contrasting it. Later, in “Belongingness in motion”, we show how rural education displays a feeling of identity as rooted and shaped by living rurality, to the extent of teachers often working in the same school they studied. Lastly, the theme “Pedagogical and behavioral dimensions of learning” was studied. Learning in rural schools is shaped, both positively and negatively, in the eyes of the participants, by all of the previous themes. Living in a rural area creates a unique learning environment, where methodologies and strategies efficacy differ from urban areas. These themes are summarized in Figure 2.

Figure 2:

Themes associated with the teaching of English in rural schools.



Note: Themes generated by performing reflexive thematic analysis on the data gathered from interviews.

English opens doors

This specific theme encompasses all the aspects retrieved from the interviews regarding the perceptions and ideologies that exist regarding English. There was a clear tendency among participants towards understanding the purpose of learning the English language as a tool to build social interactions with non-speakers of Spanish, and personal development and thriving. As such, participants mostly perceived English as a communicative tool throughout the interviews. **A4** suggested that

“Students can travel abroad in the future, to places where they need to know English [...] Speaking of my daughter, she wants to travel outside of the country, and to do so she needs to know English, so... to communicate with more people.”

In this excerpt, the tutor explains how English is perceived as a tool for students' future, for communicational purposes, and to expand their horizons outside of the country. This perspective shows how learning the language is seen as a projection for the future of rural children, which may include activities in other countries that use English as a common language.

In this regard, understanding that English can be helpful for students' future, it is possible to observe different opinions among the community; in the end, the usefulness of English depends on the context. **A3** states that “nowadays, for any job, at any moment they will require to make use, to have... at least a basic level. English will always be useful for the future, let's say.” This suggests that the language plays a versatile role in the students' development, never having the certainty of the occasions in which they will have to make use of the language.

Teachers showed a different perspective in their interviews. **P1** argued that “a lot of students will only want to work here in Chile, they do not have bigger projections, neither academic, because of the context.” This extract shows the limitations of English in rural Chile, suggesting that the language is only useful if it is used for professional matters abroad. Additionally, an alarming lack of hope is identified in the teacher's answers, assuming that the students do not have diverse aspirations because they are rural.

Despite these different standpoints, many participants, especially tutors, agreed that English will be useful for students' lives, whether it is used to communicate with non-speakers of Spanish inside and outside the school, to travel, or for personal and cognitive growth. **A4** argued:

“I think some students do like it, because they can communicate with more people. For example, Haitian children speak English, French, and Creole. So we feel that we are missing something when we don't understand them, and knowing English allows us to communicate better with them.”

This particular view of English as a communicative tool was prominent among tutors rather than a primarily academic standpoint. Ergo, tutors believe that English is a resource that facilitates interaction in multilingual situations, especially when considering the ongoing diversity of languages

spoken in school environments. Then, the language is valued by what it permits speakers to do, as illustrated in **A4**'s words, English becomes a linguistic bridge to diminish the communicative barrier between students, specifically when considering interactions with migrant peers who possess a broader linguistic repertoire.

From this perspective, tutors begin to associate English learning with increasing socially inclusive dynamics, and the language serves as a facilitator of participation, improving rapport, and fostering a close-knit school environment. Accordingly, for tutors, the English language surpasses curricular content and becomes a social practice that allows students to navigate different realities they may encounter.

Another prominent theme concerned English as a tool for employability. Interviewees linked English with future opportunities, often invoking the discourse that the language "opens doors." As **P1** asserted: "Regardless of the job it is, it will still open a door; in one way or another, it helps them." Then added: "It helps them to find work, which is an aspect that seems fundamental to me." **P1** argues that English is fundamental, yet this narrative also exposes tensions within the rural context, where expectations regarding English are not always aligned with students' projected life paths. In the same way, **D1** expresses a similar line of thought based on the same idea: "The expectation that English really opens a door is what remains there, circulating. So that becomes a challenging factor for the teachers." This mentioned defiance can be encountered in the teaching of English itself, as a sort of task for the teachers to prove that the language does open doors.

This theme has shown how the participants have different beliefs about the conception of the use and purpose of learning the English language. This has been particularly conceived from a utilitarian perspective of what use the language might have for them in the future, suggesting a variety of uses. Among them, we can find a communicational approach to engage in conversations with foreigners, connecting cultures; an educational one related to the requirements of the career they choose to study, and a work-related one to advance in the field they choose.

Rurality is not just a context

Additionally, the interviewees drew clear distinctions between rural and urban educational settings, which shaped students' attitudes toward English. **P1** observed:

“Students from the urban sector tend to be faster in their work; they are more focused on learning English because they see it as part of their daily life... There is external support from parents who are committed to their children.”

P1 implicitly proposes that there is little room for English in rural contexts, which may be directly linked to the perception students have toward the language. This attitude is further supported by parental involvement, with families showing greater commitment to their children's education, which helps sustain motivation and engagement in learning English.

The same teacher also described behavioral differences linked to context: “Here the kids come more with the intention of playing and talking to their classmates, unlike the other school, where they really came to study, and you could see a different level.” In this context, students tend to attend school mainly to socialise and interact with their peers, rather than with a strong academic focus. In contrast to the other school, where students arrived with a clearer intention to study, this difference was reflected in a noticeably lower level of academic engagement in rural areas. Hence, rural schools are seen as places that build community, while urban schools are conceived as places of learning.

P2, contrasted these experiences with the current rural context:

“Before coming here, I was in a private subsidised school. Well, the performance of the children... They were more attentive to learning the language. Here, they ask me a lot, ‘Why are we going to learn it if we are not leaving the country? Why is it important?’ There are children who try hard and want to learn, but the difference is noticeable. They don't perceive it as equally important.”

In contrast with the previous experience of **P2**, this establishment is a public school. This information reinforces the idea that the importance students place on English is influenced by a variety of factors, whether they are sociocultural, socioeconomic, or directly determined by their families' perspectives

toward the language. From this teacher's perspective, rural students themselves perceive English as something far away from their reality and only associated with other countries; this reinforces the ideas expressed by participants as presented in the previous theme.

Regarding socioeconomic conditions, there is clear evidence showing that they shape these disparities. **D1** characterised the school as: "always having been clearly middle-low or low socioeconomically", later adding: "The school has around 93–94% vulnerability, between primary and secondary levels, and currently also has 74% priority students, which is another indicator of socioeconomic situation". In this sense, this particular locality is characterized by a lack of economic resources. These structural limitations also influence family expectations, as argued by **A1** based on their experience:

"Most of the parents in this school haven't finished secondary school. So it's not a priority for them that their children finish it either, much less focus on English. The priority is that they finish high school and start working. That's the reality."

What emerges from **A1**'s suggestion is that parent's educational trajectory play a significant role in shaping the expectations they hold for their children's education. As a result, finishing high school is often seen as sufficient, while subjects such as English are given less importance. In their experience as a tutor, and as a part of the community where the school is located, this participant describes how the main priority for many families is that students complete their studies and enter the workforce as soon as possible, reflecting the realities of their socioeconomic context. The workforce this tutor describes does not consider the use of English, which is why the subject is seen as less important in the school trajectory of students.

There is a recurring sense of disconnection and decontextualisation surrounding English in this rural setting. **A2** explained: "Because it's rural, there are more countryside people. They don't take English very seriously... They say, 'We're not going to travel, so where are we going to use English?' So I think there wouldn't be much interest." Similarly, **P1** stated: "Absolutely unnecessary, because many of them project their lives in the countryside, in rodeo, with horses, following the family business." Once again, contextual factors appear to influence the community's perceptions of English: in this case, students' immediate surroundings, family background, and parents' occupations within rural

settings are seen as disconnected from the English language. Here, we identify a tendency towards seeing the language as a tool that could only function abroad, conceiving the learning of a foreign language as useless in a local context.

In relation to the school climate and environment observed, there is a general positive consensus among the participants. Here, **A1** summarizes that: “It is a heartwarming atmosphere, maybe there is a lack of resources, but generally there is a good environment.” The school is described as having a warm and welcoming atmosphere, despite limitations in material resources. Overall, the learning environment is perceived as positive and supportive, which is appreciated by the community.

Likewise, **P1** described: “The human quality [...] and the job atmosphere is so good.” This is a positive outlook on the rural setting, highlighting the social characteristics that contribute to the creation of this favourable opinion, and contrasting it with a healthy job environment that this teacher compares to the urban context. **P1** then adds that: “It is a slightly more family atmosphere, and more friendly, too.” This enhances the idea that the specific school community differs from an urban setting, providing a warm sense of community not present in a non-rural context. It is also relevant to note that the sense of community is provided by the familiarity among participants, suggesting the importance of social bonds for the creation of positive atmospheres.

Overall, participants describe a clear contrast: while the rural school is seen as having a very positive, strongly interconnected environment, learning English as a foreign language is seen as distant and disconnected. Strong personal relationships are a key strength of the school; yet English is perceived as disconnected from students’ lives, influenced by socioeconomic conditions, family expectations, and students’ interests. In this sense, English is seen as a subject with limited immediate relevance, often subordinated to more pressing academic and practical priorities within the rural context. As a result, the perceived usefulness of English seems to decrease in rural contexts that are conceived as homogeneous, non-cosmopolitan locations with no room for additional languages. In this sense, the rural context both shapes and is shaped by the conceptions of English and its teaching and learning.

Resources as limitations

While the participants acknowledge the strong sense of community present in the rural setting, they also point out some trials in the day-to-day operations of the school. Then, material and infrastructural factors affect teaching and learning conditions.

Therefore, resource constraints were a persistent issue. **P1** referred to “network and electricity problems”, showing how the lack of connectivity is of great concern when thinking about Internet use for classroom activities. Many activities are carried out online, and there is a great amount of teaching resources on the web that can be used in classes day-to-day. **D1** observed that: “The greatest trouble in the school is related to the Internet connectivity, it is difficult to maintain a stable connection.” It reaffirms **P1** concerns about connectivity, while exposing the lack of resources and support from the school administration. **D1** reinforces the connection issue as well in another question:

“[...] this TV, although it is smaller, is present in all classrooms. There is Internet access, although it is limited due to reception. Still, all classrooms should have an Internet signal. There is printing access to whoever might need it, but projectors are in the computer lab.”

D1 expresses that there are resources, yet these are limited to a specific area inside the school, which were not mentioned nor specified by the participant.

Another needed resource is audio quality and infrastructure, as observed by **P1**: “We are lacking classrooms, especially when thinking about English. I believe that classrooms do not have good audio quality.” Audio quality is a key aspect of learning any language, given that speaking and listening skills are mostly practiced through audio recordings, and are a core aspect of communication. Even more, if there are not enough classrooms, then the school could suffer from overcrowding, which could also affect learning in a negative way.

Regarding socioeconomic indicators, **D1** says that:

“The establishment, from test standardization, such as SIMCE, has always been characterized as strictly low in relation to socioeconomic indicators, which implies that it is within major difficulties and economic challenges concerning families.”

It is noticeable that the socioeconomic indicators gathered by the MINEDUC describe the reality of the school's insufficiency of resources and academic formation. This impacts the whole community; teachers are aware of the results of standardized tests and how they influence students' and families' perspectives. However, the relationship between socioeconomic indicators and parental involvement is unexplored; instead, it seems that the principal assumes parental responsibility has a negative correlation to socioeconomic status. The difficulties that families deal with are not evidenced, resulting in a possible prejudice regarding the socioeconomic level and amount of students' parental involvement. **D1** mentions that this situation is reflected in the school's vulnerability rate, noting that: "The school has a vulnerability rate of approximately 93-94%, considering both primary and secondary levels, and currently around 74% of its students are classified as priority students, which is another indicator that reflects the socioeconomic situation of the families." This illustrates the structural conditions under which the school operates and provides context for understanding the limitations and challenges participants reported in English language teaching and learning.

Parental involvement appeared inconsistent across accounts. **P1** observed: "When it comes to parents, they are rather distant." In contrast, **P2** argued: "The parents are in fact very concerned. If there is any academic issue with the child, you can call them, and they show up; they are very committed." This variability suggests uneven forms of engagement, shaped by the age of students and parents' involvement, which at the same time influences the teaching and learning environment.

Another significant aspect concerns support and collaboration from teachers, which emerges as a compensatory mechanism within the school. As **P1** explained: "Here among the teachers, we always support each other in everything we can... The UTP (Spanish acronym for Pedagogical Technical Unit) is always open to supporting whatever is necessary." **P1** exposes a clear coherence between the school staff which they identify as supportive. At the same time, **P2** described working with the PIE (Spanish acronym for School Integration Program) staff:

"They participate in class, but when I have to assess them, I talk to the PIE teacher so we can make a change, an improvement in the evaluation to make it easier. The same content is evaluated, but we modify it."

Being able to rely on your peers when needed, such as PIE modifications, is essential for teachers to deal with each student's needs. This modification mentioned by the teacher demonstrates how the community is actively involved in the teaching of English, seeking ways to improve assessment instruments and support students with Special Educational Needs (SENs) in achieving better outcomes. According to this, both teachers call attention to the school's collaborative approach, in which the school community as a whole works together to provide each student with appropriate support and ensure an equitable access to learning.

Material constraints remain a central challenge for the school, and the community has worries about infrastructure. As **P1** stated: "Regarding infrastructure, we lack classrooms, especially for English. I feel the rooms do not have good audio." An insufficiency of infrastructure tends to affect the quality of community dynamics. **P1** describes a particular issue in English classes: deficient audio quality during listening activities, which poses a greater challenge for the school's English teachers. This situation directly affects the development of listening and speaking skills, which are essential in communicative approaches to ELT, forcing teachers to simplify or avoid certain activities. The participant added that these concerns are compounded by broader socioeconomic factors: "reception and electricity problems." This leads to considering how electricity intermittency can affect the learning process and disrupt class dynamics, making English lessons briefer and blocking students' opportunities for improvement, which reinforces the idea that infrastructure deficiencies are expected or normalized in these environments. Taking this into account, **D1** said: "The greatest difficulty of the establishment has to do with the internet reception, which is very complicated to maintain consistently," reaffirming the same difficulties. The aforementioned infrastructure limitations arise not only as technical limitations, but as factors that shape pedagogical decisions, classroom dynamics, in relation to the activities that can be carried out, and perceptions of what is possible in learning English within the school.

While parental involvement fluctuates, ranging from distant to highly responsive, teachers consistently rely on internal collaboration and institutional support to compensate for external gaps. This shows how family and team collaboration are central non-material resources for rural schools. At

the same time, persistent material and infrastructural limitations, such as inadequate classrooms, unreliable audio conditions, and unstable internet connectivity, continue to negatively influence the everyday realities of teaching and learning. Taken together, these factors illustrate how rural schools navigate a delicate balance between strong internal cohesion and significant structural constraints, showing the complex conditions in which English education unfolds in these contexts.

Shifting landscapes

The interviews revealed diverse professional trajectories among teachers and administrators, highlighting varying degrees of experience and mobility across rural and urban educational spaces. These trajectories shape their pedagogical expectations, their understanding of the rural context, and their interpretations of students' engagement with English.

Participants reported a broad range of professional experience in teaching. **P2** stated: "Seven years," while **P1** specified: "Approximately ten years, maybe a little more." Such longevity suggests a stable professional identity, however, despite the trajectory, some prejudices are present in their answers, such as dismissing English usefulness for students.

When asked about experience in different types of establishments, the teachers and the principal reported to have worked across both rural and urban settings. As **P1** said: "Four years", referring to their urban schools experience before the current rural school. This trajectory allows them to articulate comparative perspectives between urban and rural educational contexts, especially in terms of institutional expectations and available resources. **D1** similarly highlighted previous work in a fully rural context: "I have worked in another strictly rural establishment, in [another district], in a school called [another school], which is truly exclusively rural, and that was about, let's say, four or five years ago." These reflections highlight how teachers' understandings of rural education are shaped by accumulated experiences across different institutional landscapes. These experiences allow them to be aware of different realities in Chilean education in the same district, for example in resources, infrastructure, and academic results.

Participants also detailed their tenure within the current school. **P1** reported: “Four years.” **P2** stated: “At this school, yes, I started here... I’ve been at this school for six years”. **D1** described additional experience within the same locality: “In this school, two years.” A wide trajectory in the same school allows the staff to build a stronger bond and sense among the community.

Overall, the professional histories articulated by the interviewees reveal not only their familiarity with rural educational challenges but also their mobility across rural and urban educational contexts. This accumulated experience enables them to adopt a comparative perspective on the structural conditions shaping English teaching in rural Chile, particularly regarding resources, infrastructure, and institutional expectations. However, as discussed in previous sections concerning students’ projections, the perceived usefulness of English, and comparisons with urban schools, these perspectives at times reproduce dominant discourses that frame rural contexts through a deficit oriented and homogenizing perspective. In this sense, participants’ views reflect broader dominant discourses that position rurality as a problematic space, rather than as a diverse and contextually situated educational environment. It is possible that these professionals, despite their extensive knowledge of their school, still maintain the widespread ideas associating rural students with less interest in academic topics and more oriented towards rural work.

Belongingness in motion

The answers provided by the participants show insight into the feeling of belonging and one’s identity, having a great impact on the perception and value they have toward their community and the English language.

Regarding identity and sense of belonging, **D1** reported, “Many tutors were students at the school; that is a constant situation, and that raises the topic of identity.” This also expresses the absence of alternatives when families must select a school for their children, because the school is the only option they have in the community. Sharing similar life experiences plays an essential role in creating a strong sense of belonging within a rural community. When individuals have gone through similar experiences, it forges a deep connection that shapes the community’s collective identity and

perspectives, reinforcing the notion that rural communities share knit-tight connections with one another.

In that same manner, the interviewee stated: “Here, expressions from rural and urban settings coexist; nevertheless, there are still some aspects of rurality within the students’ idiosyncrasies, the way they act, their language, in their expectations, and let’s say in their formation and personal development.”

The answer suggests that students embody a mixed rural-urban identity. However, despite urban elements, aspects of rural culture continue to shape how students behave, speak, and envision their futures. Rurality is presented as a lived experience rather than only a place. **D1** sees students as individuals influenced by a blend of rural and urban aspects. Despite this, aspects of their rural background are still present within them, shaping their identities and experiences. The urban aspects identified by **D1** relate to the globalized and modern world in which the students are currently developing; these students, despite living in a rural area, have easy access to urban centers both in Melipilla and Santiago. This entails that students are not ignorant of urban contexts. As students engage with the modern, globalized world, they incorporate aspects from both rural and urban settings, creating a diverse and complex new rural identity.

In connection with belongingness, the school climate and environment directly affect the overall identity of the community. **P1** describes the students’ profile as “They are super affectionate, very human, and extremely empathetic,” shining light on their human qualities and how these qualities help create a healthy environment in the community. “It is a more family-oriented environment, it is friendlier too.” **A1** describes the school as “It is welcoming, perhaps lacking resources, but overall there is a great environment,” highlighting how the community’s sense of belonging compensates for any deficiencies the school may present, reinforcing the school’s relationship among peers and different members. This sense of a tightly bound community, closeness, and shared humanity is deeply woven into the fabric of rural life, which makes the difference in defining rurality from urbanity, since these aspects are rarely spoken of in an urban context where individualism is the norm.

Building on these descriptions of school climate and belongingness, the participants consistently emphasize on the students being sensitive and affectionate, portraying the community as supportive and warm. **P1** shares that “they are super loving, very humane, and very empathetic toward teachers”. This emphasis reveals that the central component of the rural identity falls in the collective effort of keeping the community together, being deeply humane and caring for each other, while urban contexts are seen as the opposite, more self-centered, disconnected and apathetic.

Concerning the value of the English language, it is apparent that the value participants have for the English language is somehow influenced by their contexts and perceptions. The interaction of these two factors generates the coexistence of two main values that the community assigns to English. **D1** states, “I see it as a tool for the students’ personal and professional growth,” reflecting the positive and high value the faculty has toward the language. At the same time, the principal demonstrates a clear awareness of the different linguistic ideologies that coexist within the school, as they add: “It still does not make sense to them [the students] as a tool, they see it as something detached from themselves.” The above indicates that **D1** is able to identify the tension between the institutional value attributed to English and the distance perceived by the students, in relation to the language.

D1 demonstrates a clear understanding of the role of English in the school setting by comprehending the usefulness of English and making the relationship to their students in context. However, when collecting data from other members of the community, there is an evident intention and attachment to learn English from the students. This contrasts with the **D1** observation and reveals the coexistence of ideologies that consider English either a high or neutral value, highlighting the comparatively lower value that students assign to English.

Belongingness in motion aims to shine light on the aspects that contribute to shaping a community and forming individuals’ sense of belonging within said group. Elements such as identity, school climate, and the value individuals attribute to a language are heavily intertwined as they interact and have effects on one another impacting individuals’ personal and collective experiences. These factors

are embedded within a wider social, cultural and institutional contexts that continuously shape how belonging and identity are experienced.

Furthermore, in a globalized world rurality is subject to forces that can disrupt traditional structures, redefine social relationships and further complicate individuals' perceptions. Therefore, people's feelings of belonging within rural communities are not static but constantly being reshaped by global connections, cultural exchange and shifts in socio-economic realities. Despite this, the participants of this study show how belongingness is associated with close community bonds in this particular school, suggesting the relevance of interpersonal relationships for maintaining the essence of the rural community.

Pedagogical and behavioral dimensions of learning

Although rural and urban settings can differ in how they apply teaching and learning processes, this theme reveals a hidden tension within this school community: the perceived disconnection between institutional perspectives and lived experiences. The administrators and teachers tend to hold a narrower view of how students view the English language, seeing it as more of an academic subject, whereas the tutors see it as a tool for daily communication with others and to engage with their pupils' personal interests. These contradictory standpoints shape the learning environment in complex ways, which may influence student motivation, the pedagogical approaches to use in the school, and ultimately, students' English proficiency.

The following section explores how this tension materializes across different dimensions, including autonomous learning and teaching strategies, parental involvement, and technological integration in English learning. This reveals emerging challenges and opportunities, both when participants hold divergent views on the purpose and potential of teaching English in a rural setting.

One of the aspects that participants highlighted was the motivation to learn English. **A4** stated, "Because my daughter loves English. She even joins English talks and starts translating, because... I mean, they talk to her in English, and she starts to search for what they are saying to her in English."

This reflects a clear motivation of some students to learn English as they pursue their own interests or hobbies. When considering someone's learning process, it is crucial to recognize that autonomous study is pivotal to building a strong knowledge foundation and that continuing to advance in a language is imperative for practice, which is difficult when most schools only have two pedagogical hours per week. Then, autonomy becomes a principal factor to consider for improvement in the target language.

Similarly, **A1** narrated that "My older son listens to a lot of music in English, and he likes to know what they say, so he translates it. The youngest one, because of the PlayStation, does it as well." It shows a natural language acquisition influenced by motivation and daily activities, outside of the school environment. Incorporating learners' personal interests into their learning process can help develop an intrinsic motivator when learning a new language. Learning another language without incorporating it into their daily life creates a barrier for learners, limiting, in this case, English to the classroom and associating it with assessments and formality. Then, this association to academic progress could make students relate to grades and cause anxiety, but as **A1** described, personal curiosities factor in their interest to become acquainted with the English language, helping them in their progress. Both tutors show how their children are motivated to learn the English language, and practice it autonomously in their daily lives.

At the same time, **P2** argued that "For the English Day, for example, they love to participate a lot. They have a lot of personality. Most of them. And in the academic aspect, they are also good." From this extract, it is possible to see that the school includes an 'English Day' among its activities, probably in an attempt to demonstrate that students immersed in a rural setting can show a greater interest in experiential English activities, experiencing deeper enthusiasm for a hands-on learning approach. **P2** indicates that their students show confidence and extroverted personalities when presented with these types of school events, which helps them with becoming involved with the language. This suggests that these rural students can feel motivated by a more playful, hands-on approach to learning.

On the contrary, as to whether motivation differs from urban and rural contexts, **P1** stated:

“Students in the urban areas tend to be faster at working; they are more focused on English learning because they see it as a day-to-day thing. Even more, parental support is more present as parents are committed to their children (...) Here, the students come with the intention of playing or talking with their peers as opposed to the other school, where the students came with the intention of studying, and it was apparent.”

This excerpt suggests that what motivates rural students is different from what motivates urban students, with rural students looking less interested in learning than their urban counterparts. However, this observation by the teacher shows signs of ideas permeated by deficit discourses about rurality; this could be preventing **P1** from tapping into students’ full potential by sustaining a belief that rural students do not care about learning, instead focusing only on the community-bonding aspects of schooling.

Another central aspect was the pedagogical strategies reported by the school community for the teaching and learning of English. Teachers of the school reported that they use varied pedagogical strategies, especially those perceived as fun for students, as **P2** stated:

“I really like games. I teach a lot by playing, singing as well, because kids learn faster that way. Especially little ones. With the big ones, I too try to use recreational activities, such as Kahoot or Wordwall. These applications change evaluation inside the classroom a bit.”

The classroom was also reported to be more communicational, instead of a regular class, as **P1** stated, “I like for them to talk a lot. Even more than writing or reading, because most of them are purely communicational.” This implies that students from rural areas prefer to learn English in a community effort rather than an individual one, as **P1** stated, “To describe what they are seeing and from there we work on different grammatical structures, and they like it because there is nature around and they can go out.”

Participants also reported that, although self-imposed, limitations impact learning greatly; as **P2** stated, “They put limitations on themselves, because they are scared. That’s where they need a teacher to support and motivate them to learn.” Limitations were also reported within the bureaucracy of the

school, as **D1** stated, “I think that there should be a formalization of an English department, with a clear focus on the language aspect.” Finally, creating a positive and engaging learning environment was deemed as an important, yet unfinished, task; as **D1** stated:

“And, about the challenges, making English learning an attractive environment, because a key aspect in English education is the communicative one. It’s still not properly achieved by students learning and developing the skill. The challenge is that although English learning is present, it’s still something that feels out of place and without too much impact.”

Another factor that was reported to influence learning were the TICs (Spanish acronym for Information and Communications Technology), where teachers found them to prove a harder tool to put into practice, as **P1** stated: “It wasn’t so easy, really. TIC use, at least in English, hasn’t worked a lot because they need to be monitored constantly”. Hence, even if the use of TIC is beneficial for knowledge integration, it can present difficulties in application. **P1** described connectivity issues related to deficient internet throughout the whole school, and class management issues related to students misusing technology, which distracts them from classwork in search of entertainment. Then teachers must monitor students’ correct use of TIC instead of resolving inquiries about English-learning, transforming a benefit into a detriment for successful learning, providing a challenge to teachers in terms of their time, classroom management, and further technological support to provide a thriving learning climate. Despite this, TIC use proved useful when used properly; as **P2** stated previously, they prefer to teach using games, choosing different ones to better suit the level of students.

Even if challenges may arise when integrating TIC into the classroom, the benefits may outweigh the disadvantages, enhancing engagement and assessments. **P2** detailed their own interest in incorporating game-based teaching in their classes to provide adequate content to their students’ interests to further motivate and engage them. As children and teens have become deeply interwoven with technology, such as phones, tablets, and console devices, they are almost a must for socializing with peers. Then, incorporating them into classroom activities can serve as an incentive to enhance participation, and Kahoot and Wordwall are often used in Chilean classrooms. Students expect and anticipate the use of

technology, and when using them, providing a structured format, clear objectives, and unambiguous instructions and expectations can reduce the struggles that appear when incorporating technology in the classwork.

Much like it happened with motivation, commitment to learning English heavily impacts the classroom; interviewees reported that this varied depending on the students' age, as **P2** stated:

“I mean, look, there are two contexts. Because kids from 4th grade enjoy classes, because I make games for them, it is more dynamic and entertaining. So if they like it, I can interest them. From 5th to 8th grade, I try to teach them to speak and read more, to be able to communicate. But they do not enjoy it as much because it is boring to them, so there are two realities there.”

There is observed variation in commitment to English across age groups. **P2** describes them as having an exponential decrease in dedication as they advance through the grades. Younger student groups have a higher level of engagement, as they use game-based, dynamic learning and play as motivational tools; this approach works as an incentive adequate to meet learners' interests. But as they advance in school, the type of activities shift toward a more practical skill approach, which in turn decreases students' engagement in class. For older learners, teachers often use traditional methods to develop their speaking, reading, and communication skills, which may cause them to disconnect from the language. These methods can bore learners, as they have to remain seated during classwork. Then, these two realities are connected to commitment and classroom impact on learning outcomes; teacher strategies repercute in students' outcomes. Nevertheless, maintaining engagement becomes more challenging as students grow and the curriculum becomes more demanding for teachers and schools. Teachers are obligated to adjust and achieve the results the Ministry requires, rather than to be successful in promoting students' interest in their own learning process.

At the same time, with parents' commitment, the interviewees reported that, just like most schools, participation is very low, as **D1** stated, “About parents' participation context, we have the same variable that every school has lately, low levels of participation from parents. I would say around 50%

of participation in parent meetings.” This shows low overall parental involvement in school activities, a challenge shared across schools. Then, only half of the parents are attending meetings to discuss their pupil’s progress in academic and social aspects. This low participation may imply a decrease in students’ at-home support and a deficient school-home communication. Despite this, another interviewee also reported that urban schools tend to have higher parental participation rates, as **P1** earlier noted urban students’ work pace, their view on English as an everyday practice, and stronger parental involvement (for full quotation, see Rurality Is Not Just A Context theme).

There is a reported difference between rural and urban settings: students in urban areas are reported to achieve stronger English learning outcomes and have better parental support. This perceived advantage may stem from greater day-to-day exposure to the English language, which could potentially lead to greater interest and, in turn, enhanced motivation to learn the language. In the urban context, parents are described as demonstrating a higher commitment to their pupils’ education, as shown by **P1**’s words. This difference in parental involvement is believed to relate to students’ academic performance. Participants correlate socioeconomic factors as determinants of the disparities they believe differentiate and urban communities. On the other hand, participants also reported that students have begun to take a commitment toward English lately, as **A2** stated:

“But now people have started to take English more seriously. For example, they now do more activities such as English Day. And students now are like... I don’t know, we have to dance, we have this song in English, and it’s all related. So, I don’t know, it’s like English has been taken more seriously.”

Then, students are showing an increasing commitment to English learning, as evidenced by **A2**’s words, which highlight their participation in English-themed activities and events at the school. This could be a positive shift for English learners in the rural setting, as this interest in English would reinforce engagement and motivation during classes and autonomous learning. Consequently, increasing students’ personal interest in English may result in a better learning environment for the acquisition of the language.

Although participants expressed that students' participation was limited depending on their age, participation was also reported as positive, as **D1** stated, "Yes, yes, it's good. Obviously, it is a lot more limited with these activities because it is more partial as a group, but it's being worked through the English subject, so this promotes participation."

Although student participation was considered positive, it also varies depending on the context and student group. This is illustrated by **D1**'s statement, which specified that a different group of students had a more limited participation in English-related activities than others. Then, participation in these school-related events was limited by the perceived level of interest the student had in the English language, which may have been related to age or class group. Nonetheless, **D1** emphasized the importance of integrating these types of activities into the English curriculum to promote students' engagement in learning the language. Therefore, structured activities are crucial for improving students' involvement in their learning process.

At a broader level, learning is shaped by multiple interrelated factors, making it natural for diverse interests, motivations, and expectations to coexist within the school context. Despite the structural and contextual barriers that affect English learning, interviewees highlighted the school's ongoing efforts to create a supportive learning environment and to bring English closer to students' lives. Teachers described attempting to engage students through more dynamic and enjoyable methodologies, even when they simultaneously expressed doubts about the practical usefulness of English for students' future lives. This coexistence of pedagogical commitment illustrates the complex and sometimes contradictory ways in which English learning is understood and enacted in the rural school.

English teaching in this rural school is shaped by a variety of factors. The sense of belonging and teacher collaboration are strong, yet socioeconomic challenges, lack of resources, and a lack of perceived relevance of the English language create significant obstacles for rural teachers. While students' motivation and engagement vary, the pedagogical environment remains positive thanks to the efforts of teachers to come up with creative and communicative teaching methods.

Discussion

In this section, we will discuss the most significant findings regarding ideologies in pedagogical practices and English language learning, as identified from the perspectives of teachers, tutors, and administrators. These findings will be supported or contrasted with previously reviewed literature. The groundwork for this discussion involves the examination of beliefs, attitudes, and trajectories, which serve as ideological influences shaping the teaching and learning of English in a rural setting.

A central difficulty in discussing rurality within the Chilean educational system lies not only in the absence of clear and consistent legal criteria defining what constitutes a rural school, but also in the contested and evolving nature of rural identity itself. This lack of formal guidance generates ongoing uncertainty among institutions, educators, and communities, often raising questions about whether a school should be understood as rural at all. As reflected in the interviews, participants described a form of rural identity that incorporates elements traditionally associated with urban contexts, such as connectivity, mobility, and access to resources, challenging fixed and static understandings of rurality. Nevertheless, administrative classifications continue to rely on ambiguous criteria: some schools are officially labeled as rural in governmental records (MINEDUC, n.d.), even when teachers and staff do not identify their institutions as such based on location, student population, or everyday practices, while others appear as rural despite being situated in city centers. These inconsistencies reveal how rurality often operates as a bureaucratic label rather than as a meaningful descriptor of social and educational realities. Moreover, this lack of conceptual clarity sustains deficit-oriented discourses that continue to imagine rural education as outdated, homogeneous, or backward, reinforcing perceptions of rurality as a remnant of the past rather than as a dynamic and hybrid educational context.

Another important aspect to highlight, as shown in the results, is the dichotomy present in the participants' perceptions regarding English language learning. These beliefs showed disjunction in their assessment of the "usefulness" of English in their lives and future. There are distinct structures present, such as the common belief that there is no need for country folk to learn a foreign language such as English, since they have no need of it for either furthering their education or for occupational

purposes, as they are not expected to need it for working the land.. These ideas are aligned to the literature and the findings of Serruto and Frisancho (2024) in relation to how dominant language ideologies construct rural subjects through deficit frameworks, naturalizing the belief that foreign language learning is unnecessary for rural populations and reinforcing socially stratified expectations about their futures. This accentuates a recurring prejudice against rural people, in that their only way of life is farm work, thereby disregarding their personal interests, hobbies, and future aspirations. Within this context, the responses obtained both supported and discouraged these beliefs. This was evident in **P1**'s words, who endorsed the view that students' lack of motivation in learning English stemmed from a lack of motivation or disconnection to the language, since they would follow their family's business. On the other hand, tutors shared the belief that being proficient in English would be of great use to students' personal and professional lives, as it would open doors to travel abroad, facilitate communication with a broader range of people, and help them advance more easily across a variety of careers. Teachers shared more paradoxical views regarding their students' relationship with English. While they frequently described students as showing limited interest or engagement with the language, they simultaneously emphasized that proficiency in English could play a significant role in students' future personal and professional trajectories. Tutors highlighted English as a means to access opportunities such as traveling abroad, communicating with a wider range of people, and facilitating mobility across different career paths. This tension reveals how teachers, despite perceiving low student motivation, actively seek to convey the importance of English learning. Hence, there is a need to dissent from the still prevalent views regarding rurality and the necessity to provide substantial support for students in rural settings to challenge these beliefs (Hewitt & Reitzug, 2015).

In this regard, teachers reported perceiving low levels of student engagement and interest during English lessons. By contrast, this perception was not shared by parents, who generally described their children as motivated to learn English. In the case of tutors **A1** and **A4**, there was strong motivation to support English learning at home, driven by personal interest and students' autonomy when addressing doubts related to the language. This divergence between tutors' perceptions and teachers' classroom observations may be explained by the different learning contexts in which behavior is

observed, as students often engage differently when studying individually at home than in overcrowded classroom settings (Baharona, 2016).

Some factors that could steer students' relationships with the language are outlined in this study. As the teachers mentioned, despite the students' closeness and warm attitudes, they expressed a sense of dissociation from the language. This rift is evident in **D1**'s words. Although they recognized the importance of English for students' future, they noticed that the school's educational program did not include English in any formal written way, and the administration did not promote English-related activities in any capacity. Furthermore, the director and teachers view the school through a fundamentally different lens than parents: grounded in their direct knowledge of pedagogical processes, institutional demands, resource limitations, and students' daily engagement, they are more attuned to the challenges that complicate English learning in rural settings. Including workshops and activities that involve the whole community and foster parental involvement seems to be a key opportunity that this rural school seems to miss. This contrast shows that perceptions of English in the rural context are not homogeneous but instead shaped by distinct positionalities, responsibilities, and levels of involvement within the educational ecosystem (Chambers, Crumb, & Harris, 2019).

The findings reveal that multiple perspectives coexist within the same educational space, often resulting in contrasting or even contradictory interpretations of the same phenomena. Teachers responding to identical questions frequently offered divergent views, which were shaped in part by their personal histories, professional trajectories, and years of experience in both rural and urban settings. **P1** and **D1** tended to describe a perceived disconnect between students and the language, interpreting learners' limited exposure and contextual barriers as signs that English feels distant or unattainable to them. On the other hand, **P2** described that students are really engaged and motivated by the language; this divergence highlights how educators' professional understanding of learning processes, classroom behaviors, and structural knowledge shapes a more cautious outlook, while parents adopt a broader, present- and future-oriented view of the role English may play in their children's lives that made them keep mostly a positive attitude towards the usefulness of the language in everyday life.

Professional trajectory emerges as a key element in shaping teachers' and school leaders' broader and more relational understandings of society and education. Through accumulated experience across diverse institutional contexts, such as rural and urban schools or different educational systems, educators develop not only pedagogical expertise but also more complex interpretive frameworks for understanding social, cultural, and territorial inequalities. From a sociocultural perspective, professional trajectories enable educators to move beyond homogeneous or deficit-oriented views of rurality, situating teaching practices within wider social and ideological processes (Irvine & Gal, 2000).

Research on rural education further suggests that sustained exposure to diverse contexts fosters more critical interpretations of educational challenges, shifting explanations away from student-centered deficit narratives toward an awareness of structural, institutional, and policy-related factors that shape teaching and learning conditions (Silva-Peña et al., 2020). In this sense, professional trajectory functions as a space of ideological formation, where accumulated experience contributes to a more comprehensive understanding of the social role of schools and expands educators' perceived possibilities for pedagogical action in rural contexts. These findings align with work on language ideologies, which emphasizes that beliefs about language, learners, and educational value are socially constructed and unevenly distributed (Woolard & Schieffelin, 1994, as cited in Irvine & Gal, 2000), often reflecting broader ideologies of rurality that frame rural contexts as deficient, peripheral, or less academically demanding. Rather than representing contradictions that need to be resolved, these differences reveal the dynamic and negotiated nature of educational ideologies, demonstrating how teachers' lived experiences shape how they interpret, validate, and prioritize particular challenges and possibilities within their school communities (Pérez Andrade, 2024).

Throughout the study, the data indicate that the participating teachers adopt an active and varied methodological approach to English teaching in this context. They described high levels of motivation in their teaching practices, frequently incorporating games and interactive activities designed to engage students and make learning more relevant to the classroom reality. At the same time, their accounts reveal a particular understanding of rurality that shapes their expectations of students'

futures. Specifically, some statements suggest the presence of deficit-oriented assumptions, such as viewing students' aspirations as limited or closely tied to their immediate social and educational context. Rather than emerging from individual judgments, these expectations appear to be grounded in broader, socially circulating representations of rural education, which continue to frame rural students as having restricted opportunities and horizons.

These contrasting perspectives indicate that there is no single, homogeneous understanding of English language teaching in rural contexts. Rather, teachers' beliefs about students' abilities, the value of English, and the challenges of rural education are shaped by shared assumptions that influence how educational issues are understood and addressed. In this sense, teachers' views can be understood as operating within different research and professional paradigms, defined as sets of common beliefs and agreements that legitimize particular ways of interpreting reality (Kumar Khatri, 2020).

Accordingly, the variety of visions are not only pedagogical or institutional, but also ideological. The beliefs surrounding rurality shape the lens through which society sees rural education, what is appropriate to teach, and what is considered necessary for students to learn. Then, notions dictate that rural students have limited educational needs and future life trajectories shaped by agricultural labor in their place of origin, which contributes to the marginalization of English learning as irrelevant or unnecessary in a rural setting (Woolard & Schieffelin, 1994; Irvine & Gal, 2000). This ideology then influences how much relevance educational institutions give to the English language, and, as discerned from the results. However, English learning is excluded from formal school planning and from the initiatives proposed by school administrators, relegating it to a less favorable place in the school dynamics. Consequently, these beliefs about rurality function in contradictory ways, simultaneously embracing the positivity of community closeness while restricting pedagogical opportunities.

As **D1** and **P2** note, infrastructural and connectivity issues, such as limited classrooms and unstable internet, are significant challenges in their school, and these problems are often assumed to be intrinsic to rural contexts. However, research shows that such deficiencies should not be viewed as

inherent features of rurality but rather as systemic issues affecting public schools across Chile, as Cordero (2023) describes. The tendency to associate poor internet access, inadequate classroom spaces, or insufficient facilities exclusively with rural settings reflects a persistent societal prejudice that oversimplifies the diverse realities of these communities. In practice, infrastructure problems, including restricted technological access and overcrowded or unsuitable classrooms, are present in many urban institutions and point to broader shortcomings within the national education system. Recognizing this helps dismantle the stereotype that rural schools are uniquely deficient, underscoring instead that educational inequalities stem from structural factors rather than from rurality itself.

Another salient finding relates to the consistently positive school climate described by **P1**, **P2**, and **D1**, who emphasized a warm, supportive environment that they perceived as markedly different from experiences commonly associated with urban schools. This sense of closeness, trust, and mutual care was constructed as a defining feature of rural educational contexts, shaping not only everyday interactions but also broader attitudes toward teaching, learning, and community life. Participants' accounts suggest that rural schools foster more personalized and collaborative relationships, characterized by stronger and more sustained bonds among teachers, students, and families. However, when talking about English activities, it was evident that it was not their priority. Such relational strengths align with research on rural education that highlights the centrality of social ties and community embeddedness as key dimensions of rural schooling (Mulryan-Kyne, 2004). From an ideological perspective, these representations challenge deficit-oriented views of rural education by highlighting relational and affective bonds that are often overlooked in policy discourses focused mainly on infrastructure or academic performance (Woolard & Schieffelin, 1994). In this sense, the positive school climate can be understood as a form of social and symbolic capital that supports educators' motivation and emotional well-being and reinforces the idea that rural schools, despite material limitations, possess distinctive assets that shape educational experiences (Pérez Andrade, 2024).

To conclude, the findings suggest that the rural school's perception of English teaching and learning is marked by ambivalence and internal diversity rather than a shared or unified stance. English is

simultaneously viewed as a potentially valuable resource for students' future opportunities and as a distant or low-priority subject shaped by contextual constraints, limited institutional support, and assumptions about students' projected life trajectories. It is of interest to note that English scarcely appears as an element with which children currently engage through diverse settings (especially cultural products, such as movies, videogames or social networks), but rather it is an element of the future. These perceptions are not held uniformly but vary according to participants' roles, experiences, and levels of involvement in pedagogical decision making.

Underlying these views are linguistic ideologies that both reproduce and challenge dominant representations of rurality. On the one hand, deficit-oriented ideologies position rural students as less in need of English due to presumed occupational paths and reduced exposure to the language. On the other hand, alternative ideologies emphasize English as a tool for mobility, communication, and broader social participation, regardless of geographical context. The coexistence of these ideologies shows that English teaching and learning in the rural school is shaped by negotiated beliefs about the value of language and students' possibilities, reflecting wider social views about rural education while also allowing space for more critical and transformative approaches to rural ELT.

Conclusion

The purpose of the present research was to identify the perception a rural school and its community had toward English language teaching and learning, as well as to shine light on the linguistic ideologies behind the teaching and learning of English in a rural school.

Rurality is neither a homogeneous category nor a fixed condition, but a multifaceted construct shaped by a variety of experiences, territorial dynamics, and institutional disparities. The lack of explicit and uniform legal standards that delimit the criteria for identifying a rural school generates uncertainty among institutions and their communities on whether or not their school is classified as a rural school, generates uncertainty among institutions and their communities, positioning rurality more as a bureaucratic label than as a meaningful representation of community identity. This situation influences how individuals understand rurality and how it shapes their perceptions.

The perceptions toward English language learning vary among the participants, ranging from the language being irrelevant and unnecessary in a rural setting to English being perceived as fundamental for students' personal and professional growth. The variety of perceptions encountered throughout the investigation reflect how factors such as identity and context shape language ideologies.

Furthermore, when discussing rural schools, there is a tendency to look at them from a deficit perspective, emphasizing problems such as insufficient facilities, restricted technological access, and mobility issues. Some of these problems are not unique to rural contexts, but rather take a different form in urban schools. The bias to associate said characteristics intrinsically with rural contexts reflects a persistent societal prejudice that oversimplifies the diverse realities of these communities. Acknowledging this issue helps deconstruct the stereotypes surrounding both rurality and rural settings and directs the focus toward the overall educational inequalities and structural factors behind these issues instead of assuming they come from rurality itself.

Based on the findings of this study, educational policies should rescue some critical aspects to improve rural education from a social justice perspective. First, this study suggests the need to

reconceptualize English not merely as a resource for future mobility, but as a meaningful tool for students' present lives, capable of connecting with their immediate social, cultural, and communicative realities. The data highlight how a highly standardized and inflexible curriculum constrains teachers' ability to adapt English teaching to the specific conditions, interests, and experiences of rural students, limiting the potential relevance of the subject in these contexts.

Even more, the findings point to the importance of strengthening initial teacher education by explicitly addressing language ideologies and deficit-oriented assumptions about rural learners, so that future teachers are better prepared to recognize students' aspirations and avoid reproducing limiting views of rurality. Taken together, these implications invite policymakers to move beyond homogenizing approaches and to design more context sensitive language policies that acknowledge the diversity and complexity of rural educational settings.

Limitations

There are several limitations we can identify in the development of this study. The first identified limitation is related to locating participants. As a research team, we searched the MINEDUC database in order to find the most suitable school in the Metropolitan Region for a case study. Initially, we aimed to pick two schools as our places of investigation, but the options narrowed down as the team started reaching out to the schools. We found that few institutions were willing to participate in this research, both due to the lack of community engagement from Universities towards schools and due to particular situations associated with rurality. We encountered establishments that claimed not to be a rural school, even though they were classified as one by the MINEDUC. Others claimed that they were rural, depending on the occasion.

There were also limitations regarding instrument development and implementation. In the early stages of the study, two instruments were developed in order to carry on with the investigation. Besides the semi-structured interview, an observation instrument was created with the purpose of achieving an in-depth analysis of the pedagogical strategies the teachers applied in this specific setting, as a means

of triangulation of information produced. Nevertheless, due to time constraints and the school's institutional structure, this instrument was not implemented. Therefore, data triangulation was not possible, limiting the information and data collected throughout the interviewing process.

Likewise, the four tutors were picked by the person in charge of UTP, and all of them were employees at the school; two of them were teachers, the other was the door attendant, and the last one was an assistant. In that same manner, the interviews were conducted inside this specific office with this person present. This situation possibly deprived us of truthful data, as the participants might have felt pressured not to give out an honest answer that might not be acceptable to the present authority, or felt that they could damage the school's image.

Suggestions for future research

In light of these insights, we offer a series of recommendations for future researchers in order to advance the study of rural schools. Observations are key to examining the pedagogical practices that teachers implement inside the classroom in this specific context. Observing their methodologies can provide new insights into which strategies are implemented for teaching English, as relying only on teachers' accounts might not yield the same answers. At the same time, parent-student-teacher workshops provide a unique opportunity for researchers to gather deep insights, as these instances promote parental involvement in the learning of their pupils. Moreover, having more than one school as the subject of study would allow the researchers to encounter a wider variety of perceptions and ideologies toward the language.

In order for research to develop in rural communities, more studies and literature are needed. Currently, there's a lack of clarity as to what "rural" or "rurality" means in education, as well as the unique challenges and characteristics these areas have. As such, research is stalled, resulting in a niche and difficult environment in which to do research. Despite the insufficient clarity or an organization dedicated to defining the limits and characteristics of a rural area, research continues to be done on this theme. Although plenty of research is yet to be done, we hope our research will provide an aid to

any researcher who intends to delve deeper into this topic. Further research needs to challenge the embedded prejudice and stereotypes related to rural settings in order to avoid misconceptions for the purpose of shedding light on rural reality.

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Annexes

D1 Interview

Ficha Descripción Entrevista	
Participante	D1
Fecha de entrevista:	4 de septiembre de 2025
Lugar o medio de la entrevista	Colegio de la comuna de Melipilla
Nombre de Investigador/a	Constanza Berrios
Duración	16:28
Archivos	Director .m4a

Investigador/a: Siendo la 3:59, iniciamos la entrevista: ¿hace cuánto tiempo aproximadamente lleva enseñando en escuelas rurales?

Entrevistado/a: A ver, en el Liceo, dos años, pero sí he trabajado en otro establecimiento netamente rural, en (menciona otra comuna), en una escuela que se llamaba (menciona el nombre del establecimiento), que de verdad es exclusivamente rural, y eso fue hace como, digamos, 4 o 5 años atrás. Es como las experiencias que yo tengo en el mundo rural.

Incluso en esa experiencia fui coordinador de un microcentro rural, que es donde se agrupan las escuelas rurales.

Investigador/a: ¿Y cómo describiría usted esta escuela?

Entrevistado/a: Particularmente el liceo tiene una... A ver, desde la estructura obviamente tiene algo súper interesante, que tiene todas las modalidades educativas, partiendo de educación parvularia,

básica, media, tiene los dos formatos HC y TP, y además tiene educación de adulto. Entonces, para mí es un centro educativo de los pocos que hoy en día tiene todas las modalidades.

Eso respecto a la estructura de funcionamiento. Respecto a temas de identidad, acá se convive con expresiones del mundo urbano, pero todavía en la idiosincrasia del estudiante hay mucha ruralidad en su forma de actuar, en el lenguaje, en sus expectativas, digamos, de formación o desarrollo personal. Entonces, en esa descripción, destaco que es un liceo con una concepción bien familiar respecto de cómo se trabajan las situaciones, y que conlleva a una mirada, digamos, súper cercana del proceso educativo respecto al vínculo particular.

Investigador/a: Y eso, ¿cómo describiría usted la escuela, pero a nivel físico y socioeconómico?

Entrevistado/a: A ver, en términos de la capacidad física que tiene el establecimiento, hoy en día está con el funcionamiento de 22 cursos formalmente en la jornada diurna y de 13 en la jornada de vespertina, que tiene desde los espacios físicos todos ocupados, digamos, no habría la posibilidad de crear otro curso porque no existe el espacio físico. Esa es como una variable a considerar. Respecto a indicadores socioeconómicos, el establecimiento desde la estandarización que tienen las pruebas, como es el SIMCE y que entrega un indicador ahí, siempre se ha caracterizado derechamente medio-bajo o bajo derechamente respecto al tema socioeconómico.

Eso implica que está dentro de las curvas de mayores dificultades o desafíos económicos respecto a las familias. Además, a considerar que el establecimiento tiene cerca del 93-94% de vulnerabilidad, es como un promedio entre la básica y media, y actualmente también tiene el 74% de alumnos prioritarios, que también es otro indicador que ve la situación socioeconómica.

Respecto al contexto de participación de apoderados, tenemos la misma variable que tienen todos actualmente los establecimientos, una baja participación de los apoderados.

Yo diría un promedio de un 50% de participación en reuniones de apoderados, lo que tiene una mayor cantidad de participación tiene que ver con las tutorías uno a uno, pero esas son particularmente focalizadas y son más que una invitación, es una solicitud de presencia. Entonces, es un factor un poco obligado de participación, y los espacios de participación formales son el centro de estudiantes,

el centro apoderados, una expresión de club deportivo, y el consejo escolar, que es la otra expresión, digamos, de representación de participación de todos los estamentos.

Investigador/a: Y en cuanto a la comunidad, como me ha hablado usted de la familia y todo, ¿ustedes ven que tanto el alumnado como la familia tienen un sentido de pertenencia con la escuela y con la comunidad rural?

Entrevistado/a: Yo siento que sí, yo siento que es uno de los aspectos destacados de esta comunidad escolar. Muchos de los apoderados fueron ex estudiantes, se da mucho eso, es una constante, y eso genera un tema de identidad. Es el único liceo en el territorio que tiene enseñanza media, son todas las escuelas de básica las que circundan este territorio, entonces, de alguna u otra forma llegan acá, otros se van a Melipilla directamente, y la expresión más cercana que tiene de formación en educación media es el Liceo (menciona el nombre del establecimiento), que está en otra comuna. Entonces, pasa a ser una referencia respecto de identidad, de pertenencia, para la localidad, porque es el liceo más grande, y la única otra expresión es un liceo particular subvencionado, que está hacia arriba, aquí en (menciona otra localidad).

Investigador/a: Ahora comenzamos con las preguntas sobre el inglés. ¿Usted cree que es importante saber inglés y por qué?

Entrevistado/a: Obviamente que lo veo ya no como un valor agregado, sino veo al inglés como una necesidad de desarrollo personal y socio comunitario, digo yo. Si bien hay ciertas limitantes en el contexto rural que dice hoy no voy a tener mucha interacción con el mundo desde otra perspectiva de idioma, hoy día ya es una necesidad que se da en todo orden de cosas, interactuar en redes sociales, el trabajar con, veo a los chicos cuando juegan en línea, tienen que escuchar música en un idioma, y particularmente respecto a experiencias de viaje, algunos también se han encontrado con esas limitantes. Entonces no lo veo como una asignatura de establecimiento, sino lo veo como una herramienta para el desarrollo personal y también profesional de los estudiantes, como algunos que siguen con estudios en educación superior.

Investigador/a: Claro, nos está hablando de que le da oportunidades. ¿Ve alguna limitación de los estudiantes de esta escuela al aprender inglés?

Entrevistado/a: Sí, sí. A ver, todavía no tiene un sentido para ellos que es una herramienta, que se lo ven algo anexo. Mayoritariamente en el grupo familiar donde ellos se mueven no hay una utilización mayoritariamente del inglés, en el plano laboral tampoco, porque esta es una zona de recolección, particularmente de fruta, o acciones agropecuarias, esa es como la relación. Entonces tampoco hay una necesidad de la utilización del idioma de manera permanente. De repente en eso ellos pueden ver esta limitante o esta no necesidad ahora de aprender inglés, pero derechamente yo lo veo como una herramienta.

Investigador/a: ¿Existe algún evento o alguna actividad en esta escuela dedicada al inglés?

Entrevistado/a: Sí, sí. No sé si se habla de una semana del inglés, pero hay un acto formal donde los chicos presentan artísticamente o en declaración, utilizan el inglés como una forma. Como una feria científica, pero una feria como en inglés.

Investigador/a: ¿Y la participación por parte de los estudiantes es buena?

Entrevistado/a: Sí, sí, es buena. Obviamente es más limitada con estas actividades porque es más sectorial como grupo, pero se trabaja desde la asignatura de inglés, entonces también promueve la participación.

Investigador/a: ¿Qué tan importante es aprender inglés en la comunidad y cómo cree que la gente lo ve? ¿Hay ideas o creencias positivas o negativas sobre esto?

Entrevistado/a: Yo creo que sigue siendo un factor positivo de tener adquirido el inglés. En ningún caso se entiende como un escenario comunicacional.

Las personas no lo entienden como una expresión comunicacional. Y nada más de reconocer o identificar pequeñas cosas que tienen que ver con el contexto, particularmente de redes sociales, como decía un poco de algunas culturas urbanas, ese tipo de cosas. Hablaría que lo ven positivo en la adquisición, pero no diría que le dan un contexto negativo, sino que no lo entienden como que no es necesario en el momento. No sé si darle un contexto negativo.

Investigador/a: ¿Ha escuchado opiniones divergentes entre apoderados, algunos docentes o parte de la comunidad escolar en relación al aprendizaje del idioma en la escuela?

Entrevistado/a: Sí, particularmente docentes, porque además de tener la asignatura de inglés, se tienen algunos talleres que van paralelos. Se dividen los estudiantes en dos grupos y muchas veces hay reflexiones o interpretaciones que dicen ¿por qué ocuparse ahora en inglés cuando los chiquillos no tienen un impacto? Eso lo he escuchado particularmente de docentes. Los apoderados no manifiestan mayor comentario al respecto, pero tampoco le dan un mayor realce a que estén ese tipo de acciones dentro del plano formativo de los estudiantes, como que para ellos es una asignatura que está y pueden entender que el inglés es obligación, pero esto como talleres no lo ven tan arraigado en la dinámica de formación del estudiante.

Investigador/a: Ahora entramos en la última parte, sobre estrategias y recursos. ¿Cómo se aborda y qué importancia se le asigna al inglés la planificación anual del colegio?

Entrevistado/a: Como expresión del PEI, no está declarado directamente. Yo no he visto la declaración ni como sello, ni como enfoque educativo, no lo he visto de esa manera. Y formalmente, la única, un vínculo que tiene con la planificación, tiene que ver con la planificación más de la asignatura. Entonces no está asociado con la planificación estratégica del establecimiento, en ningún caso es una planificación inherente a la asignatura que se imparte, que es inglés y paralelamente es el taller que tiene que ver con las jornadas escolares completas.

Eso es como la única expresión.

Investigador/a: ¿Qué tipo de apoyo en cuanto a materiales, capacitaciones o acompañamiento existen para la enseñanza del inglés?

Entrevistado/a: Formalmente, las únicas experiencias de búsqueda de esas capacitaciones o materiales nacen de iniciativas personales de los profesores de inglés. Yo reviso un poco la dinámica institucional y no la veo así, no está dado, al contrario. Muchas de las iniciativas, este mismo

encuentro de inglés es asociado por ellos, es vinculado con ellos, entonces tampoco hay una búsqueda directa de ese tema al respecto.

Investigador/a: ¿Cuáles son los principales desafíos que enfrentan los profesores de inglés en este colegio, en relación a los estudiantes y el contexto en general?

Entrevistado/a: Primero tiene que ver con, lo que sé yo, las expectativas de entender que el inglés sí abre una puerta realmente, eso es lo primero que queda ahí como dando vuelta. Entonces, eso es un factor desafiante para los profesores. De repente, otro desafío tiene que ver con que muchas veces no está adquirida incluso ni la lengua que más ocupamos nosotros y pensar en otra con tanto nivel de avance, se puede entender como que: oh, tenemos que pasar por esta manera para pasar a la otra. Y respecto a los desafíos, cómo hacer del espacio de formación del inglés un espacio atractivo, porque un factor clave en el inglés es el tema comunicacional. Entonces, desde la formación y el desarrollo de la habilidad, pero no está tan adquirido en los estudiantes. Todavía el desafío es que se siente como algo en anexo que está, pero no sé si tiene tanto impacto.

Investigador/a: ¿Cómo apoya usted desde su rol directivo a los docentes de inglés para enfrentar los desafíos?

Entrevistado/a: Particularmente, desde mi mirada, hay una apropiación general a todas las asignaturas y yo soy siempre, trato de propiciar las acciones que tienen que ver con innovar o particularmente socializar y presenciar las actividades. Como es una feria científica, un English Day, cosas de ese tipo. Entonces, está la gestión más que nada de que se instale dentro de un calendario, que se promuevan y particularmente que se generen los espacios para que se demuestren el desarrollo de ciertas habilidades.

Investigador/a: Desde su perspectiva, ¿qué acciones o cambios consideran necesarios para fortalecer la enseñanza del inglés?

Entrevistado/a: De partida, yo creo que debería existir una formalización de un departamento de inglés con un foco claro que estuviera vinculado con el área del lenguaje. No como inglés como idiomático, sino dentro del desarrollo de las habilidades lingüísticas, por decirlo así, que esté asociado

con el idioma español y desde ahí se entienda que es un piso para ver lo otro, porque si no, reitero, se entiende nuevamente como algo anexo, como algo que no genera tanta importancia o tanta importancia para los estudiantes de desarrollar. Me pasaba con la asignatura también.

Investigador/a: Usted igual ha trabajado en escuelas no rurales, digamos.

Entrevistado/a: Sí, también.

Investigador/a: ¿Sí? ¿Y hay algo que le gustaría agregar más sobre su experiencia en contextos rurales? ¿Hay alguna comparación?

Entrevistado/a: Oye, mi primer lugar fue en el lugar donde yo trabajé. Como docente, después fui inspector general. Era un colegio que se declaraba con sello educativo del bilingüismo y hay una marcada diferencia respecto a las estructuras de horas. Por ejemplo, ahí había sobre doce horas de inglés. En esos años había un marcado perfil de formación del inglés. Se generaba que los tíos dieran la intención en esos años del sostenedor, me acuerdo, de que ellos finalmente en cuarto medio pudieran aplicar un instrumento o una prueba que validara el nivel de inglés, por ejemplo. Es como la expresión distinta que yo he visto. Ahora eso ha mutado un poco. Lo último que conocí es un establecimiento, pero sigue ese declara con un sello de, me acuerdo, del bilingüismo. Entonces, de hecho, su nombre está asociado. Esa experiencia generaba muchas acciones prácticas. Por ejemplo, tenía muchos eventos que eran intencionales que hacían o colocaban en escena el inglés, por ejemplo. Una obra de teatro, un musical, me acuerdo, que hacían. En esos años también el establecimiento hacía una competencia que pasó a ser regional de inglés. Después había una interna para los estudiantes. Había una exigencia de los profesores de tener dentro de sus horas obras de inglés, por ejemplo. Teníamos que tener clases de inglés. Lo ideal es que se estableciera como piso mínimo el saludar e interactuar en inglés. Un poco eso queda en la práctica porque uno va cambiando de establecimiento, pero ese tenía un marcado sesgo del idioma y de implementar. O sea, nos exigían mínimo saludar en la mañana en inglés, interactuar en algunas conversaciones o comunicaciones breves de las sociedades por inglés.

Investigador/a: ¿Y acá en el colegio el uso de tecnologías?

Entrevistado/a: Es posible, es posible. La mayor dificultad del establecimiento tiene que ver con la señal de internet que es muy complicada respecto a mantener una constante. Pero, por ejemplo, este televisor, a lo mejor es un poquito más pequeño, está en todas las salas de clases. Hay acceso igual a internet, pero súper limitado por la señal. Pero en todas las salas debería haber internet. Hay acceso también a impresiones de cualquiera que se quiera sacar, pero a proyectores, a una sala de computación, digamos.

Investigador/a: ¿Son recursos que se utilizan?

Entrevistado/a: Sí, los profes lo ocupan hartoo, hartoo lo ocupan.

P1 Interview

Ficha Descripción Entrevista	
Participante	P1
Fecha de entrevista:	4 de septiembre de 2025
Lugar o medio de la entrevista	Colegio de la comuna de Melipilla
Nombre de Investigador/a	Constanza Berrios
Duración	16:01
Archivos	Entrevista profesora.m41

Investigador/a: Muchas gracias por recibirnos hoy. Esta entrevista tiene como objetivo conocer la experiencia de la enseñanza del inglés en contextos rurales. Le realizaremos algunas preguntas relacionadas con su labor docente, sus percepciones y estrategias en el aula. Queremos recordarle que sus respuestas serán tratadas de manera confidencial y anónima, por lo que le invitamos a responder con total sinceridad y libertad. También le informamos que esta conversación será grabada con fines

de transcripción y análisis. Comenzamos con la trayectoria y el contexto. ¿Hace cuánto tiempo estás como profesora?

Entrevistado/a: Llevo siete años.

Investigador/a: ¿Y hace cuánto tiempo llevas enseñando en escuelas rurales?

Entrevistado/a: Cuatro.

Investigador/a: ¿Y en esta escuela en particular?

Entrevistado/a: Cuatro años.

Investigador/a: ¿Y antes habías estado en otra escuela?

Entrevistado/a: Pero en Melipilla, en un contexto urbano.

Investigador/a: ¿Qué diferencia identifica entre trabajar en una escuela rural y una urbana?

Entrevistado/a: Principalmente, a nivel de aula, por ejemplo, los estudiantes del sector urbano tienden a ser más rápidos en el trabajo, están más enfocados en la enseñanza del inglés porque ellos lo ven más cotidiano. Además de eso, está el apoyo externo de los papás que están comprometidos con los chicos. Igual, de todas maneras, yo cuando empecé a trabajar, empecé con primer ciclo. Estaba desde kínder hasta cuarto básico en clases de inglés y ahí se ve el apoyo de los papás. Yo acá, en cambio, llegué enseñando desde octavo hasta cuarto medio. Y ahí los papás ya no están tan presentes como cuando son más chiquititos. Entonces, igual el apoyo de los papás es una diferencia bastante grande. También el contexto. Acá los chicos llegan más con la intención de jugar, de conversar con los compañeros más que en el otro colegio donde sí llegaban a estudiar y se notaba como un nivel diferente.

Investigador/a: ¿Cómo describiría entonces usted a sus estudiantes tomando en cuenta el ámbito social o el ámbito académico?

Entrevistado/a: Ya, aquí voy a hablar solamente de los que están aquí en este momento. En general son súper cariñosos, son muy humanos, son súper empáticos con uno como profesor y todo. Son, no sé, por ejemplo, te ven y te abrazan, te preguntan cómo está y todo. Son súper cercanos. Ahora, en el aula sí, igual son universos diferentes. Hay algunos que de verdad no les interesa, les cuesta mucho y bloquean la enseñanza. Y hay otros que no, otros que les gusta, que participan más. Ya sea por afinidad con el profe o porque realmente les interesa la asignatura.

Investigador/a: ¿Cómo describiría usted el contexto de la escuela en general? Tomando en cuenta infraestructura, recursos, la comunidad en general, con apoderados, profesores, todo.

Entrevistado/a: Uy, aquí está un poquito amplio. Yo creo que en infraestructura nos faltan salas, sobre todo enfocándonos específicamente en el inglés. Yo siento que las salas no cuentan con buen audio, por ejemplo, para uno poder evaluar el speaking cuando hay que hacerlo. O ellos que, no sé, si uno está evaluando el listening, también. La calidad del sonido se pierde. Con respecto a, por ejemplo, en temas de apoderados, son más bien distantes. Pero es que ellos tienen contexto de media, entonces ahí son más bien distantes. La calidad humana y también el tema, no sé, el ambiente laboral es muy bueno. De hecho, aquí en los profes, siempre nos apoyamos en todo lo que podemos. Sobre todo los de media con los de media, siempre nos apoyamos hartito. Y hay apoyo también a nivel, por ejemplo, la jefa de UTP igual siempre está abierta para apoyar en lo que sea necesario. Con respecto a materiales, eso sí, igual estamos cortitos. Sobre todo este año más que en los años anteriores.

Investigador/a: Como escuela municipal también.

Entrevistado/a: Sí.

Investigador/a: Esa es la realidad.

Entrevistado/a: Claro.

Investigador/a: Ahora comenzamos con la pregunta sobre el inglés. Primero, de manera súper amplia, ¿por qué cree usted que es importante aprender inglés?

Entrevistado/a: Mira, yo te voy a decir lo mismo que les digo a los chicos cuando me presento y presento la asignatura. Yo considero, independiente de si ellos tienen planeado, por ejemplo, buscar trabajo en Santiago o salir al mundo a explorar, igual el inglés ayuda bastante en algo tan cotidiano como encontrar un trabajo cualquiera. Entonces, igual es necesario por lo menos tener un nivel intermedio para que ellos tengan, es una pequeña ayudita que tienen al momento de hacer cual postulación a cualquier trabajo. Independiente del trabajo que sea, igual les va a abrir una puerta, de una forma u otra les ayuda.

Investigador/a: Claro. Entonces, su opinión sobre la enseñanza del inglés en contextos rurales, es como me está diciendo, le dice a los chiquillos que son oportunidades.

Entrevistado/a: Sí.

Investigador/a: ¿Pero usted ve también limitaciones dentro de la comunidad en cuanto al inglés?

Entrevistado/a: Sí, principalmente porque ellos no están en un contexto, digamos, fuera del colegio. Ellos no tienen contacto alguno con el inglés, no escuchan música en inglés tampoco, no se interesan tampoco por series del inglés. Entonces, es bastante complejo el tema de la enseñanza del inglés en este contexto, solamente porque fuera del liceo ellos se olviden, no tienen nada.

Investigador/a: ¿Y a su estudiante le han dicho, le han mencionado, como qué percepción tienen ellos sobre el inglés?

Entrevistado/a: Sí, y aquí tenemos variados. Sí, hay algunos que me dicen que para ellos es absolutamente innecesario, porque muchos de ellos se proyectan su vida en el campo, en rodeo, con caballo, entonces, claro, pues yo obviamente, y además siguen negocio familiar, entonces, claro, en el sentido de ellos, entiendo que no le vean la relevancia al idioma. Pero también hay otros que sí, que les gusta y saben que es importante, y saben que, por último, pucha, algo tan simple como poder manejar un idioma te sirve para comunicarte, no sé, en Santiago, encontrar a un turista, por ejemplo, y lo puedes ayudar. Entonces, entienden, digamos, tenemos los dos lados. Hay unos que le ven la importancia y la entienden, y otros que definitivamente no, y por contexto igual se entiende que no.

Investigador/a: Entonces, ¿usted considera que el aprendizaje del idioma sería una herramienta importante para ellos y para la comunidad rural en general?

Entrevistado/a: Sí, yo considero que sí, sí, sí, absolutamente.

Investigador/a: ¿Por qué?

Entrevistado/a: Bueno, además de porque les ayuda para encontrar trabajo, que es un aspecto que a mí me parece súper fundamental, también, a nivel cognitivo, también les ayuda a mantener el cerebro más activo, evita enfermedades, por ejemplo, o sea, no es como que las evite, pero ayuda como a mantener el cerebro más activo, evitada, o de alguna forma interfiere o ralentiza cosas como, por ejemplo, el Alzheimer, porque está trabajando el cerebro de manera diferente. Además de eso, acá los chicos, por ejemplo, tenemos los técnicos profesionales que igual ellos después salen al trabajo, salen al mundo laboral, entonces me parece que igual es algo bastante relevante. Y de todas maneras también el hecho de que aprendan un segundo idioma les da más posibilidades a ellos para buscar nuevas oportunidades y explorar también nuevos intereses, música, lectura, las cosas así.

Investigador/a: ¿Ha recibido opiniones o posturas encontradas entre apoderada o colega o algún integrante de la comunidad escolar respecto al inglés? Porque me imagino que ustedes de Melipilla, pero acá igual hay profesores o funcionarios que son de acá.

Entrevistado/a: Igual en realidad no tanto, si bien una sola vez hubo una colega que mencionó que no le veía tanta importancia, pero en general no, hay bastante apoyo con el tema de enseñar inglés y de que los chicos aprendan.

Investigador/a: ¿Y eso de que no le veía tanta importancia por lo mismo?

Entrevistado/a: Por el contexto.

Investigador/a: ¿Por el contexto de los chiquillos?

Entrevistado/a: Claro.

Investigador/a: ¿Qué lugar cree usted que ocupa el idioma inglés en la identidad cultural de la comunidad escolar?

Entrevistado/a: Actualmente, muy poco.

Investigador/a: ¿No es muy importante?

Entrevistado/a: No, para ellos no. Digamos, uno igual trata de incentivar esto, de promoverlo, pero claro, por el contexto en el que ellos están, es muy poquita. Son muy pocas las personas que realmente lo adquieren, lo tienen como parte de su vida.

Investigador/a: Y así también ha tenido estudiantes que le han manifestado que sí quieren aprender.

Entrevistado/a: Sí, por supuesto. De hecho, el curso de mi jefatura es como el curso que yo diría que es más bilingüe de todos y yo puedo hacer una clase casi el 80% en inglés. Entonces, igual tenemos, claro, están ellos y hasta hay otros que... Dónde cuesta encontrar

Investigador/a: Y el porcentaje de ellos y la otra cantidad como...

Entrevistado/a: no.

Investigador/a: Son menos ellos.

Entrevistado/a: Son menos ellos, entonces... Pero son el orgullo.

Investigador/a: Ahora entramos con las preguntas sobre estrategias y prácticas de enseñanza. ¿Qué estrategia implementa habitualmente en su sala de clases para enseñar?

Entrevistado/a: A ver, me gusta que hablen mucho. Más que escriban o que vayan a leer, porque como la mayoría es solamente comunicacional, digamos, yo quiero que ellos... Más que... Yo entiendo que muchos solamente van a querer trabajar acá en Chile, que no tienen mayores proyecciones tampoco académicas por el tema del contexto, de vuelta a lo mismo. Entonces, a mí me interesa que hablen. Que hablen más, que sean capaces de entender cuando alguien le habla en inglés, que entiendan algunas palabras. Obviamente, no niego tampoco la importancia de la escritura o la lectura, pero

dependiendo obviamente de los grupos, me enfoco más en que hablen. Y escuchen, se puedan comunicar en el fondo verbalmente.

Investigador/a: ¿Podría contarme alguna actividad o metodología que consideres especialmente efectiva en este contexto? Así como esas clases que los chiquillos salen contentos, que todo sale bien y que sí funcione.

Entrevistado/a: A ver, por ejemplo, nosotros tuvimos... Este año no la he hecho, pero... Los saco siempre al patio, por ejemplo, a describir lo que ellos están viendo y ahí vamos trabajando diferentes estructuras gramaticales y a ellos a ellos les gusta porque tienen naturaleza, pueden salir, entonces esas actividades son buenas.

Investigador/a: Funcionan.

Entrevistado/a: Sí.

Investigador/a: ¿Cómo organizas tus clases considerando la diversidad de niveles de inglés y estilos de aprendizaje de los estudiantes? ¿Dentro de un curso?

Entrevistado/a: Claro, dentro de un mismo curso. Tenemos siempre la práctica controlada, que ahí primero se presenta el contenido, que eso va para todos iguales. Se explica el contenido, bueno, dependiendo del nivel, solamente en inglés, en inglés-español. Después de eso hacemos diferentes actividades, donde ellos, por ejemplo, no sé, actividades en grupo, después actividades de a dos, después actividades solitos. Ellos, si es que estamos hablando, estamos haciendo un diálogo, primero lo leen con compañeros que están en el curso, para todo el curso, o algunos que solamente por pánico escénico, solamente para mí. ¿Qué más? A los que les cuesta más, Si yo estoy ahí, por ejemplo, no sé, pues estaba en pronunciación, algunos ya están haciendo sus propias frases, a los que les cuesta más, No, vamos creando cositas de a poquito, que vayan pronunciando una palabra, dos palabras, obviamente ahí depende del nivel de cada uno.

Investigador/a: ¿Ha utilizado una misma estrategia en distintos cursos, o sea, distintos niveles? Si es así, ¿tuvo que adaptarla de alguna forma en particular?

Entrevistado/a: ¿En distintos niveles?

Investigador/a: Sí, ¿cómo en distintos niveles? ¿Como en esta actividad, por ejemplo, de sacarlo al patio?

Entrevistado/a: Sí, lo he hecho en tercero y cuarto medio.

Investigador/a: ¿Tiene que adaptarla según?

Entrevistado/a: Por supuesto, sí, siempre hay que adaptarla.

Investigador/a: ¿Según la unidad?

Entrevistado/a: Claro, según la unidad, según el nivel también. Por ejemplo, actualmente el cuarto medio no tiene tanto nivel como en el curso bilingüe que te estaba comentando, entonces, claro, a mi curso, que es el que es más bilingüe, a ellos trato de, les pongo vocabulario más complejo, y en cambio al cuarto medio lo simplifiqué un poquito, vamos trabajando más lento también.

Investigador/a: Claro. ¿Ha intentado implementar alguna estrategia innovadora o poco familiar para sus estudiantes?

Entrevistado/a: Para ellos, sí, las TICS, ellos no están acostumbrados a trabajar en inglés.

Investigador/a: ¿Y cómo es la reacción o resultado de ellos?

Entrevistado/a: No ha sido muy favorecedor, la verdad. El uso de las TICS, por lo menos en inglés, no ha resultado mucho, porque ya necesitan estar siendo más monitoreadas más constantemente.

Investigador/a: Claro. ¿Considera que alguna de sus estrategias ha contribuido a modificar la percepción de sus estudiantes por el inglés?

Entrevistado/a: Sí, yo creo que sí. Sobre todo los juegos les gustan mucho. Se entretienen ahí, buscan la forma, y competir sobre todo les gusta. Sí. Aunque sea por, no sé, un puntito, unos a unas décimas, igual lo hacen.

Investigador/a: Ya. Ahora sobre recursos y tecnología. Bueno, ya me había mencionado algo, ¿pero utiliza recursos TICS o materiales digitales en las clases?

Entrevistado/a: Sí. Ocupamos audio, videos. Ya el celular ellos no lo ocupan tanto por un tema institucional. Como acuerdo tenemos que no lo ocupen. Entonces videos principalmente y audios.

Investigador/a: Sobre evaluación y seguimiento. ¿De qué manera evalúa su estudiante inglés? ¿Instrumentos, criterios, o cada cuánto tiempo los evalúa?

Entrevistado/a: Bueno, las formativas son clase a clase, pero tenemos por rúbrica sobre todo. Me gusta evaluar la pronunciación, la gramática, pero pronunciación no enfocada en que sea perfecta, sino que en que sea funcional. En que uno sirva para comunicarse y que se entienda lo que quiere expresar. Fluidez también, igual es necesario en el momento de comunicarse. Qué más... Bueno, eso es un tema de hablado. Gramática, por supuesto. Y también el contenido mismo, del que estemos trabajando.

Investigador/a: ¿Y a través de qué instrumentos, pruebas?

Entrevistado/a: Trato de no hacer pruebas escritas. Porque principalmente para evitar la copia. Es solamente por eso. Y trato de que ellos vayan haciendo por ejemplo trabajo en grupo, donde tengan que ir escribiendo, pero cada uno va presentando su propio avance. Entonces siempre trato de que sea lo más personalizado posible, aunque sea un curso grande, trato de que sea así. Me toma más tiempo, pero me gusta más que la prueba.

Investigador/a: Sobre desafío y mejoras. ¿Qué dificultades enfrenta al enseñar inglés acá?

Entrevistado/a: El contexto. Que ellos no están muy interesados. No todos los cursos, por lo menos.

Investigador/a: ¿Y eso cómo lo aborda? Trata de hacer algo nuevo.

A través de juegos, vamos haciendo competencias. Obviamente los vamos felicitando, les vamos dando premios chiquititos. Así lo hacemos.

Investigador/a: ¿Qué cree usted que se podría mejorar acá, en esta escuela, para fortalecer la enseñanza del inglés?

Entrevistado/a: A mí me encantaría una sala de inglés. Con el audio que sea ideal, que no se me vaya.

Libros, cuentos en inglés, me encantaría.

Investigador/a: ¿Podría recomendar alguna estrategia que le haya ayudado a aumentar la motivación de sus estudiantes dentro de la sala?

Entrevistado/a: Definitivamente las competencias.

Investigador/a: Sí, las competencias sanas.

Entrevistado/a: Sí, por supuesto. De repente ni siquiera hay premios, solamente por decirle a quién gana, ellos se motivan.

Investigador/a: También el otro día me comentaban que acá hay problemas con la señal, cosas así. La señal de internet, sí.

Entrevistado/a: O la electricidad también que se va.

Investigador/a: Dificulta el desarrollo de las clases.

Entrevistado/a: De repente, por ejemplo, uno está haciendo clases, sobre todo en este sector. El año pasado había una sala aquí y teníamos que poner video y todo, y se cortaba la luz de repente. Y ahí quedaba toda la clase, entonces hay que parar, hay que hacer una pausa. Cuesta un poquito.

Investigador/a: Eso toma tiempo también, dentro de una clase.

Entrevistado/a: Pero con respecto al internet, por ejemplo, yo no tengo porque yo no ocupo el internet acá. Yo me comparto, entonces, con el tema de internet, yo no sufro.

Investigador/a: ¿Hay algo más que le gustaría agregar sobre su experiencia enseñando inglés acá?

Entrevistado/a: Lo recomiendo totalmente. Es muy enriquecedora, sí. Uno lo pasa muy bien con los chiquillos, sí. Es que es un ambiente más familiar. Y es más amigable también, entonces lo recomiendo.

Investigador/a: Y es un espacio más pequeño el colegio también.

Entrevistado/a: Sí.

Investigador/a: Para hacerlo donde estaban, o sea, en la urbanidad.

Entrevistado/a: Sí, Y eso mismo también hace que sea más enriquecedor, porque los chicos se conectan contigo. En cambio, ya uno, además, visto como el profe, no se ve casi nunca, porque inglés tampoco tiene mucha hora en aula. Entonces, uno, igual, cuesta más conectar con los cursos cuando son colegios más grandes. En cambio, acá no, es más fácil conectar con ellos.

Investigador/a: Eso sería todo. Muchas gracias por responder.

P2 Interview

Ficha Descripción Entrevista	
Participante	P2
Fecha de entrevista:	4 de septiembre de 2025
Lugar o medio de la entrevista	Colegio de la comuna de Melipilla
Nombre de Investigador/a	Constanza Berrios
Duración	13:39
Archivos	Entrevista profesora.m42

Investigador/a: Muchas gracias por recibirnos hoy. Esta entrevista tiene como objetivo reconocer su experiencia de la enseñanza en inglés en contextos rurales. Le realizaremos unas preguntas relacionadas con su labor docente, sus percepciones y estrategias. Queremos recordarle que sus respuestas serán tratadas de manera confidencial y anónima, por lo que invitamos a responder con total sinceridad y libertad. Asimismo, le informamos que esta conversación será grabada con fines de transcripción y análisis. Comenzamos.

Investigador/a: ¿Hace cuánto tiempo trabaja como profesora?

Entrevistado/a: Aproximadamente 10 años, quizás un poquito más.

Investigador/a: ¿Y hace cuánto tiempo trabaja en escuelas rurales?

Entrevistado/a: Como 6 años.

Investigador/a: ¿Y en esta escuela?

Entrevistado/a: En esta escuela, Sí, empecé acá.

Investigador/a: ¿Ha trabajado en escuelas urbanas? como en ciudades.

Entrevistado/a: colegio particular subvencionado

Investigador/a: Sí.

Entrevistado/a: Antes de entrar acá.

Investigador/a: ¿Y qué diferencia identifica entre trabajar en una de esas escuelas rurales o en una rural?

Entrevistado/a: Bueno, igual el desempeño de los niños. Están como más atentos a aprender el idioma. Aquí me preguntan mucho, ¿pero por qué vamos a aprender si nos vamos a salir del país? ¿Por qué es importante? Claro, igual hay niños que le ponen mucho empeño, igual quieren aprender, pero se nota la diferencia. No le dan tanta importancia.

Investigador/a: ¿Cómo describiría usted a sus estudiantes de esta escuela en el ámbito social y académico?

Entrevistado/a: ¿Social? Bueno, son bien... tienen mucha personalidad, son bien tratados, les gusta mucho participar en clases. Por ejemplo, para el English Day, les encanta igual participar mucho. Sí, tienen bastante personalidad. La gran mayoría. Y académicamente, igual son buenos. Como le digo,

hay casos que no les importa mucho, que no les gusta, pero están los otros casos que igual le ponen empeño y les va bien. Yo hago desde pre kínder a octavo.

Investigador/a: ¿Cómo describiría usted el contexto de la escuela en general? En cuanto a infraestructura, recursos, o cómo es la comunidad, tomando en cuenta a los apoderados, a los niños.

Entrevistado/a: Bueno, los apoderados, siete se puede decir. Con los que yo por lo menos me he topado y con los que he trabajado y con los que he hablado con otros colegas, igual los apoderados son bien preocupados. Si uno tiene algún problema con el niño ya sea académicamente hablando, uno los puede citar y ellos están ahí presente y son bien comprometidos. Así que por ese lado, súper bien. Sobre los recursos del liceo, yo creo que igual este liceo está muy bien equipado, porque las clases se pueden hacer bien. Contamos con internet en cada sala, televisión, las salas de pre kínder y kínder tienen la pantalla táctil y se hacen mejores clases todavía. Así que, súper bien por ahí. Tenemos para sacar copia, imprimir, todo.

Investigador/a: Ahora vamos a hablar sobre el inglés. En general, ¿por qué cree usted que es importante aprender inglés?

Entrevistado/a: Primero, para comunicarnos. Para comunicarnos, para poder desarrollarnos. Bueno, igual los niños a veces se sienten un poquito como intimidados, pero yo siempre les digo que lo importante es atreverse, intentarlo y uno nunca sabe si van a salir del país, para que se puedan comunicar y hablar con los demás. Incluso aquí mismo se puede hacer.

Investigador/a: ¿Cuál es su opinión sobre enseñar inglés en estos contextos rurales? Considerando oportunidades, limitaciones que tenga la comunidad o beneficios.

Entrevistado/a: Yo lo vería más como un beneficio. No lo veo como una limitación. Yo creo que aquí, desde pre-kínder, porque no todos los liceos dan inglés desde pre-kínder, a cuarto medio, si el niño le pone bastante empeño y ganas, puede salir hablando inglés. Puede ser bilingüe. Ese es el beneficio que yo veo. Las limitaciones a veces las ponen ellos mismos, porque les da miedo. Ahí entra uno como profesor a apoyarlo y a darle ánimos para que pueda aprender.

Investigador/a: ¿Qué percepción cree que tienen sus estudiantes respecto al inglés? Tanto como aprendizaje o como de utilidad.

Entrevistado/a: Bueno, como le dije anteriormente...

Investigador/a: No sé si a alguien le habrán comentado algo alguna vez.

Entrevistado/a: Es que, mira, igual hay como dos contextos. Porque a los niños hasta cuarto básico igual les gusta, porque yo les hago más juegos, más entretenido, más dinámico. Entonces igual les gusta y por ahí los atrapo. Y de quinto a octavo les trato de enseñar más para hablar, para escribir, para comunicarse. Pero igual lo ven así como que les da flojera, no todos les ponen empeño, entonces igual hay dos realidades ahí.

Investigador/a: ¿Ha percibido opiniones o posturas encontradas entre apoderados o colegas u otros integrantes de la comunidad sobre el inglés?

Entrevistado/a: Sí, por lo menos colegas opinan que deberíamos enseñar más horas de inglés dentro de la malla curricular.

Investigador/a: ¿Y de apoderados ninguno le ha hecho saber qué opinan de la asignatura o algo?

Entrevistado/a: No, realmente no. Son pocos los que dicen que igual es bueno que vean inglés. Pero más que todo vienen de los otros colegas que dicen que debería haber más horas de enseñanza.

Investigador/a: ¿Qué lugar cree usted que ocupa el idioma inglés en la identidad cultural de este colegio? ¿Si es muy importante o no tanto?

Entrevistado/a: Yo le pondría como más o menos.

Investigador/a: ¿Falta como importancia?

Entrevistado/a: Sí, hay que darle como más impulso. Con la otra compañera estamos haciendo más actividades en el departamento de inglés para darles impulso. Hacemos spelling bee, estamos

haciendo el english day, queremos hacer otras cositas para impulsar a los niños y que ya el inglés agarre más fuerza.

Investigador/a: Ahora sobre su estrategia y práctica de enseñanza. ¿Qué estrategia implementa habitualmente en su sala de clases para enseñar?

Entrevistado/a: Me gustan mucho los juegos. Me enseño mucho jugando, cantando, porque los niños aprenden más rápido así. Sobre todo los chiquititos. Con los grandes igual trato de usar actividades recreativas, por ejemplo, como el Kahoot, el Wordwall. Esas aplicaciones para cambiar un poquito las evaluaciones dentro de la sala de clases.

Investigador/a: ¿Podría contarme de alguna actividad o alguna metodología que considere especialmente efectiva en este liceo?

Entrevistado/a: Las aplicaciones. Sí, la tecnología sirve muchísimo con los niños.

Investigador/a: ¿Cómo organiza sus clases considerando la diversidad de niveles de inglés en una misma sala?

Entrevistado/a: Cuando me hablas de diversidad me hablas con los niños de necesidades especiales, ¿cierto? ¿O en general?

Investigador/a: No, diversidad de niveles de inglés o diferencias de aprendizaje.

Entrevistado/a: Bueno, yo siempre empiezo las clases, bueno, inicio, desarrollo, cierre. Empiezo con un brainstorm o hacemos algo pequeño para iniciar la clase y que vayan recordando. Explico lo que vamos a hacer durante la clase y después los pongo a trabajar en pareja, a veces en grupo, en individual, depende de la actividad que tengamos que hacer. Yo los voy apoyando y cuando veo que son niños que les cuesta más, trato de ponerlos en pareja o que se sienten conmigo y yo los voy ayudando.

Investigador/a: ¿En ese caso, como los niños con necesidades especiales?

Entrevistado/a: A ellos, en ese caso, bueno, igual ellos participan en las clases, pero cuando ya los tengo que evaluar, yo hablo con la profesora PIE para que hagamos un cambio, una mejora en la evaluación, para que sea más fácil. Se evalúa igual el mismo contenido, pero lo tratamos de modificar.

Investigador/a: Pero igual participan de la clase.

Entrevistado/a: Todos participan, sí, todos participan.

Investigador/a: ¿Ha intentado implementar alguna estrategia poco familiar para sus estudiantes?

Entrevistado/a: No, siempre trato de hacer algo que ellos se sientan cómodos igual.

Investigador/a: Ya. ¿Considera que alguna de sus estrategias ha contribuido a modificar la percepción que tienen sus estudiantes sobre el inglés? Por ejemplo, algunos que antes no les gustaba, pero ahora sí.

Entrevistado/a: Sí, me pasó hace como dos, tres años atrás. El niño estaba en como primero, segundo, básico y no quería nada conmigo. Nada. No, estaba así como súper cerrado, súper bloqueado. Y bueno, yo igual le doy su tiempo, le doy su espacio, no lo obligo, pero como le digo, yo con los chiquititos empiezo cantando, hacemos más juegos, hacemos bailes, canciones, actividades, y las actividades escritas igual son bien divertidas. Entonces ya él ahí se fue abriendo y ya participaba en las clases y no le daba vergüenza hablar, participar, entonces por ahí fue bueno. Entonces ahí cambió bastante.

Investigador/a: Esto ya me lo habían mencionado, ¿pero utiliza recursos TIC o materiales digitales las clases? ¿Siempre?

Entrevistado/a: Sí, siempre. Igual trato de mandarles a los cursos antes de hacer una evaluación, por ejemplo, si tienen una evaluación oral o escrita, les mando un wordwall o quizás un quiz online, pero para practicar y así van como estudiantes.

Investigador/a: De acuerdo a evaluación y seguimiento, ¿de qué manera evalúa a sus estudiantes? ¿Qué tipo de instrumento usa? ¿Qué tipo de criterio? ¿Y la frecuencia?

Entrevistado/a: Mira, la observación, la participación que ellos tienen durante las clases, uso rúbricas, como siempre les hago evaluaciones orales, uso bastantes rúbricas, listas de cotejo, depende de lo que vaya a evaluar. Hago pruebas escritas igual. Qué podría agregar..... También evaluamos los contenidos del cuaderno. Bueno, ahí usamos la rúbrica.

Investigador/a: Sobre desafío y mejoras, ¿qué dificultades enfrenta al enseñar inglés en este liceo?

Entrevistado/a: ¿Dificultad? Mira, yo no veo alguna dificultad porque el liceo igual me brinda los recursos, por ese lado estoy bien. Hay una mínima dificultad, sería ya con los cursos, porque igual hay ciertos cursos que son difíciles de manejar, entonces los niños que de verdad quieren aprender se pierden un poco el tiempo tratando de regular a toda la sala. La conducta podría ser, pero no es en todos los cursos.

Investigador/a: Son casos especiales

Entrevistado/a: Son casos especiales que no permiten la enseñanza.

Investigador/a: ¿Y cómo aborda por ejemplo esos cursos?

Entrevistado/a: Mira, hablo mucho. Este... A veces uno los amenaza en el sentido de que les voy a dar un punto y siguen hablando.

Investigador/a: y le funciona?

Entrevistado/a: A veces sí. Es que depende, sí.

Investigador/a: ¿Qué cree usted que se podría mejorar acá para fortalecer la enseñanza del inglés?

Entrevistado/a: Yo creo que igual hablar con los padres y que los padres les fomenten tener esa cultura, que igual el inglés es importante. Porque los niños, como te digo, hay algunos que dicen tía, pero para qué, tía, si yo no viajo, tía. Igual yo les hablo de experiencias mías pasadas. Niños, yo antes de dar clases, igual trabajé en supermercados, hablé con personas que venían de Canadá, de Estados Unidos. Entonces ustedes creen que porque están en Chile no es importante. Sí es importante.

Investigador/a: Entonces sería como...

Entrevistado/a: Yo creo que entrar por la familia, para que la familia igual les abra la mente a los niños.

Investigador/a: ¿Podría recomendar alguna estrategia que lo haya ayudado a aumentar la motivación de sus estudiantes?

Entrevistado/a: Siempre te voy a decir lo mismo, los juegos. Los juegos, 100%.

Investigador/a: Sí, la otra profesora también.

Entrevistado/a: Los juegos.

Investigador/a: ¿Y hay algo más que le gustaría agregar sobre su experiencia en este LICEO?

Entrevistado/a: Bueno, yo aquí me siento súper bien. Me ha gustado mucho estar acá. Igual los niños me quieren mucho. Yo igual. Me encanta hacerles clases, sobre todo a los pequeños. Yo creo que ellos felices solo con los chiquititos. Hasta cuartos básicos.

Investigador/a: Después ya ellos también cambian.

Entrevistado/a: Es que cambian, eso es lo que pasa. Uno los tiene así como un chiquitito y pasan al quinto básico y después como que... ¿Qué pasa ahí? Pero... No importa, igual sigo teniendo cariño. Y se nota igual, ellos te demuestran el cariño. Puede que de repente sean un poquito flojos con las clases. Pero están ahí, te ayudan igual. Siempre están atentos a ti. Tía ¿Qué necesita a ti?

Investigador/a: Son cariñosos.

Entrevistado/a: Sí, son muy cariñosos. Y los chiquititos te pueden hasta tirar al suelo.

Investigador/a: Es agradable.

Entrevistado/a: Sí, igualmente. Así que si hay cursos que como te digo te cansan y agotan pero después vas a otro curso que te reciben así, entonces ya ahí tú te recargas. Así que es bueno.

Investigador/a: Eso sería todo. Muchas gracias por participar.

A1 Interview

Ficha Descripción Entrevista	
Participante	A1
Fecha de entrevista:	4 de septiembre de 2025
Lugar o medio de la entrevista	Colegio de la comuna de Melipilla
Nombre de Investigador/a	Renata Vergara
Duración	10:33
Archivos	Apoderado 1.m4a

Investigador/a: Bueno, primero que todo, decirle que muchas gracias por participar en esta entrevista. Esta entrevista trata sobre por qué nos interesa saber su experiencia y opinión sobre la enseñanza del inglés en escuelas rurales como el contexto en el que se encuentra esta escuela. Desde la mirada de los padres y apoderados. Todo lo que nos comparta será confidencial y se usará solamente con fines de investigación. Le invitamos a responder con total sinceridad. También le recordamos que esta entrevista está siendo grabada para poder transcribirla y analizarla.

Entrevistado/a: Ok.

Investigador/a: Entonces vamos a empezar. ¿Podría usted contarme hace cuánto tiempo su estudiante asiste a esta escuela?

Entrevistado/a: Siete años. Hace siete años.

Investigador/a: ¿Y en qué curso se encuentra el estudiante?

Entrevistado/a: Tengo dos.

Investigador/a: Ah, pero...

Entrevistado/a: Sí, octavo y segundo medio.

Investigador/a: ¿De qué manera describiría usted esta escuela? Puede hablar de la infraestructura, del ambiente, los profesores.

Entrevistado/a: Es acogedora. Quizás con falta de recursos. Pero en general hay buen ambiente.

Investigador/a: Sobre las percepciones del aprendizaje en inglés. ¿Cree usted que es importante que su estudiante aprenda inglés? ¿Por qué?

Entrevistado/a: Definitivamente sí. Porque es el idioma universal y creo que todos deberíamos hablarlo.

Investigador/a: En su experiencia, ¿ha observado alguna resistencia, desinterés o tensión por parte de los estudiantes, familias o el entorno hacia el inglés?

Entrevistado/a: ¿Propio o puedo hablar en general de todos los niveles?

Investigador/a: En general.

Entrevistado/a: sí. Sí, poca tolerancia a la frustración, a equivocarse, de decirlo mal, de hablarlo mal. Y claro, de decir, no, no, yo no entiendo, no me gusta y quizás no es tan didáctico para ellos entenderlo, aprenderlo. Sí.

Investigador/a: ¿Para qué cree que le puede servir a su estudiante aprender inglés para el futuro? Por ejemplo, para trabajar.

Entrevistado/a: O sea, es que todo, todo. Sirve, o sea, hasta desde ver alguna película, lo cotidiano y obviamente que para trabajar. Fundamental el inglés.

Investigador/a: ¿Le gusta a usted que su estudiante tenga clases de inglés?

Entrevistado/a: Sí, o sea, lo reforzamos en casa de hecho.

Investigador/a: Con respecto a la perspectiva comunitaria, ¿qué cree usted que piensa la gente en su comunidad sobre aprender un idioma como el inglés?

Entrevistado/a: Aquí en esta comunidad, no hay mucha, es poquito el porcentaje de estudiantes y apoderados como que se dan cuenta de lo que realmente les serviría tener otro idioma. Pero, o sea, para mí es súper importante, pero para la comunidad yo siento que no tanto. Esta comunidad es como muy cerradita, como que no ven el universo completo. Sí.

Investigador/a: ¿Cree que es más fácil aprender inglés en contextos, en colegios en contextos rurales?

Entrevistado/a: No, no es fácil.

Investigador/a: ¿Por qué?

Entrevistado/a: Por lo mismo, porque los niños, los apoderados de hecho, la mayoría de los apoderados de este colegio no han terminado la enseñanza media. Entonces para ellos no es como prioridad que sus hijos también la terminen o enfocarse menos en el inglés. Es como que termine luego el cuarto medio y se pongan a trabajar. Esa es la realidad. Pero...

Investigador/a: ¿Considera que el apoyo que recibe del colegio es suficiente? ¿Con respecto a materiales, libros, las clases de inglés profesionales?

Entrevistado/a: No, no es suficiente. De hecho, creo que hubo un par de años que no recuerdo qué cursos. Ni siquiera tenía nota. Era como un taller de inglés. No era como una asignatura así. O creo que tenía como una nota. Sí, no, poquito, bajito el inglés de acá. De hecho, hay una profesora de básica y una de media, y sería todo. Poquito. Poquito.

Investigador/a: Poquisimo ¿Cree que hay algún otro idioma que sea importante aprender en la escuela? Por ejemplo, lengua de señas, lengua indígena.

Entrevistado/a: En lengua de señas hay un intérprete, porque hay muchos niños con problemas de oídos y sordomudos. De hecho, el año pasado salió el cuarto medio una niña que era un alto porcentaje de sordomudos.

Investigador/a: Pero no se enseña.

Entrevistado/a: Pero no se enseña, no. Hicieron, como que intentaron hacer actividad para que la comunidad entendiera este lenguaje de señas. Pero claro, no sé si fue suficiente. Sí, pero es importante como el lenguaje de señas, sí. Más que otro idioma, yo creo que el lenguaje de señas sería como importante también aprenderlo.

Investigador/a: Si pudiera decidir, ¿le gustaría que su estudiante tuviera otra asignatura en vez de aprender el idioma inglés? Si es así, ¿por qué?

Entrevistado/a: ¿Cómo reemplazar el inglés por otra cosa?

Investigador/a: Sí.

Entrevistado/a: No, no me gustaría.

Investigador/a: ¿Por qué?

Entrevistado/a: Me gustaría que sí aprendiera inglés. O sea, yo algo lo hablo y me gustaría que ellos también tuvieran ese conocimiento y que mejor que yo. y Sí, para mí es importante el inglés.

Investigador/a: Ahora siguiendo con apoyo familiar y recursos. ¿Existe alguien que ayuda a su estudiante con las tareas de inglés en su hogar? ¿Quién y de qué forma lo hace?

Entrevistado/a: Yo, la mamá y verbalmente. También tengo algunos libros como didácticos que les he comprado, que he encontrado. Y si no, internet.

Investigador/a: ¿Su estudiante tiene acceso a diferentes recursos para aprender inglés en su hogar? Por ejemplo, libros, internet, televisión en inglés o música.

Entrevistado/a: Sí, sí.

Investigador/a: ¿De qué manera crea usted que le enseñan inglés a su estudiante? ¿Qué opina usted al respecto?

Entrevistado/a: Sí, no fue como yo lo aprendí. Ya ves que yo igual hice como un curso de inglés, después de salir del colegio, porque del colegio no aprendí nada. Hice un curso aparte y sí, por lo que he visto, no es como que no le enseñan como la gramática nativa, la primaria. Después ir avanzando, avanzan como con las frases completas muy rápido. Siento que falta como un proceso ahí de educación.

Investigador/a: Ya. ¿Cree que su estudiante se siente motivado para aprender el idioma?

Entrevistado/a: Sí, totalmente.

Investigador/a: ¿Por qué?

Entrevistado/a: Yo creo que yo se los he inculcado demasiado y además a ellos les gusta. O sea, mi hijo mayor escucha mucha música en inglés y le gusta saber qué es lo que dicen, entonces traduce. Y el más chico por el tema de la playstation, también. Es como harto en inglés y sí, igual han entendido más, por eso.

Investigador/a: ¿De qué manera le gustaría que le enseñaran inglés a su estudiante? Por ejemplo, con más juegos, actividades prácticas, canciones.

Entrevistado/a: Sí, que sea como un juego. Igual las profesoras tratan de hacerlo divertido y dinámico, pero como tienen tan poquitas horas, no hay otra profesora que lo apoye tampoco. Igual son 35 niños en sala. Podría existir como más apoyo, yo creo que de otra persona ya, directamente. Sí, porque los niños igual a veces están aburridos en la clase, la hora, influyen en hartas cosas.

Investigador/a: ¿Qué cree usted que se podría mejorar en la escuela en relación a la enseñanza del inglés?

Entrevistado/a: Más apoyo humano. Yo sé que es más difícil, que no hay recursos y que cuesta quizás tener otro sueldo. Pero sí, más apoyo humano y podría ser didáctico. La verdad es que no sé mucho cómo está usando la profesora ahora con ellos en material didáctico. Sé que hay un libro ministerial, pero no sé si lo usan. No sé mucho.

Investigador/a: Para ir finalizando, ¿hay algo más que le gustaría agregar sobre el aprendizaje del inglés de sus estudiantes?

Entrevistado/a: De acá del colegio, que yo quisiera decir. Quizás, yo no sé si a ellos les han hablado de lo importante del idioma, de la importancia del idioma, pero como a nivel internacional, mundial, que es el idioma universal, de que saber inglés abre muchas puertas para muchas cosas. Eso, quizás darle la importancia al inglés, no sé si se la han dado acá.

Investigador/a: Eso fue todo en nuestra entrevista.

A2 Interview

Ficha Descripción Entrevista	
Participante	A2
Fecha de entrevista:	4 de septiembre de 2025
Lugar o medio de la entrevista	Colegio de la comuna de Melipilla
Nombre de Investigador/a	Ivonne Álvarez
Duración	09:44
Archivos	Apoderado 2.m4a

Investigador/a: Bueno, para la información general, ¿podría contarme hace cuánto tiempo su estudiante viene a esta escuela?

Entrevistado/a: De pre kínder.

Investigador/a: ¿Cuántos años tiene?

Entrevistado/a: Va en segundo medio.

Investigador/a: ¡Harto! Entonces se encuentra en segundo medio. ¿Cuántos años tiene?

Entrevistado/a: Doce años, tres años.

Investigador/a: ¡Harto! ¿De qué manera describiría usted la escuela? Como la infraestructura, el ambiente, los profesores...

Entrevistado/a: Sí, la infraestructura sí es buena. Se han hecho varios cambios desde que yo... Desde que tengo a mi hija acá, se han hecho varios cambios en la infraestructura. El tema de cocina y baño. Ahora ya se puede decir que están como se merecen los niños.

Investigador/a: Más dignos.

Entrevistado/a: sí más dignos

Investigador/a: ¿Y el ambiente, los profesores?

Entrevistado/a: Aquí sí hay buen ambiente y los profesores. No hay como... No sé. Sí hay algunos profesores, sí, que a lo mejor son más... O sea, que pide la inspectora cada rato. Pero más allá no hay maltrato ni nada. Un buen ambiente.

Investigador/a: Un buen ambiente. Ahora sobre la percepción sobre el aprendizaje del inglés. ¿Cree usted que es importante que su estudiante aprenda inglés y por qué?

Entrevistado/a: Bueno, sí, es importante. Aunque igual nosotros ya tenemos el inglés desde pre kínder acá. O sea, es solamente un taller. De pre kínder a cuarto básico. Y ya desde quinto es como la asignatura. En tal que es como el inglés.

Investigador/a: ¿Pero usted cree que es importante tenerlo?

Entrevistado/a: Sí, desde primero básico. La asignatura. Porque el taller no le toma mucha atención.

Investigador/a: ¿En su experiencia ha observado alguna resistencia o desinterés o tensión por parte de los estudiantes o familiares hacia el inglés? ¿Cómo desinterés por la comunidad?

Entrevistado/a: No. O sea, a lo mejor antes había como eso en inglés. Pero ahora como que la gente le ha tomado más el peso al inglés. Por ejemplo, igual ayer se hacen más actividades como el English Day. Y ahora los chiquillos están como... Así como, no sé, tenemos que bailar, tenemos esta canción en inglés. Todo relacionado. Entonces no le ha sido como más peso a la asignatura.

Investigador/a: ¿Para qué cree que le puede servir a su estudiante aprender el inglés en el futuro?

Entrevistado/a: Bueno, tendría que usarlo. Le puede servir para la universidad. Igual quiero que ella vaya a la universidad. Entonces me informará si quiere estudiar algo, si quiere relacionarse, ir al extranjero, no sé. Le puede servir. Si quiere viajar, claro. Con inglés.

Investigador/a: ¿Le gusta que su estudiante tenga la clase de inglés?

Entrevistado/a: Sí.

Investigador/a: ¿Y por qué?

Entrevistado/a: Por lo mismo, para que ella tenga otro conocimiento, no sé si va a viajar, que ella sepa a qué se va a tener, qué es lo que va a decir o qué preguntar. Y bueno, la universidad también si lo necesita. Aunque igual acá es súper básico lo que enseñan. Algo que tenga como algún conocimiento.

Investigador/a: Ahora desde la perspectiva comunitaria. ¿Qué cree usted, qué piensa la gente en su comunidad escolar sobre aprender el inglés? Como en general los padres, los alumnos.

Entrevistado/a: Igual a los chiquillos sí les gusta, pero igual es un desinterés, porque yo creo que no sólo con el inglés, sino con todas las asignaturas. Porque ya no son como los niños de antes que uno venía a estudiar. Puro con el celular. No es sólo cualquier asignatura.

Investigador/a: ¿Cree que es más difícil aprender inglés en un colegio de contexto rural? A diferencia de la ciudad, las partes urbanas.

Entrevistado/a: Sí, yo creo que sí.

Investigador/a: ¿Sí? ¿Por qué cree eso?

Entrevistado/a: Porque igual es rural, más de campo la gente. Como que no toma mucho el inglés, así como..... Ellos dicen, no, nosotros no vamos a viajar, entonces ¿dónde vamos a usar el inglés? Entonces creo que no tendría como tanto interés.

Investigador/a: ¿Y considera que el apoyo que recibe del colegio es suficiente para los niños? Como libros, actividades, reforzamientos. ¿O falta?

Entrevistado/a: Yo creo que ha ido en aumento. Antes yo creo que no era tanto la asignatura. Pero ahora ha ido en aumento la asignatura y han tenido más actividades. Entonces creo que ha ido en aumento.

Investigador/a: ¿Hay desarrollo y preocupación por el tema?

Entrevistado/a: Sí.

Investigador/a: ¿Cree que hay algún otro idioma que sea importante para la escuela? Como el lenguaje de señas o lengua indígena. O estaría bien así.

Entrevistado/a: Sí, igual podría ser como la lengua de señas. Bueno, igual nosotros tenemos una intérprete de señas acá. Igual hemos tenido estudiantes con dificultades.

Investigador/a: Pero no lo enseñan.

Entrevistado/a: Pero no, no la enseñamos. Sería como una buena opción.

Investigador/a: Si pudiera decidir, ¿le gustaría que su estudiante tuviera otra asignatura en vez de inglés? ¿Y por qué?

Entrevistado/a: no, no.

Investigador/a: ya , Ahora con el apoyo familiar y los recursos. ¿Existe alguien que ayude a su estudiante con las tareas de inglés en su hogar? ¿Y quién?

Entrevistado/a: No, yo no cacho nada en inglés. No sé nada en inglés. Me aprendí a los puros diálogos ahí para cómo se decía la palabra.

Investigador/a: Entonces en la casa nadie le ayuda a los niños en el inglés.

Entrevistado/a: No, ellos solos. Hacen sus tareas.

Investigador/a: ¿Su estudiante tiene acceso a diferentes recursos en su hogar para aprender el inglés?

Como internet, libros.

Entrevistado/a: sí

Investigador/a: ¿De qué manera cree usted que le enseñan inglés a su estudiante aquí en la escuela?

¿Y qué opina respecto de cómo lo enseñan? Como si son didácticos o si su hijo le cuenta a usted si es didáctico o si es más monótono. ¿Qué pasa en libros? ¿Qué cosas hacen?

Entrevistado/a: Igual, diferentes como actividades. Se puede guía o hacer diálogos.

Investigador/a: ¿Y qué opina usted de eso?

Entrevistado/a: Encuentro que igual varias maneras de enseñar los chiquillos pueden tomarla porque si son como pura guía o puras cosas así, los chiquillos no pescan.

Investigador/a: Muy monótono. ¿Pero cree que su estudiante está motivado para aprender inglés?

Entrevistado/a: No. Yo creo que es una asignatura que la tiene que estar dentro de él y pasarla. Pero no que sea motivación.

Investigador/a: ¿Y de qué manera le gustaría a usted que le enseñaran inglés a su estudiante? Con más actividades, que sea más lúdico. ¿Cómo le gustaría a usted que le enseñaran a su estudiante?

Entrevistado/a: No sé cómo le enseñan, pero sí podría ser más lúdico más que ellos tomen como atención o como que les guste. Porque acá yo sé que no creo que les guste el inglés. Lo hace por cumplir nomás.

Investigador/a: Claro. Y me quedan las últimas dos preguntas de cierre. ¿Qué cree usted que se podría mejorar en la escuela en relación a la ansiedad del inglés? Agregarle más horas, o tener más docentes.

Entrevistado/a: Sí, igual podría agregar horas porque igual tienen solo dos horas y eso igual es poquito.

Investigador/a: Y para finalizar, ¿hay algo más que le gustaría agregar sobre el aprendizaje en inglés en su estudiante?

Entrevistado/a: no, nada.

Investigador/a: Muchas gracias por participar.

A3 Interview

Ficha Descripción Entrevista	
Participante	A3
Fecha de entrevista:	4 de septiembre de 2025
Lugar o medio de la entrevista	Colegio de la comuna de Melipilla
Nombre de Investigador/a	Contanza Berrios
Duración	10:11
Archivos	Apoderado 3.m4a

Investigador/a: Siendo la 4.32, empezamos. Bueno, como le dijimos, todo lo que nos comparta se va a hacer confidencial y se usará solo con fines para nuestra investigación. Y la invitamos a responder con total sinceridad. También le recordamos que la entrevista está siendo grabada para poder transcribirla y analizarla más adelante.

Entrevistado/a: Ok.

Investigador/a: La primera parte es información general sobre usted, porque usted es apoderado de este docente.

Entrevistado/a: Sí, tengo dos alumnos.

Investigador/a: ¿Podría contarme hace cuánto tiempo su estudiante asiste a esta escuela?

Entrevistado/a: Tengo uno en tercero básico y uno en octavo.

Investigador/a: Ellos empezaron...

Entrevistado/a: Claro, acá, en pre-básica uno y el otro en... Bueno, ambos, ambos en... En pre-básica.

Investigador/a: Sí. ¿De qué maneras describiría usted esta escuela? ¿Puede hablar tanto de la infraestructura, del ambiente, de los profesores en general?

Entrevistado/a: Con respecto a la infraestructura... Bueno, a esta altura ya como que se están quedando chicos, digamos, en patios. Se han reducido mucho los patios. Eso igual es un factor, a lo mejor, del tema de los chicos, que tienen pocos espacios, digamos, en recreos, qué sé yo. Con respecto al ambiente, es bastante bueno, digamos. Los chicos están bastante a gusto, digamos. La convivencia entre ellos es buena, digamos. Lo que podría...

Investigador/a: Ya. Ahora, la pregunta que viene es sobre el aprendizaje del inglés. ¿Cree usted que es importante que su estudiante aprenda inglés y por qué?

Entrevistado/a: Sí, bueno, como decía, tengo dos niños acá. El que más disfruta es el de tercero básico, digamos. Le gusta mucho en particular la asignatura y la importancia que tiene, digamos, en el sentido de que para todo lo que es la tecnología, ayuda mucho el aprendizaje del inglés. Entonces, en particular con el más pequeño, se siente muy a gusto en la asignatura. Y en el caso del más grande, es como más computín, como se dice vulgarmente. Igual, con el aprendizaje del inglés, lo va aplicando en lo que es las redes, en la tecnología, básicamente.

Investigador/a: Desde su experiencia, ¿ha observado alguna resistencia o algún desinterés por parte de los estudiantes o la familia hacia el inglés?

Entrevistado/a: En el caso particular, no, todo lo contrario. Siempre estamos tratando de que vayan superando con respecto a esa asignatura en sí. Por lo mismo, porque en este tiempo, para cualquier trabajo, va a requerir en algún momento de hacer uso de tener un... aunque sea básico, el inglés siempre le va a servir a futuro, digamos.

Investigador/a: O sea, ¿a usted en general le gusta que su estudiante tenga clases de inglés?

Entrevistado/a: Sí, completamente. Eso le va a ayudar. En algún momento, va a echar mano a... Cuanto mejor sea, más avanzado el inglés que vaya aprendiendo, mucho mejor.

Investigador/a: ¿Qué cree usted que piensa la gente de la comunidad, en general, en este caso de (nombre del establecimiento), sobre aprender el idioma inglés?

Entrevistado/a: En general, la comunidad... puede haber cierto distanciamiento con respecto a la asignatura. En el sentido de que la comunidad de (nombre del establecimiento), en un gran porcentaje, el tema laboral pasa por la agricultura y puede que por ahí pueda tener cierto distanciamiento a lo que es la asignatura.

Investigador/a: ¿Usted cree que es más difícil aprender inglés en contextos rurales?

Entrevistado/a: No creo que haya diferencia de contexto, ya sea urbano o rural. Es más bien la expectativa que tiene uno como apoderado al aprendizaje de los chicos. De la manera positiva, cualquier aprendizaje siempre va a ser positivo para los chicos. Y en particular con lo avanzado de las tecnologías y todo eso, sigo insistiendo que es muy necesario en este tiempo que lo aprendan.

Investigador/a: ¿Considera que el apoyo que recibe del colegio es suficiente en cuanto a recursos como libros, actividades, reforzamiento?

Entrevistado/a: Digamos, tomando en cuenta que este es un colegio rural y los recursos que llegan... supongo que estamos a la altura de todos los establecimientos públicos en ese sentido.

Investigador/a: ¿Cree que hay algún otro idioma que sea importante aprender en la escuela? Por ejemplo, tenemos alguna lengua indígena o lengua de señas, por ejemplo.

Entrevistado/a: Sí, creo que podrían ser talleres de alguna otro, por ejemplo lengua de señas, que sería un aporte también para la inclusión en los chicos. Podría ser positivo también incluir talleres o algo así.

Investigador/a: Si usted pudiera decidir, ¿le gustaría que su estudiante tuviera otra subnatura en vez de inglés?

Entrevistado/a: ¿Cambiar?

Investigador/a: Cambiar, que no tuviera inglés y tuviera otra clase.

Entrevistado/a: No, creo que no gustaría por sacarle.

Investigador/a: ¿Por qué?

Entrevistado/a: Por lo que le decía, creo que en estos tiempos es necesario para un futuro laboral, es muy necesario el sistema de inglés.

Investigador/a: Ahora las preguntas que vienen son en cuanto al apoyo familiar y los recursos que tengan ustedes para ayudar a sus hijos en inglés. ¿Existe alguien que ayude a su estudiante con las tareas de inglés en el hogar?

Entrevistado/a: Solamente papá y mamá. Tratamos de apoyarlo a la medida que se puede, hasta el conocimiento que uno tiene.

Investigador/a: ¿Su estudiante tiene acceso a diferentes recursos para aprender inglés en el hogar? Por ejemplo, libros, tecnología, internet...

Entrevistado/a: Básicamente el internet, ahí se va apoyando con algún material que pueda encontrar a la edad de ellos

Investigador/a: claro, ¿De qué manera cree usted que le enseñan inglés a sus hijos? Como en la sala de clases.

Entrevistado/a: Bueno, en el caso de los más pequeños creo que es más lúdico el tema de la enseñanza. Es decir, yo dibujo, dependiendo del curso que ellos van, el método que utilizan.

Investigador/a: ¿Hay alguna manera que a usted le gustaría que sus hijos aprendieran mejor inglés? Por ejemplo, con más juegos, más actividades prácticas o más uso de tecnología quizá en el colegio, más canciones...

Entrevistado/a: Sí, creo que igual se podría fortalecer en ese sentido, digamos. O avanzar más en el aprendizaje, agregando alguna... Bueno, como los chicos están muy pendientes de lo que es las redes o el teléfono, bueno, ahora se va a tratar de sacar un poco en general en el país ese tema. Pero en vez de sacarlo completamente, a lo mejor se podría aprovechar en ese sentido, darle un mejor uso y en particular con la asignatura del inglés.

Investigador/a: claro ¿Qué cree que podría mejorar en la escuela en relación a la enseñanza del inglés?

Entrevistado/a: Ahora igual en ese sentido considero yo que tendría que ir de la mano de que los apoderados tuviéramos otra perspectiva sobre el inglés. Creo que los padres es muy importante que puedan apoyar el inglés, tan igual como se tiene cuidado con matemática o literatura. Muchas veces el inglés es como que pasa a segundo plano y para mí todas las asignaturas son importantes. Un poco trabajar con los padres con respecto a darle la importancia que tiene también la asignatura del inglés.

Investigador/a: Un trabajo con la comunidad en general.

Entrevistado/a: claro

Investigador/a: Como última pregunta, ¿hay algo más que le gustaría agregar sobre el aprendizaje del inglés en la escuela?

Entrevistado/a: No, básicamente eso, creo que igual darle la importancia que realmente, por lo menos yo personalmente considero para el futuro de los chicos que tengan un buen nivel de inglés y así

enfrentar lo que se venga más adelante. Porque uno no sabe el tema laboral, por donde puede ir el futuro en este caso de mis hijos, digamos. Y aprovechar los recursos que se pueden encontrar. Como digo, al ser un colegio fiscal hay que echar más a los recursos que hay y a lo mejor no se han aprovechado las tecnologías al máximo. Y eso a lo mejor podría ayudar a mejorar el nivel de inglés de todos los colegios fiscales en general, no solo este.

Investigador/a: Eso es todo, muchas gracias por su participación. Muchas gracias, de verdad.

A4 Interview

Ficha Descripción Entrevista	
Participante	A4
Fecha de entrevista:	4 de septiembre de 2025
Lugar o medio de la entrevista	Colegio de la comuna de Melipilla
Nombre de Investigador/a	Maximiliano Briones
Duración	08:38
Archivos	Apoderado 4.m4a

Investigador/a: Siendo las 4.45, empezamos la entrevista. Primero de todo, muchas gracias por participar en esta entrevista. Nos interesa conocer su experiencia y opinión sobre la enseñanza lingüística en escuelas rurales, desde la mirada de los padres en este caso. Todo lo que nos comparta será confidencial y será usado solo con fines de investigación. Le invitamos a responder con total sinceridad y le recordamos que esta entrevista está siendo grabada para poder transcribirla. Primero quiero saber un poco de usted como apoderado y sus estudiantes.

Investigador/a: Me podría contar, ¿hace cuánto tiempo estudia usted en esta escuela?

Entrevistado/a: De pre-kínder.

Investigador/a: De pre-kínder, ya.

Entrevistado/a: Sí, está en segundo medio.

Investigador/a: Eso mismo le iba a preguntar, segundo medio, ¿De qué manera describiría usted esta escuela? ¿Puede hablar de infraestructura, de ambiente, de profesores, de lo que...?

Entrevistado/a: Yo la encuentro buena, porque con los niños son... Bueno, yo estoy de pre-kínder con la paz, y ella es con un ambiente bueno, porque me ha tocado conmigo, o sea, pero... Y los profesores la apoyan cuando necesita aprendizaje, que le cuesta, y hay profesores que sí la apoyan, o sea, la.. pide ayuda y le hacen más tarde, algunos se quedan a ayudarla.

Investigador/a: Y moviéndome un poco a la percepción sobre el aprendizaje en inglés. ¿Cree usted que es importante que el estudiante aprenda inglés?

Entrevistado/a: Sí.

Investigador/a: ¿Y por qué?

Entrevistado/a: Porque ellos pueden salir más adelante a otras partes y necesitan saber inglés, porque ahora no es como antes, antes uno no aprendía nada más y no aprendía, pero ahora sí, ahora necesitan... Porque voy a hablar por mí estudiante, ella quiere salir fuera del país, y para eso ella necesita saber inglés, entonces... para poder comunicarse con más personas.

Investigador/a: ¿Y en su experiencia ha observado alguna resistencia, desinterés o tensión por parte de estudiantes o familias en inglés en esta escuela?

Entrevistado/a: No sé, no, realmente no. No lo podría decir.

Investigador/a: Sí, está bien, está bien. ¿Para qué cree que le puede servir a su estudiante aprender inglés para su futuro?

Entrevistado/a: Si ellos quieren salir fuera del país, o a lo mismo, porque hay mucha gente extranjera que habla inglés, para poderse comunicar con ellos.

Investigador/a: Sí, muy bien, entonces es como una especie de herramienta.

Entrevistado/a: Sí.

Investigador/a: ¿Lo último, le gusta que su estudiante tenga clase de inglés?

Entrevistado/a: Sí.

Investigador/a: ¿Y por qué también?

Entrevistado/a: Porque a mi hija le encanta el inglés. Incluso ella se mete en charlas en inglés, y empieza a hacer traducciones, porque, o sea, le hablan en inglés, y ella empieza a hablar en inglés, y empieza a buscar qué es lo que le están diciendo en inglés.

Investigador/a: Creo que depende de la manera más autónoma. Y respecto a la comunidad, ¿qué cree usted que la gente en la comunidad cree sobre aprender un idioma, como el inglés en este caso?

Entrevistado/a: Yo creo que a algunos sí les gusta, o sea, para poderse comunicar con más personas. Por ejemplo, los niños haitianos, ellos hablan inglés, francés y creole. Creo que sí. Entonces, con ello, a uno le hace falta saber inglés, porque uno de repente no lo entiende. Y sabiendo inglés, uno puede comunicarse mejor con ellos.

Investigador/a: Claro, es como un puente en este caso. ¿Y cree que es más difícil aprender inglés en colegios rurales?

Entrevistado/a: Sí, porque hay pocas herramientas.

Investigador/a: Claro, entonces hay como una falta de acceso a los recursos. ¿Considera que el apoyo que recibe el colegio es suficiente?(Falta ya... ¿cómo?)Como, por ejemplo, si tiene acceso a libros, a actividades, algún reforzamiento, algún tipo de taller.

Entrevistado/a: No, sí, de eso sí. Sí, tiene el libro y la profesora igual le ayuda a reforzar a los chicos.

Investigador/a: Ah, vale. Igual me decía que a veces cuando pedía ayuda podía... ¿Cree que hay algún otro idioma que sea importante para aprender en la escuela? Así como, por ejemplo, alguien me dijo francés, creole, lengua de señas.

Entrevistado/a: Sí.

Investigador/a: ¿Considera que es importante para aprender?

Entrevistado/a: Muy importante.

Investigador/a: ¿Y por qué?

Entrevistado/a: Para poderse comunicar con los niños que hablan otro idioma.

Investigador/a: Claro. Y si pudiera decidir, ¿le gustaría que en vez de inglés enseñara otra asignatura?

Entrevistado/a: ¿No podrían ser los dos?

Investigador/a: No, esa es la pregunta. Como, quitar inglés y agregar otra.

Entrevistado/a: No, porque yo creo que igual el inglés... Porque si, por ejemplo, voy a hablar con los niños haitianos. Si ellos no saben, hablan francés y otro idioma, el inglés igual lo saben. Igual uno se puede comunicar con ellos a través del inglés.

Investigador/a: Claro. Entonces, de cierta manera, como lo que está diciendo es que igual abre como puertas. Como el inglés. Aprender inglés te abre más puertas de conversar con gente.

Entrevistado/a: Sí.

Investigador/a: Y en cuanto a su concepto como familiar, ¿existe alguien que ayude a su estudiante con la estudiante de inglés en el hogar?

Entrevistado/a: Ay, no.

Investigador/a: No..., como que lo hace de manera autónoma?.

Entrevistado/a: Sí.

Investigador/a: ¿Y esto por qué? ... Ay, porque no hay como ese conocimiento.

Entrevistado/a: no

Investigador/a: ¿Y su estudiante tiene acceso a diferentes recursos para aprender inglés en el hogar?

Así como televisión con internet, o sea, con inglés, internet, canciones o algo similar.

Entrevistado/a: Canciones y por internet.

Investigador/a: Vale.¿Y de qué manera cree usted que le enseñan a su estudiante inglés en esta escuela? ¿Tiene una opinión positiva, negativa, neutral?

Entrevistado/a: Positiva

Investigador/a: Esa súper perspectiva. ¿Y por qué? ¿Qué siente que le hace que sea así?

Entrevistado/a: Porque a los niños igual, bueno, a algunos, yo no puedo hablar por los demás porque no... Pero, por ejemplo, a mi hija le llama más la atención aprender más de inglés. Entonces, si ella, si no la profesora no fuera buena para enseñarle, a lo mejor no le interesarían a los niños. Pero a ella sí le interesa porque si la profesora le enseñó bien, quiere aprender más todavía.

Investigador/a: Entonces, ¿siente que hay como un vínculo con la profesora en este caso?

Entrevistado/a: sí

Investigador/a: Vale. Igual esto creo que, de cierta manera ella lo respondió. ¿Cree que su estudiante se siente motivado para estudiar? Porque mi hijo igual quiere estudiar afuera, o sea, quiere salir afuera y todo.

Entrevistado/a: sí

Investigador/a: ¿Y existiría alguna manera que le gustaría que le enseñaran a su estudiante? Así como con algún tipo de actividad práctica, algún juego, alguna canción, ¿algún tipo de estrategia que le gustaría que se implementara con su estudiante?

Entrevistado/a: Sí, sobre todo a los más chicos, a través de los juegos, de la música, porque ellos a través de la música aprenden mucho más el inglés. Porque yo lo he visto en mi hija, que entre más escucha música de inglés, más va aprendiendo.

Investigador/a: Y lo último, una de las últimas preguntas es, ¿qué cree usted que se podría mejorar en la escuela en relación con la enseñanza del inglés?

Entrevistado/a: O sea, que hayan más horas.

Investigador/a: Que tengan como más horas lectivas.

Entrevistado/a: sí

Investigador/a: ¿Y hay algo que le gustaría agregar sobre el aprendizaje de inglés de su estudiante? Como también va similar con lo que hablábamos antes, pero me decía como algún tipo de juego, de música.

Entrevistado/a: O talleres, más inglés.

Investigador/a: Claro, entonces va como más centrado en ese sentido, como de...

Entrevistado/a: Que le hagan más, o sea, como talleres, así. Porque a lo mejor sí hay niños que les gusta mucho el inglés. Y a lo mejor si quedan solamente con lo que hay en la escuela, porque algunos no hay medios en la casa para darle a los niños para enseñar. Y tal vez, pues entonces a lo mejor acá aprenderían mucho más.

Investigador/a: Claro, entonces como que siente que sería más falta como de horas de enfoque que de otra cosa.

Entrevistado/a: sí

Investigador/a: Vale. Eso sería todo. Muchas gracias por participar con todo y recordarle que todo va a ser consciencia en la intención. Muchas gracias.

Entrevistado/a: Muchas gracias.

Investigador/a: Muchas gracias, que esté bien.

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