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Exploring the Influence of a Preservice English Teacher in a Rural School Context

Autor:

Luis Angel Castillo Correa

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Autor:
Luis Angel Castillo Correa
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Docente Tutor	Sofia Marcela Eguez Carrión
CÓDIGO ORCID	**https://orcid.org/0009-0001-1705-8992**

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TODA LA INFORMACIÓN EXPRESA EN EL PRESENTE TRABAJO DE TITULACIÓN ES DE ABSOLUTA RESPONSABILIDAD DEL AUTOR Y TUTOR Y SE ENCUENTRA DEBIDAMENTE AUTORIZADA PARA SU CORRESPONDIENTE PUBLICACIÓN

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I would like to thank God first and foremost in giving me the wisdom, the strength, and the perseverance to accomplish this valuable academic project.

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Resumen:

Esta sistematización examina el impacto de la incorporación de un profesor de inglés en formación en una escuela rural multigrado de Ecuador. El objetivo principal era analizar cómo la enseñanza estructurada del inglés influía en la motivación de los alumnos, la percepción de los padres y la dinámica institucional. El estudio adoptó un enfoque narrativo cualitativo en el marco de la sistematización de experiencias educativas. Los participantes fueron seleccionados deliberadamente e incluyeron un profesor en activo, dos padres y cuatro alumnos. Los métodos de recopilación de datos comprendieron la observación participante, diarios de campo reflexivos y entrevistas semiestructuradas para captar perspectivas contextualizadas. Los datos se sometieron a un análisis temático y reflexivo para identificar patrones recurrentes, interpretar categorías emergentes y reconstruir críticamente la experiencia vivida. Los resultados revelan un mayor compromiso de los estudiantes, un mayor reconocimiento por parte de los padres del inglés como herramienta para oportunidades futuras y una mayor apreciación institucional de la materia. Los hallazgos destacan el potencial transformador de las metodologías sensibles al contexto y centradas en el estudiante en contextos rurales desfavorecidos. Se recomienda que los responsables políticos institucionalicen programas de inglés sostenidos en las escuelas rurales y refuercen las iniciativas prácticas de alto impacto para reducir las desigualdades estructurales.

Palabras clave: sistematización de experiencias, educación rural, profesor de inglés en formación, motivación de los estudiantes, equidad educativa.

Abstract:

This systematization examines the impact of introducing a preservice English teacher in a rural multigrade school in Ecuador. The primary objective was to analyze how structured English instruction influenced students' motivation, parents' perceptions, and institutional dynamics. The study adopted a qualitative narrative approach within the framework of systematization of educational experiences. Participants were purposively selected and included one in-service teacher, two parents, and four students. Data collection methods comprised participant observation, reflective field journals, and semi-structured interviews to capture contextualized perspectives. The data were subjected to thematic and reflective analysis to identify recurring patterns, interpret emerging categories, and critically reconstruct the lived experience. Results reveal increased student engagement, stronger parental recognition of English as a tool for future opportunities, and greater institutional appreciation of the subject. The findings highlight the transformative potential of context-sensitive and student-centered methodologies in underserved rural contexts. It is recommended that policymakers institutionalize sustained English programs in rural schools and strengthen high-impact practicum initiatives to reduce structural inequalities.

Key words: systematization of experiences, rural education, preservice English teacher, student motivation, educational equity.

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1. Introduction

1.1 Presentation of the topic.

This work is based on a project carried out by the National University of Education (UNAE) that is called High Social Benefit Practices (HSBP) known in Spanish as Prácticas de Alto Beneficio *Social* (*PABS*). The project addresses rural communities that have less facilities and also fewer teacher staff. This creates a two-way benefit: schools' benefit from the service provided by preservice teachers, and interns benefit from gaining valuable experience in this type of school.

In Ecuador, English language teaching is essential within the curriculum, both for the public and private sectors. However, for the rural sector, this is difficult to achieve due to the challenges they face, as they are often deprived of meaningful learning opportunities and, as a result, students in rural areas do not receive sufficient instruction to develop their skills. According to Hossain (2016), most students in rural schools do not achieve essential English language skills due to various problems in the education system. Some international studies reveal that most rural schools receive a lower standard of education than urban schools (Hossain, 2016). The lack of specialized or high-quality English teachers, educational resources, geographical location, availability of technology, and limited number of teaching hours are factors that hinder the development of language skills and affect the quality of language teaching (Hossain, 2016; Puma, 2017). This scenario leaves an educational disparity and limits the chances of rural learners to acquire early exposure and familiarity with an international language.

Thus, the need of whether or not to introduce a preservice English teacher in a rural educational setting becomes not only topical but also needs to be thought over as well.

As member of HSBP (*PABS* in spanish), I worked in a small model school of Single-subject teacher, Dual-subject teacher, Multi-subject teacher (SDM) (*UBP* in Spanish) in the community of Celel, which is in Principal parish of Chordeleg. This school has three teachers that work as multigrade teachers. I participate as a practitioner of English teacher and giving support in other areas. During my stay, I got interested to see how the introduction of a preservice English teacher started to create curiosity, interest and motivation amongst students who had previously little exposure to the language. The experience has also enhanced the relationship between the school and the community, families were open-minded, warm, and willing to know the importance that English education could add to their children. English subject was being taught for the teachers who had not specialized training and was focused merely on vocabulary. Also, the English class time was not respected as in the schedule and that is because they need to concentrate more in the essential subjects which are Mathematics, Language and Literature, and Social Sciences.

1.2 Definition of the object, general objective, and axis of systematization.

The purpose of this systematization is the lived experience of teaching English in a rural multigrade school in the community of Celel, canton Chordeleg. The experience includes the practice of teaching that was cultivated during my practicum periods that were 2 months in 8th semester and 2 months in 9th, with students and teachers from the school. Since this institution has never employed an English preservice teacher, the experience provides a unique experience

to understand the influence of having a trained English practitioner on the learning environment and the educational processes in a rural setting characterized by the lack of resources and a small number of teaching staff.

The overall aim of this systematization is to examine and ponder over the educational influence of teaching English by a preservice English teacher in a rural school in the context of defining the changes that will be produced in the interactions of students toward English subject, the perception of parents about English, and the change of view of English in the institution. In an elaborated reconstruction of the experience, this goal aims to comprehend how English instruction has been incorporated in multigrade setting, what are the challenges that come about and how the challenges have been managed using adaptive during the process. Similarly, it aims to draw attention to the learning I experienced as I navigated the realities of rural education and participated in shaping teaching practice in an environment where English had been taught poorly.

The axis of systematization is the effect of introducing a preservice English teacher in a rural school. This is the main theme which helps to reflectively analyze the experience and to make it possible to reconstruct how students reacted to the introduction of the English language and how the topic was seen by the school community and how the process of teaching developed during the two practicum periods. With the desire to focus the analysis on this axis, the systematization aims at learning not only the pedagogical consequences of teaching English in a rural and multigrade setting, but also the overall meaning of introducing knowledge into the educational spaces, which have traditionally been deprived of that.

The introduction of a practitioner becomes the center of this systematization, which predetermines the reflective and analytical position of the study that is why it is possible to comprehend how pedagogical choices were predetermined by the rural setting, how the students used to work on an unknown topic, and how the entry of the knowledge altered the school behaviors. This conceptual framework also contributes to the methodological consistency of the work since it is a guarantee that the reconstruction and interpretation of the experience are concentrated on the educational value of introducing English in a multigrade rural setting.

1.3 Methods, Techniques and Instruments.

This study falls under the methodology of systematization of educational experiences which aims to reconstruct and critically interpret lived practice so as to produce new knowledge. According to Jara (2011), systematizing is not repeating but understanding in order to transform. Óscar Jara proposes a clear and structured methodology that guides this reflective exercise from a participatory and transformative approach. This proposal not only organizes the systematization process but also allows me to interpret my experiences in depth, recognizing the value of the knowledge generated during practicum. As Jara (2011) pointed out “the objective of systematization is to recover the practices and knowledge generated within it, in order to recognize the meanings that are generated from the perspective of the different actors, without necessarily passing judgment” (Jara, 2011, p.65)

Data utilized in this paper was collected mainly by making direct observations, which were conducted in the day-to-day running of the school. According to Morgan and Harmon (2001) it is the most effective method to record the behavior because the investigator can observe

and record the reactions of the participants instead of relying on what teachers or parents said. Being an active participant of the classroom, I could observe the relationship between the students, their reactions to the teaching of English and the dynamics of teaching in a multigrade classroom. These observations enabled me to pinpoint the specific conditions of the rural situation, the issues that arose during the teaching activity, and how the students were able to adapt slowly to the introduction of a subject taught by a preservice English teacher.

To supplement these observations, I kept field journals where I documented the activities the students performed on a daily basis, how they responded, and the challenges faced and my personal thoughts as a teacher in training. The observations yielded contextual and experiential insights that proved to be essential for achieving a more profound comprehension of the intervention effects (Phillippi and Lauderdale, 2017). These journals turned into a primary tool of describing the experience and a record of the events as well as personal impressions which influenced me to develop an understanding of the situation. The journals enabled me to track the development of the teaching process and be able to identify the learning that had taken place as the process went on because of continuous writing and reflection.

In order to eventually extract the perceptions and lived experiences of the participants, semi-structured interviews were employed, which is the most effective way to make the researcher explore the specific meaning without losing the focus of the study goals. Semi-structured interviewing is particularly appropriate to a qualitative investigation, as it offers a flexible format that allows participants to adequately articulate their point of view and in their

own language (Kallio et al., 2016). This strategy supported the gathering of deep, thought-provoking information based on the testimonies of the participants in the research environment.

The information was analyzed in a reflective and thematic way. Conducting the field journals and observations, I was able to determine common situations, difficulties, and patterns which occurred during the practicum. These factors were then grouped into larger themes concerning teaching English in a rural multigrade environment, which included; student motivation, classroom dynamics, strategy adaptation and the employment of English as a part of school routine. Such thematic organization helped me to interpret the experience deeper and comprehend not only what took place in the classroom but why such events were important in the educational process.

With the help of this reflective analysis, it became possible not only to extract the lessons learned but also to outline the learning effect produced by the appearance of a preservice English teacher in the situation when such kind of teaching did not exist previously. The information was analysed in a reflective and thematic way. Conducting the field journals and observational notes, I was able to determine common situations, difficulties, and patterns which occurred during the practicum. These factors were then grouped into larger themes concerning teaching English in a rural multigrade environment, which included; student motivation, classroom dynamics, strategy adaptation and the employment of English as a part of school routine. Such thematic organization helped me to interpret the experience deeper and comprehend not only what took place in the classroom, but why such events were important in the educational process. With the help of this reflective analysis, it became possible not only to extract the lessons learned but also

to outline the learning effect produced by the appearance of a special English teacher in the situation when such kind of teaching did not exist previously.

Such methodological strategy aligns with the current qualitative research in the education field that acknowledges reflective journaling and participant observation as the necessary tools to comprehend the realities that are complex in classes. According to scholars, field journals enable investigators to record the observable and emotional, cognitive, as well as pedagogical aspects of their practice, which makes them effective tools in generating knowledge (Lizaldes and Ulehlova, 2024). The thematic categorization involved in this systematization follows the general procedures of qualitative analysis, whereby the emergent patterns are identified instead of subjecting them to established categories. Using these well-known qualitative methods as a foundation of analysis, the systematization does not only replicate the lived experience but also provides methodological rigor in the interpretation of how English instruction introduction affected the education dynamics in a rural multigrade classroom.

2. Development

2.1 Context and Participants

The experience occurred in a small country school in the community of Celel, which is in the parish of Principal, canton of Chordeleg, in the province of Azuay, Ecuador. The institution consists of a small number of teaching staff and multigrade classrooms, as the number of students has decreased. The school has a total population of around forty-two students who are of preschool to sixth grade and who are taught in only three classrooms. The first classroom will

consist of preschool and first grade, the second one will consist of second through fourth grade, and the last one will consist of fifth and sixth grade. This organization is a mirror of the structural reality of most of the rural schools in Ecuador, where the lack of teachers and limited number of students necessitates the flexibility of groupings and a high level of adaptability of educators. Also, due to the small number of teacher staff, the three teachers in the institution were not only doing their teaching duties but also acted as administrators, including in education leadership, secretarial and financial management to ensure that the school operated as a unit.

Celel has a rich sociocultural environment which is both traditional and communal in nature and indicates both cultural heritage and agricultural identity. Community traditions are deeply rooted in Catholicism with saints, the production of toquilla straw hats as a basis for economic support. Such practices build the social identity, the social bonds of the community, and determine the social dynamics that govern school life. The families are actively involved in the educational activities: they attend events, work on school projects, share materials when necessary, and even provide snacks to the students and the teachers weekly. This is an indication of a high level of unity and group determination towards the welfare of the school.

The students who attended the learning English process during the practicum were between three and twelve years old. Though the students had very minimal experience with the English language, they showed a high degree of curiosity, excitement, and desire to learn the language. They had excellent communication skills between them in their mother tongue (Spanish), engaged freely with their colleagues and educators, and were interested in school and classroom life. Although their levels of study were different because it was organized in

multigrade, they were always interested in the lessons and readily adopted the new subject. None of the students had known special educational needs, and the overall school atmosphere was that of respect, collaboration, and mutual interest in learning. Despite being a small institution, the institution had a good educational quality and reputation in the community, which was a result of the effort of both teachers and families.

Such a mix of a geographical, social, and educational phenomenon predetermined the situation where the introduction of special teaching of English occurred. These aspects provide a contextual basis for understanding the experience developed in the school and the conditions under which the teaching process took place.

2.2 Systematization of the Educational Experience.

2.2.1 Narrative of Conditions and Situations.

In the following section, I will describe my experience from the very beginning in chronological order, emphasizing the most significant aspects of my practicum periods. All the information focused on the object of systematization, which was to analyze the experience of introducing a preservice English teacher into a rural school that had not previously had access to one.

This educational experience began with a selection process for students from different degree programs at the National University of Education (UNAE). The process considered academic performance with the aim of reviewing their preparation and skills to contribute to the transformation of educational realities. Each UNAE student was notified several weeks in

advance about the HSBP internship project (PABS in Spanish), a program in which a group of students would have the option of doing four months of pre-professional immersion practicums in rural areas, with the first two months taking place during the eighth semester and the remaining two months during the ninth semester.

- **First period (from September 24th 2024 to November 15th, 2024)**

My first immersion in a rural setting marked the beginning of my direct experience as a trainee English teacher in an institution where systematic English language teaching was not part of the school routine. Over the course of eight weeks, my field journals progressively recorded how my constant presence in the classroom influenced teaching dynamics, student participation, and the incorporation of English as a sustained educational experience beyond isolated activities.

- **Week 1 (from September 24th, 2024 to September 30th, 2024)**

My practicum as a trainee English teacher officially started during the first week. I was introduced to the institution, its personnel, the students, and their families. I was assigned to work with kindergarten sixth grade students. To serve a specific purpose in the organization, I was allocated a particular classroom where students learned English according to a pre-established schedule. However, kindergarten and first-grade students remained in their own classroom, which was adapted to their developmental needs.

During this initial stage, I presented general vocabulary themes such as greetings, colors, and animals. The main task was to familiarize students with the sounds of English and simple words. Instruction was teacher-centered, reinforced by visual aids and repetition, since most

students had little or no prior knowledge of formal English lessons. The whiteboard served as the primary instructional tool to introduce vocabulary and guide exercises. The classroom environment was characterized by curiosity and high levels of attention, as students demonstrated great interest in participating and responding orally.

- **Week 2 (October 1st, 2024 until October 4th, 2024)**

In the second week, I continued repeating and supporting the content delivered in the first week with the help of visuals. I also used posters that contained English vocabulary including colors, numbers, and to be which were permanent classroom visual aids. Although, I employed the whiteboard as the main teaching aid and organized a collaborative activity using a large piece of paper divided into parts where the students of the second to seventh illustrated vocabulary by drawing images. This exercise was to support learning through visual representation and the association of words with their meaning.

In this week, the official English lesson plan developed by the teacher network was provided to me and it was followed to arrange the contents in a specific order. Nevertheless, I was able to use my personal computer to facilitate the instruction even during scheduled electricity outages, especially when working with young learners. The short video, devoted to colors, particularly yellow, was demonstrated to kindergarten and first-grade students. This activity was based on the multisensory approach that involved the combination of audiovisual information and pronunciation exercises and repetitions.

There were a lot of institutional interruptions this week. Some of the teachers demanded English class time to strengthen the main subjects like mathematics and natural sciences. Due to this, students tended to turn up at the same time towards the end of the educational day. In such circumstances, I gave more focus to the instructions of fifth to seventh graders, where I introduced the topics of classroom rules and manners through whiteboard explanations and oral practice. With the group of second to fourth graders, I presented the topic Introducing Myself and My Friend, and I was emphasizing dialogue repetition and simple sentence patterns. Finally, the week concluded with a general review of the topics covered.

- **Week 3 (October 7th, 2024 until October 10th, 2024)**

The third week, I focused on oral practice to reinforce the content that had already been taught. The second to fourth graders were still doing self-introduction, and the fifth and sixth graders were strengthening classroom rules. My scaffolded method involved using the whiteboard to write how the pronunciation of the phrases and words was, and the translation of each English phrase into Spanish, which helped students understand the words or phrases and be able to pronounce them correctly.

At this stage, I introduced reinforcement tools such as worksheets. These included matching exercises, sentence completion, and simple writing tasks that allowed students to practice vocabulary in written form. The students also wrote the content taught in their notebooks, which was part of the school routine and serves as a reference to studying on their own.

Pair-work activities were also presented where the students got a chance to practice introduce each other's in pairs. Creative activities including drawing themselves with a friend and completing straightforward sentences were also incorporated to encourage engagement. In the case of young learners, reinforcing a color like blue through classroom images was used. The older students were late because there were some time constraints in the institution, and for that reason I just did a quick assessment of the alphabet and adjusted the tasks by grade level.

- **Week 4 (October 14th, 2024 until October 18th, 2024)**

In the fourth week, I practiced greetings with second-fourth grade students, with help of worksheets which I transformed based on the student abilities. Although second graders also made certain difficulties, the third and fourth graders showed more independence in performing the tasks. The issue of pronunciation still remained a challenge, especially with older students. I also used an evaluative work sheet (word search) in order to facilitate vocabulary retention.

In kindergarten and first-grade learners, I used a communicative approach to learning through a song to increase engagement and retention levels. The theme of family was introduced using the song about family titled Family Finger Song which was used to promote the vocabulary of family members pronunciation and recognition. In the case of older students, I made a cumulative review of all the already discussed topics as a reinforcement to students.

The week ended in the process of reinforcement because I noticed that students had different levels of content consolidation. These classes were meant to cover the gaps in learning

and also to make sure that the students who were learning had time to internalize what had been taught so far.

- **Week 5 (October 21st, 2024 until October 25th, 2024)**

During the fifth week, I began working with second-grade students by conducting a brief review on greetings and self-introductions. Using worksheets, I encouraged students to continue developing their writing and pronunciation skills. Third-grade students demonstrated a stronger grasp of greetings and self-introductions, and I engaged them in recalling previously learned vocabulary. With fourth-grade students, we revisited earlier topics, incorporating a greater level of complexity. At the request of the classroom teacher, I also reinforced number-related vocabulary, this time focusing on two-figure numbers to three-figure numbers.

In the upper grades, I introduced interrogative words. During these lessons, students actively participated by formulating their own questions, effectively applying the new vocabulary in individual practice. This interactive approach proved successful across the classes. However, due to a previously scheduled meeting, I was unable to complete the session with the seventh-grade group.

The week concluded with additional practice for students who continued to struggle with greetings and self-introductions. Although several institutional events disrupted the regular schedule and slightly slowed the instructional process, these challenges also served as a source of motivation for students, who demonstrated increased focus and urgency in their learning.

- **Week 6 (October 28th, 2024 until October 31st, 2024)**

The sixth week was marked by delays in the school schedule due to persistent rainy weather, which significantly reduced instructional time. As a result, only the second-grade class was able to carry out regular activities. With them, I focused on reinforcing vocabulary through recall exercises and sentence completion tasks.

For the older students, I continued working on interrogative words, placing particular emphasis on sentence structure. However, institutional activities further limited class time. In addition, preparations for the upcoming cantonization celebrations required students to miss lessons in order to rehearse choreographies, which further disrupted the continuity of instruction and hindered the development of planned content.

- **Week 7 (November 5th, 2024 until November 8th, 2024)**

Following a short vacation due to the cantonization festivities, I resumed instruction by reinforcing previously taught content across all grade levels. With younger students, I focused on vocabulary related to fruits, using repetition and visual association to support retention and pronunciation. Older students continued working on interrogative structures, building upon the progress made in previous weeks.

In second grade, I introduced the use of the articles “a” and “an,” alongside continued reinforcement of numbers. Throughout the week, I observed a notably high level of student

motivation. Despite recent interruptions, learners remained persistent and engaged, demonstrating a strong commitment to their learning process.

- **Week 8 (November 11th, 2024 until November 14th, 2024)**

During the final week of the first period, I worked with second to fourth-grade students on the topic of family. Instruction was differentiated according to each grade level, combining pronunciation, writing, and sentence structure through the use of tailored worksheets. Fourth-grade students participated in role-play activities, simulating family conversations, which allowed them to apply vocabulary in context. By the end of the week, learners expressed a positive attitude toward learning English as a formal subject.

This week also served to address lingering doubts related to previously covered topics, particularly interrogative words. Worksheets continued to be used as a tool for content consolidation. Additionally, I collected and recorded students' grades for each activity in order to calculate their English grade point averages.

The outcomes of this initial immersion phase were evident in the observable progress of students, their growing motivation, and the gradual institutionalization of English as a meaningful learning experience. Despite recurring challenges, such as interruptions caused by requests from other teachers to prioritize core subjects, local festivities, and adverse weather conditions, students demonstrated resilience and a willingness to engage with the language. These early experiences laid the foundation for continued development in the upcoming practicum period.

- **Second period (from March 11th, 2025 until April 30th, 2025)**

The second immersion time was shorter as a result of institutional and contextual factors, yet it had a major role in the further acquisition of English language skills in the students. Although there were less instructional sessions than the first period, the difference was not significant enough to facilitate further reinforcement on the materials. This stage allowed introducing more structures of language and creating more independence among students.

The fact that I was already familiar with the students also helped in managing the classroom more effectively and implementing strategies that were aimed at consolidating, interacting and communicative use of the language. Consequently, the teaching-learning process was made more dynamic and sensitive to the changing needs of the learners.

- **Week 1 (March 11th, 2025 until March 14th, 2025)**

The second period began with the first week where I again had to do teaching with groups of students whom I had already known. This prior familiarity made the process of instruction start right away, as there was no need to have an adaptation period. Even though the number of hours of the English classes was limited and it was a challenge to the teaching process, students showed great motivation and desire to actively participate in learning.

In older students, I presented new subjects. Due to my interventions conducted in the past, classroom teachers had already started to spend more time on the topic of English vocabulary which prompted students to come with prior knowledge of themes like emotions and

farm and wild animals. Nevertheless, pronunciation was still a major challenge especially phonetic decoding as a good number of students still used the Spanish phonological patterns in reading English words. In response to this, I introduced group oral exercises that addressed pronunciation, strengthened proper pronunciation by means of repetition and group work.

During kindergarten and first grade students, I did a general overview of the simple vocabulary using children's songs, a method that had been used in the past to ensure that the attention of the children was kept at all times and to promote retention. I also included the drawing and writing exercises with simple pieces of paper given by the institution, which enhanced the formation of fine motor skills and strengthened vocabulary in an innovative and involving way. The more advanced students went to more advanced issues like the action verbs and the likes and dislikes expressions, and offered more linguistic demand.

In the meantime, second to fourth grade students needed to be reinforced to take a test on English in the future. I was able to discuss the topics of days of the week, means of transportation, and animals at the request of a classroom teacher and pay special attention to the accuracy of spelling, pronunciation, and understanding. These tasks were the end of the teaching during the week.

- **Week 2 March 17th, 2025 until March 21st, 2025)**

The second week was the week of institutional exams. My work was mainly related to English testing and monitoring students who do not require instructional interference. Despite the provision of reinforcement beforehand, the assessment procedure indicated the existence of

some learners with continued challenges. After the exams, the targeted reinforcements sessions were done to tackle the identified weaknesses.

In interactions with older students, I concentrated on sentence constructions that entail the use of likes and dislikes applying a communicative and practice-based approach. During the second grade, I used remedial activities aimed at assisting the students to learn how to deal with the problems they had faced during the test.

Kindergarten and first-grade students were involved in recognizing numbers and counting up to ten with the help of an educational video that helped them understand. Differentiated worksheets were used to combine oral and written practice, and I complemented the teaching with visual explanations on the board to improve the comprehension.

The needs of the institution in the week led me to change the schedule of the English course since some of the time in the classes was spent on strengthening the core subjects. I also made and used posters as visual aids in order to facilitate vocabulary learning, and this helped in ensuring that the students remained engaged despite the logistical difficulties.

- **Week 3 (March 24th, 2025 until March 28th, 2025)**

The third week of the second period was significantly affected by institutional sports events, which limited the time available for classroom instruction. Despite these constraints, I introduced a new topic—parts of the body and their functions—to students from second to fourth grade. Due to scheduling adjustments, second and third-grade students were taught

simultaneously. I delivered a multimedia presentation using my personal computer, incorporating a music-based video as part of a multimodal approach to enhance oral skills and comprehension.

Fourth-grade students followed a similar instructional routine, with additional emphasis placed on grammatical structures, particularly the demonstratives “this” and “these.” In kindergarten and first grade, I reinforced number-related vocabulary through a finger song called 5 fingers, and worksheets designed to support number identification and recognition.

The week concluded with the continuation of sports activities, which further reduced instructional time but also contributed to a dynamic and engaging school environment.

- **Week 4 (March 31st, 2025 until April 4th, 2025)**

Despite the fact that the sports days still were held at the very beginning of this week, I managed to support the subject of parts of the body among second and fourth graders with both the blackboard and notebooks of students. Students repeated and revised the material in order to learn.

Students in the fifth to sixth grades also did activities on hobbies with worksheets to support vocabulary and reading. Even after regular classes resumed, there was still not much time for instruction because institutional events still needed to be undertaken.

Towards the end of the week, I had kindergarten and first-grade students with whom I was working on geometric shapes. The lesson was based on discovery and students established shapes in their surrounding and then they were taught the equivalent shapers in English. Drawing

activities helped to strengthen recognition and vocabulary retention, and students were shown to be very engaged.

I was also requested to test the fifth- through the sixth-grade students in one classroom. Teaching was varied by grade: in the fifth, sixth, and seventh grade, the teachers did corresponding tasks: students learned short dialogues, then long conversations. It was this differentiated instruction that enabled assessment in time and space limits.

- **Week 5 (April 7th, 2025 until April 11th, 2025)**

Training continued progressively, notwithstanding the persistent disruptions occasioned by institutional events and academic obligations. In the case of second to fourth graders, I introduced routines on a daily basis, which was initiated by a guiding question that activated prior knowledge. A video teaching activity was beneficial to the understanding process, and since of classroom constraints, my computer acted as an alternative to the blackboard.

With older students, the reinforcement of greetings was done through worksheets that were created with recognition, association, and application. The students in kindergarten, and first grade engaged in an outdoor activity that was founded on Total Physical Response, namely the game of Simon Says, with the use of shapes and colors using physical movement.

Videos and visual prompts were used to review emotions among the students in the fifth- to sixth-grade. Even though the week was cut short, valuable learning experiences were retained.

- **Week 6 (April 14th, 2025 until April 16th, 2025)**

This was a week cut short by institutional holidays such as the Teacher Day. There were stop and starts but there was advancement at various levels. The notebook work helped second graders to reinforce parts of the body, whereas the third and fourth graders extended daily routines with written phrases.

In case with older students, I supported speaking in pairs with the help of a guiding question associated with the everyday routine. The activity was a mixed-grade one because of the limited time and the inquiry of the teacher to dedicate a portion of the English block, thereby facilitating collaborative learning. The blackboard was used as the primary instruction material. Cultural activities put off subsequent classes in that week.

- **Week 7 (April 21st, 2025 until April 25th, 2025)**

Institutional events also interrupted this week, with regards to Reading Day. The second graders were revising daily routines whereas the older students were interrupted by the other academic priorities. I organized an interview-style speaking activity during non-instructional time, which was subsequently successfully conducted and proved that students had confidence and oral understanding.

Dialogue writing tasks were differentiated according to the respective grade levels. Preschool and preparatory students practiced farm animals with the assistance of the song Old MacDonald Had a Farm with the addition of the coloring, cutting, and matching worksheets. The topic Occupations were presented to 2nd and 3rd graders, which had the purpose to reinforce in

the form of a word-search worksheet. Week 7 was marked by the end of Reading Day activities by the school.

- **Week 8 (April 28th, 2025 until April 30th, 2025)**

In the last week, the lesson was aimed at reviewing the previously discussed areas. The students went over pronunciation and content under notebook work with the aid of the blackboard and my computer. Visits to the institution were made by teachers' staff of the National University of Education (UNAE) and, after the meeting with the teachers, parents hosted farewell events for the practitioners. Irrespective of such events, instructional goals were met, which led to the end of the second immersion period, which was interrupted by the same circumstances as in the first period, only with the new interruption being the sports days.

2.2.2 Categorization of Information

The categorization process was conducted using a thematic approach based on recurring patterns identified in field journals which recorded class observations, and the interviews conducted with the teacher (professional tutor), with two parents, and four students. After analyzing all the data, I organized the information into three main categories, each directly aligned with the object of systematization which is to analyze the impact of preservice English teacher in a rural school. The categories emerged inductively from the data and represent the most significant dimensions of the experience.

Category 1: Student motivation toward learning English

The structural and curricular conditions restrict student motivation to learn English in rural school settings. English is also widely understood as a secondary subject in comparison to the core subjects like Mathematics, Language and Literature and Social Sciences. What makes this situation even worse is the fact that there are no experienced English teachers available and thus, English has been taught as little more than isolated words or simple phrases, with no clear communicative or practical intent. When students, therefore, first see English as a subject, they form a low level of relevance regarding urgent present academic requirements.

Nevertheless, having a pre-service English teacher is also a great change in the perception. When the students are exposed to organized teaching of a preservice English teacher who is specialized in the field, the students will no longer be passive about learning the subject, but they will develop interest in learning. The pedagogical techniques applied i.e. games, group work, and interactive activities help in the transformation of the English classes become a meaningful learning process instead of learning by repetition.

In addition, the moment the students start linking English to the prospects they have in the future, the motivation extends beyond the classroom setting. English is no longer considered as a subject of school only, but a means associated with the professional ambitions, communication with other people and self-improvement. This shift is a sign that the level of extrinsic motivation has shifted to a more internalized type of motivation there being a realization among the students that English is important in their future lives. The work of pre-service English teacher therefore plays a significant role in transforming the motivational

orientations of the students particularly in the rural areas where there is limited exposure to other foreign languages.

Theoretical Foundation

The Self-Determination Theory (SDT) is a valuable theory that can be used to explain student motivation in rural education. SDT states that motivation is developed by satisfying three primary needs, which are autonomy, competence, and relatedness (Ryan and Deci, 2017).

A pre-service English teacher can meet these needs in rural schools by relating English learning to the realities of students in their areas and at the same time emphasizing its universal applicability to them. In cases where students feel that their cultural identity has been acknowledged and that learning English is not in vain, they get to develop autonomous motivation as compared to learning that occurs under the force of stress. The concept is in line with this theoretical view in that motivation goes up when the learners feel competent, encouraged, and personally involved with the learning process, particularly where learning resources are scarce.

Students' perceptions from the interviews

Motivation is shown to have changed towards the intervention as evidenced by student interviews. In the early days, English was considered as a secondary subject, which concentrated more on isolated vocabulary and with little time spent in instruction. Nevertheless, the pre-service teacher, along with interactive approaches, led to a slow change in students and their engagement.

A couple of students reported that English classes became more interesting and motivated once they involved dynamic activities and opportunities for participation. Participant 1 addressed the question, 'How did you feel during the English classes?'

Regarding their feelings toward the English classes, Participant 1 highlighted the positive impact of having a specialized teacher:

> "Yes, because before we didn't have an English teacher, and when the teacher arrived, it was so incredible, because we learned more English, we learned new things, things we didn't do with another teacher" (Participant 1, personal communication, January, 2026; see Appendix 2-A).

On the other hand, Participant 2 emphasized the practical utility of the learning process:

> "Yes, I liked it very much, because I learnt greetings and many other things in English, which could be useful for a course of study" (Participant 2, personal communication, January, 2026; see Appendix 2-B).

The excerpt illustrates an increase in perceived competence, one of the core psychological needs proposed by Self-Determination Theory. As students began to understand and successfully complete tasks, their motivation moved beyond compliance toward genuine engagement.

Another student emphasized the importance of oral practice and interaction. When asked about specific activities they enjoyed, Participant 4 explained:

"The one where we did group work with a conversation" (Participant 4, personal communication, February, 2026; see Appendix 2-G).

This perception highlights the role of guided practice and feedback in fostering confidence. Through repeated oral activities, students experienced a sense of progress, which strengthened their intrinsic motivation and reduced anxiety related to speaking in a foreign language.

Additionally, students associated English learning with future opportunities, even within a rural context. Participant 2 highlighted both professional development and personal growth, stating:

“Because... that way I can become a professional, in case I am asked to say something in English” (Participant 2, personal communication, January, 2026; see Appendix 2-B).

The same participant also noted the cognitive and travel-related benefits of learning the language:

“Yes, very much, because that way I could stimulate my mind and visit other countries” (Participant 2, personal communication, January, 2026; see Appendix 2-B).

Although these future goals may still be abstract, this response reflects the development of identified regulation, where students begin to value learning English due to its perceived usefulness beyond the classroom. This aligns with Self-Determination Theory’s emphasis on internalization as a pathway to sustained motivation.

Relatedness also emerged as a significant factor in students' motivation. One student highlighted the supportive classroom environment, stating:

"I felt good because, in addition to the teacher being very good and asking us lots of questions, both interactive and active, to do different things and different activities, I really loved it" (Participant 4, personal communication, February, 2026; see Appendix 2-G).

This statement suggests that the emotional climate of the classroom played a crucial role in students' willingness to participate. Feeling supported and respected encouraged active involvement and reduced resistance toward learning a foreign language.

Overall, the students' interviews reveal that motivation toward learning English increased as lessons became more meaningful, interactive, and connected to students' experiences and future aspirations. The findings support the principles of Self-Determination Theory, particularly in relation to autonomy, competence, and relatedness, demonstrating that the intervention of a pre-service English teacher positively influenced students' motivation in a rural school context.

Category 2: Parents' perception of English and its future value.

With parents living in the rural areas, there is a continuous assessment of the importance of the English language against the current reality and future prospects of their children. English may not come across as a readily usable language in the everyday rural setting but it is slowly becoming a concept associated with symbolic capital that is linked with education and career prospects and the social hierarchy. To most parents, the use of the English language is not valued

based on its practicality in the present context, but possibilities of widening the horizons of their children beyond the local level of their surroundings.

The inflexibility of the English teaching in the country schools tends to strengthen the alienation of English as an abstract or remote matter. However, when parents see that their children are actively involved in learning English, can use new words at home, and show their interest in studying, parents change their vision. English starts being seen as an investment and not as a waste of time at school. The change is especially noticeable when English teaching is implemented in a manner that does not encroach local values and that does not destroy or deny local identity.

The inertia of learning English that leads to alienation is overcome when parents see the results of learning. Such a swap with the help of pre-service teachers redefines the English as a tool of upward mobility and social communication. The most important part of this shift is that it is culturally responsive: when English is no longer perceived as a threat to the local identity and is considered as one of the most important investments in the future of their children then, the parents will treat the language as something important.

Theoretical Foundation

The Expectancy-Value Theory is helpful in explaining how English education is evaluated by parents in rural settings. This theory holds that expectations of success and the importance attached to the activity affect the decision and attitudes of individuals in their regard to learning (Eccles & Wigfield, 2020). Rural environments can be associated with parents

considering the perceived cost of English schooling against a perceived long-term payoff in English schooling, including (though not limited to) higher education, better job opportunities, and higher social mobility.

Parents can perceive English as an instrument that opens some opportunities in the future or an abstract discipline which has low local nuances. This point of view is particularly applicable to the case of the rural population, where educational choices are closely interconnected with community welfare and future goals.

Parents' perceptions from the interviews

The data obtained from the parents' interviews provides clear evidence of how English is perceived as a subject with long-term value rather than immediate local applicability. Initially, both parents expressed that English had not traditionally been part of the educational priorities within the rural school context, mainly due to the absence of specialized teachers and the focus on core subjects. However, their perceptions evolved once English instruction became consistent and visible through the presence of a pre-service English teacher.

Parents also highlighted the novelty and importance of the exposure to English provided by the preservice teacher. One mother expressed her enthusiasm regarding the opportunity:

> "Well, first of all, it was a surprise for me as a mother, because we've never had that opportunity... having a teacher like that come and do the internship was something great for our children. And honestly... it was a joy that our children had that opportunity" (Participant 1, personal communication, January, 2026; see Appendix 3-H).

Similarly, Participant 2 emphasized the value of bringing specialized instruction to a rural context:

> "I thought it was a good idea because up here in the countryside we don't have the luxury of having an English teacher, and when they told us that an English teacher was coming to teach practical skills at our little school, we were happy because our children... learned a lot" (Participant 2, personal communication, February, 2026; see Appendix 3-I).

The excerpt reflects a shift from perceiving English as an abstract subject to understanding it as a tool that may facilitate future academic and occupational opportunities. The value attributed to English is strongly connected to expectations of social mobility, which aligns with the principles of Expectancy–Value Theory.

Similarly, parents emphasized the relevance of English as preparation for higher levels of education. One parent noted the importance of building a strong foundation at an early age:

“Of course, imagine that so our children can get ahead when they're older, so they already have at least a foundation, a basis for continuing their studies in school. And it's important when they're older, because what they learn when they're little stays with them, more so than what they learn as adults” (Participant 2, personal communication, February, 2026; see Appendix 3-I).

Another participant reinforced this view, highlighting the role of language proficiency in academic advancement:

> “I think it is important because nowadays, for children and teenagers, in order to get anywhere, to get into a new university, it is very important to know English, at least the basics” (Participant 1, personal communication, January, 2026; see Appendix 3-H).

This statement illustrates how parents evaluate English learning based on its future benefits rather than its immediate usefulness in the local environment. The perception of English as a foundational skill becomes stronger when parents recognize its role in reducing future academic difficulties.

Additionally, both parents associated English learning with increased confidence and motivation, noting how their children shared their progress at home. One mother highlighted her son's persistence:

> “He did, teacher, he always, always repeated what he learned” (Participant 1, personal communication, January,2026; see Appendix 3-H).

Similarly, another parent described how her daughter enthusiastically demonstrated her new vocabulary and communication skills:

> “Yes, she would tell me, 'I learned this, I learned that,' words and anything in English, any color. So she would tell me in English, 'Mommy, if you know how to say hello or hi... just say hi and raise your hand, and I'll say I'm already saying hello'” (Participant 2, personal communication, February, 2026; see Appendix 3-I).

This observation indicates that children's visible engagement with English positively influences parental attitudes, reinforcing the perceived value of the subject. Motivation, therefore, becomes a shared process between school and family, strengthening parental support for English instruction.

Finally, both parents expressed the need for continuity and permanence regarding English education within the institution. One parent emphasized the children's capacity to learn when given the opportunity:

"Of course, they really need that and it would be great if we had it, because the truth is, children really pay attention and learn quickly" (Participant 1, personal communication, January, 2026; see Appendix 3-H).

The second parent reinforced the importance of English as a fundamental requirement for future academic success:

"I think it is important because nowadays, for children and teenagers, if they want to go anywhere, to a new university, it is very important to know English, at least the basics" (Participant 2, personal communication, February, 2026; see Appendix 3-I).

This excerpt demonstrates that parents do not merely value English as an additional subject, but as an essential component of their children's educational trajectory. Overall, the interviews confirm that the presence of a pre-service English teacher significantly influenced parents' perceptions by making English learning tangible, meaningful, and aligned with their expectations for their children's future development.

Category 3: Teachers' perception of the educational and community impact of English language learning

In my opinion as a pre-service English teacher, educational and community implications of English language learning in a rural setting is much larger than the direct acquisition of linguistic material. The English language in such kind of environment is not conventionally taught as a core subject, it is commonly taught as a complementary or supplementary subject because of the institutional priorities and scarce resources as well as generalist instructors. Yet, in these limitations, prolonged pedagogical intervention can eventually change the perception of English among the school population.

Over the course of my immersion, I noted that my presence was consistent and my teaching methods were well-organized, so that English could be seen as a significant and important subject and not just a complementary one. This did not just affect students but also was experienced in the minds of other teaching ways and they too started perceiving English as an avenue where there can be motivation, engagement and innovation in the teaching process. The combination of the playful strategies, oral interaction, and a contextualized content seemed to create a more favorable attitude towards the learning of English, as the source of further educational growth instead of as an extra academic task.

The aspect of a pre-service teacher is especially applicable in rural schools where the limiting factors in institutions are quite frequent. The ability to flexibly respond to methodologies and to make the most out of the available resources and to create trust-based relations with students also adds not only to the learning outcomes but to the empowering of the educational

environment. As a result, English language teaching may serve as a transitional tool between a formal education and community dreams, which supports the concept of the idea of education, even in the peripheral situations, having the ability to produce a certain meaningful and sustainable effect.

Theoretical Foundation

This category is justified by the study of teacher agency, which focuses on the motivation of teachers as an active participant in education change instead of a passive instructor of curricula. Biesta, Priestley, and Robinson (2020) argue that the interaction of individual capabilities and professional assumptions and conditioning circumstances affect teacher agency. Here both the in-service and pre-service teachers can be used to impact the school dynamics through professional judgment, pedagogical practice adjustment and reactive creative response of contextual challenges.

Teacher agency is especially relevant in rural educational settings because of such structural constraints as insufficient time of instruction, lack of materials, and multi-grade teaching conditions. In case a teacher shows initiative, pedagogical flexibility and commitment, their actions can transform the engagement of students and change the perception of colleagues on what is pedagogically possible. In this light, the introduction of a pre-service English teacher does not only complement the practice, but it may lead to the redefining of the educational and community value of learning the English language.

Perception from the teacher interview

The views that the teacher articulates in the interview have a robust correlation with the idea of teacher agency and support the education effects that are identified throughout the immersion periods. The teacher has explicitly pointed out that the availability of the pre-service English teacher positively affected the motivation and involvement of the students, with the methodology adapting to the rural environment.

Among the most relevant findings, it is essential to highlight the increase in student interest and involvement. Participant 1 attributed this positive impact to the pedagogical approach and the ability to adapt to the local environment:

“Well, your presence and your work... is positive because it increased the students' interest. And I think that, first of all, because you were open and confident and knew how to adapt to the rural context and also adapt to the children in a playful, participatory way, and I really liked that, and I think it has a positive impact on the students” (Participant 1, personal communication, January, 2026; see Appendix 4-J).

> This passage shows how the strategies of teaching that are based on participation and contextual sensitivity helped to re-establish the idea of English as an interactive topic. This experience was also compared by the teacher with the past practicums, and it was hinted that the methodology and teacher disposition are decisive in the impact of education.

Furthermore, the teacher (professional tutor) noted that students demonstrated greater motivation and a willingness to use English in context:

“It has a very positive impact, because they are interested not only in the content, but also in contextualizing the language itself” (Participant 1, personal communication, January, 2026; see Appendix 4-J).

The sense of teacher agency supports the notion that a learning atmosphere can be created where learners feel motivated to make use of a foreign language, even where English is not given precedence at an institutional level.

Finally, the professional tutor stressed that the effects of the practicum extended beyond English language instruction. The participant highlighted how the diverse range of activities contributed to the students' holistic development:

“Also, apart from the English language, I think that a positive impact was that it wasn't just the English language, but also the extracurricular activities, the support, the academic reinforcement, the recreational activities, and the workshops that you did. This complemented the students' learning in a comprehensive way, not just in terms of language, but in terms of learning in general” (Participant 1, personal communication, January, 2026; see Appendix 4-J).

The statements prove that role of the pre-service teacher was educationally and community-based and it confirms the opinion that teaching of English, in its intelligent application, can bring greater institutional good. Altogether, the perceptions of the teacher confirm the power of a pre-service English teacher as an agent of both educational and community change. It can be said that the congruence of pedagogical practice, theoretical basis, and data of the interview reinforce the argument that the process of English language learning in

the rural school can be positive and transformative when the process is facilitated by reflective, adaptive, and context-sensitive teaching.

2.2.3 Critical Interpretation of the Experience

The immersion experience as a pre-service teacher of English in a rural school was a good experience to contemplate not just on the pedagogical practice, but also the systemic constraints that define English language teaching in non-urban settings. On the one hand, the intervention showed promising results of student participation and institutional receptiveness, yet such progress was always mediated by structural differences between the rural and urban educational environments, which somehow sabotaged such progress.

In earlier years, the role of English in this rural school educational setting was first seen as a marginal part of the course, and frequently sent to the backburner of learning a word here and there in a haphazard, ad hoc arrangement. This marginalization was often reflected in the systematic abasement or complete elimination of English lessons in order to teach the supposedly more important (or high-stakes) subjects such as Mathematics or Natural Sciences, which are ostensibly more important in the national curriculum. These upheavals are not incidental; it is an indication of an institutional order that is deeply entrenched that deems English as a non-essential luxury and not as a core competence. This institutional discrimination is based on an inherently utilitarian perspective of rural education, in which only the startling applicability of any knowledge to standardized testing is considered knowledge valid. In turn, the increase in student motivation can thus be seen not only as an expected result, but as a direct

challenge to the status quo in any institutional setting, which dissuaded the relevance of the subject matter earlier.

Though interactive and student-centered approaches, including the help of songs, images, and working in pairs, were effective to engage the students, they were limited by the absence of the regular instructional time and institutional support. The experience proved that motivation, is flexible, is very responsive to the learning environment. To gain intrinsic motivation, students need autonomy, competence, and relatedness according to Self-Determination Theory (Ryan and Deci, 2017). However, these requirements may not be fulfilled in rural schools because of the structural problems like the insufficiency of the resources, the rigid schedule, and the lack of the qualified English instructors.

The differences in rural and urban schools became even more apparent during the HSB practicum. In contrast to urban schools, rural schools often have no access to technological infrastructure, modernized materials and specialized staff. The gaps represent not only a logistical issue but also ideological, as a result of a long-standing underestimation of rural education within the national policy. To a large extent, rural schools are managed within the logic of scarcity, as Azano and Stewart (2021) postulate, meaning that the decisions are determined by the related pressures of external accountability instead of the overall educational objectives. This fact was felt in my experience where continuity of English teaching in my experience relied more on institutional accommodations than pedagogical design.

Although some families did not see English as a part of their life at the beginning, the life of their children changed these attitudes as it became more evident. Nonetheless, this transition

was always weak and it depended on the availability of a committed teacher and exposure of English in the school routine. Such changes may end up being short lived without long term institutional commitment. This highlights the shortcomings of individual actions in order to deal with endemic inequities.

Institutional point of view, the experience made clear the potential of the pre-service teachers to become agents of change. Although I had some little power and resources, I could still participate in both classrooms teaching as well as in extracurricular activities and joint planning. This fits with the modern concept of teacher agency, which focuses on the ability of teachers to negotiate and manipulate their environments with reflective and responsive practices (Biesta et al., 2020). However, such agency cannot effectively operate under the condition that there is no systemic support.

Finally, the experience revealed the long-standing inequalities that still exist between the rural and urban educational systems. Even though individual actions can play a significant role in bringing change, structural reforms are impossible to replace them. To overcome these disparities, there must be long term policy commitments on the need to have equitable access to foreign language education as a part of quality education in the rural areas.

2.2.4 Lessons Learned

The practicum experience I carried out within the framework of the SDP–HSBP constituted a significant space for personal and professional learning, allowing me to reflect critically on my role as a preservice English teacher in a rural educational context. Through an analytical and comprehensive examination of the processes implemented, it was possible to

identify not only what functioned effectively during the intervention, but also the lessons learned that emerged from direct interaction with the educational community.

From a personal perspective, one of the most meaningful lessons was understanding the human dimension of rural education. The experience allowed me to recognize that the people living in remote communities, despite facing social, economic, and institutional limitations, demonstrate a profound desire to learn and improve their educational opportunities. Humility, resilience, and persistence were constant characteristics observed among students and families. These qualities challenged preconceived notions about rural contexts and highlighted the importance of valuing learners not for what they lack, but for their willingness to engage and grow.

Throughout the immersion, I perceived students as active learners eager to absorb knowledge, particularly when they felt respected, supported, and motivated. Their enthusiasm for learning English, a subject often considered distant from their immediate reality, reinforced the idea that educational aspirations are not defined by geographical location but by opportunity and encouragement. This realization strengthened my belief that education must be grounded in solidarity and shared responsibility. When resources are scarce, the act of sharing knowledge, time, and effort becomes essential to achieving collective well-being and meaningful learning.

On a professional level, this experience represented a turning point in my development as a future educator. Teaching in a rural school required constant adaptation to unfamiliar conditions, such as multi-grade classrooms and limited instructional time. For the first time, I faced the challenge of teaching students from different grade levels simultaneously, each with

distinct learning needs, paces, and abilities. This situation demanded patience, flexibility, and the capacity to differentiate instruction effectively within a shared learning space.

Throughout the practicum, I learned how to deal with heterogeneous groups, keep the students attentive, and encourage their involvement even with those students who were easily distracted. I was taught how to use differentiated activities, modify the explanation, and other visual and interactive materials to meet the needs of various learning styles. I also got a practical understanding of classroom management strategies that can be applied in large groups or mixed one, which supported the significance of organization, instructions, and control of emotions in the teaching process.

Besides, the experience helped me build my professional identity as it promoted reflective decision-making and situational awareness. I was able to understand that teaching is more than content delivery because it entails being aware of the realities of students, working with fellow professionals, and acting appropriately within institutional limitations. These classes enhanced my resolve to inclusive and context-sensitive education, especially in underserved settings.

To conclude, the lessons acquired during this practicum were the result of a process of knowledge building in the group, which occurred under the influence of experience, reflection, and communication with the community of rural educators. The personal and professional progressions were closely connected, and I had a chance to see the transformative quality of education in case they are approached with empathy, flexibility, and critical thinking. This

experience has not just enriched my competencies as a teacher but it has strengthened my calling as an educator dedicated to equity and social responsibility.

3. Conclusion

The systematization of my practicum experience as a preservice English teacher in a rural multigrade school has revealed both the transformative potential and the systemic limitations of English language education in non-urban contexts. The intervention demonstrated that, even in settings with limited resources and institutional constraints, it is possible to foster meaningful engagement with English when instruction is contextualized, student-centered, and sustained over time.

One of the most significant findings was the progressive increase in student motivation. Initially, English was perceived as a peripheral subject, often overshadowed by core disciplines and subject to frequent scheduling interruptions that the professional tutors did not respect. However, through the consistent use of interactive strategies—such as songs, visual aids, and collaborative activities—students began to view English as both accessible and relevant. This shift aligns with Self-Determination Theory (Ryan & Deci, 2017), which emphasizes the importance of autonomy, competence, and relatedness in fostering intrinsic motivation.

At the same time, the experience exposed persistent structural disparities between rural and urban schools. The lack of specialized English teachers, limited access to teaching materials, and the marginalization of English within the curriculum reflect broader systemic inequities. These challenges were not merely logistical but ideological, revealing how rural education is

often shaped by a logic of scarcity and external accountability rather than holistic development (Azano & Stewart, 2021).

Despite these constraints, the experience highlighted the role of teacher agency in navigating and adapting to complex educational realities. As a preservice teacher, I was able to contribute to pedagogical innovation, foster student engagement, and promote the visibility of English within the school community. However, the sustainability of such efforts remains uncertain without institutional support and policy-level commitment.

In conclusion, this systematization underscores the need for educational policies that recognize the value of foreign language instruction in rural areas—not as an optional enrichment, but as a fundamental right. Bridging the rural-urban divide in English education requires not only individual commitment but also structural transformation. The experience in Celel demonstrates that meaningful change is possible, but it must be accompanied by long-term investment, teacher training, and a redefinition of curricular priorities that include English as a tool for equity and opportunity.

4. Recommendations

Based on the findings and reflections based on this systematization, there are a few recommendations that can be made to facilitate the English language education development in rural multigrade settings. These recommendations are addressed to educational institutions, teaching professionals, policy developers, and researchers that will be working with such realities in the future.

To begin, it is crucial that the rural schools should make sure the learning of English should be an uninterrupted part of the academic curriculum. The high instances of interruptions and redistribution of time in English classes experienced during the practicum period were indicative of an underestimation of the subject by the system. To solve this, school leadership must strive to ensure that English teaching is a normal and valued part of school curriculum instead of taking it as an option or a waste. This involves a changed cultural outlook in the institution as well as administrative dedication where the long-term importance of acquiring foreign language is perceived.

The school administrators and teachers should encourage the collaborative planning of generalist teaching with the preservice teachers in English. This kind of cooperation will help to improve the process of introducing English into the wider educational system and will diminish the attitude to it as an independent or auxiliary course. Furthermore, considerations towards more student-centered approaches to teaching, including the incorporation of music, games, visuals, and even storytelling, should be welcomed, and these methods have already proved to be effective in motivating students, as well as ensuring more of them participate in the classroom, especially in under-resourced settings.

At the policy level, structural inequalities that exist between the rural schools and urban schools have to be addressed. Educational leaders should use the available resources fairly so that even the rural schools should have access to skilled English tutors, proper teaching resources, and technical facilities. It should be the policies that are developed based on an understanding of the particular issues rural communities encounter that do not focus on uniform

ways of addressing them, but rather allow them to be based on a context-sensitive approach that acknowledges the reality experienced by these schools.

In addition, the experience highlights the significance of institutionalizing and sponsoring high-impact practicum programs. Having preservice teachers in the rural schools does not only enhance the learning experience of students but also gives the future teachers vital exposure to different schools. Such programs ought to be complemented by well-organized mentorship and follow-up programs to make the best of their transformational capabilities.

Lastly, the effects of the English language intervention in the rural environment in the long term should be pursued in future studies. The voices of students, families, and teachers should be focused on in particular since their voices are needed to comprehend the sociocultural aspect of language acquisition. Systematizations like the one discussed here may become useful resources toward the creation of contextually grounded knowledge and the establishment of more fair educational practices.

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Appendices

Appendix 1: Questionaries for the students, parents, and teacher

Appendix 1.1

Guía de preguntas para niños/estudiantes.

- ¿Te gustó que haya venido una persona a enseñarte inglés? ¿Por qué?
- ¿Cómo te sentías en las clases de inglés?
- ¿Qué fue lo que más te gustó aprender en inglés?
- ¿Aprendiste palabras nuevas en inglés? ¿Me puedes contar cuáles?
- ¿Usaste esas palabras en inglés en tu casa o con tus amigos?
- ¿Te gustaría seguir aprendiendo inglés? ¿Por qué?
- ¿Qué actividad te gustó más?

Appendix 1.2

Guía de preguntas para padres de familia.

- ¿Qué pensó cuando supo que un practicante de inglés iba a trabajar con los niños?
- ¿Su hijo/a hablaba en casa sobre lo que aprendía en inglés?
- ¿Cree que el inglés es importante para el futuro de los niños y de la comunidad en general? ¿De qué manera?
- ¿Cree que la comunidad necesita un docente de inglés?
- ¿Qué fue lo más positivo de esta experiencia para la comunidad?

Appendix 1.3

Guía de preguntas para un docente de la institución.

- ¿Cómo valora la presencia del practicante de inglés en la institución?
- ¿Cree que la presencia del practicante influyó en la comunidad educativa?
- ¿Pudo observar algún cambio en los estudiantes de la institución durante los períodos de practica del estudiante UNAE?
- ¿Podría hablar sobre la motivación o interés por el inglés en los estudiantes?
- ¿Qué aportes considera que dejó el practicante en la institución?
- ¿Qué tipo de actividades del practicante tuvieron mayor impacto?
- ¿Qué dificultades se presentaron durante el proceso?
- ¿Recomendaría continuar con este tipo de experiencias en la comunidad? ¿Por qué?
- ¿Podría resaltar algún detalle de la forma de enseñar del practicante?

Appendix 2: Students' interviews transcriptions

Apendix 2

Transcripción de las entrevistas a los estudiantes

Estudiante: Luis Castillo

Nombre del documento: Entrevistas a estudiantes

Tema: Exploring the Influence of a Preservice English Teacher in a Rural School Context.

Medio: Grabación de audio – Grabación de audio Zoom

Link del audio:
https://drive.google.com/drive/folders/1sgzJvgdIBDUAV3c1i3KGhhFxYVU3RvwP?usp=sharing

Tiempo: 01 minuto y 50 segundos.

Tiempo: 01 minuto y 57 segundos.

Tiempo: 02 minutos y 17 segundos.

Tiempo: 03 minutos y 12 segundos.

Link for the complete transcripts:

https://docs.google.com/document/d/11QM0r594hpnVFOu-VqED0-rdIcXT58sA/edit?usp=sharing&ouid=117785532361784740769&rtpof=true&sd=true

Appendix 3: Transcriptions of the parents' interviews.

Apendix 3

Transcripción de las entrevistas a madres de familia

Estudiante: Luis Castillo

Tema: Exploring the Influence of a Preservice English Teacher in a Rural School Context.

Medio: Grabación de audio – Grabación de audio Zoom

Link del audio:
https://drive.google.com/drive/folders/1sgzJvgdIBDUAV3c1i3KGhhFxYVU3RvwP?usp=sharing

Tiempo: 02 minutos y 31 segundos.

Tiempo: 04 minutos y 43 segundos.

Participantes:

Participante 1 [P1]: Madre de familia de la comunidad

Participante 2 [P2]: Madre de familia de la comunidad

Link for the complete transcripts:

https://docs.google.com/document/d/1_JkA9cqkNfmvXrXtXsklsICJ5RJGk_uz/edit?usp=sharing&ouid=117785532361784740769&rtpof=true&sd=true

Appendix 4: Transcription of the teacher interview.

Apendix 4

Transcripción de la entrevista a la docente de la institución

Estudiante: Luis Castillo

Nombre del documento: Entrevista a docente

Tema: Exploring the Influence of a Preservice English Teacher in a Rural School Context.

Medio: Grabación de audio – Zoom.

Link del audio:
https://drive.google.com/drive/folders/1sgzJvgdIBDUAV3c1i3KGhhFxYVU3RvwP?usp=sharing

Tiempo: 09 minutos y 42 segundos.

Participantes:

Participante 1 [P1]: Licenciada de Educación básica/docente tutora de la institución

Entrevistador [E]: Estudiante/Entrevistador

Link for the complete transcripts:

https://docs.google.com/document/d/1BGAUkfvIyQi7wmD4Mu3Ipkah-YeD_Gxy/edit?usp=sharing&ouid=117785532361784740769&rtpof=true&sd=true

Appendix 5: Parental consent forms for student interviews.

Link for the complete consent forms:

https://drive.google.com/drive/folders/1p_Z-swzCY_Fr6t1Q9cQVLItEEY8X50Ne?usp=sharing