

**Implementation of One-room School Pedagogical Model for Teaching English
in a Group of “Multigrado” School**

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Abstract

This action research study aimed at identifying teaching practices under One-room School Pedagogical Model that influenced the teaching of English in the rural primary school context in Cañasgordas municipality. Eight teachers from ten public primary and secondary schools from the place of research, actively participated in a set of interviews, class observations, and a teachers' training planned for enhancing knowledge about Lesson Planning Strategies, Classroom Management and Organization, Assessment Strategies, and English Teaching Content for the Rural Context. Later, both teachers and students and also the principal from the institution, took part in a pack of class observations and interviews to contrast preliminary findings with researchers' interventions. The data analysis led to the conclusion that teachers' used of One-room School Strategies and Instruments needed to be trained for a successful learning environment. This training would influence their teaching practices.

Key words: *One-room school, teachers' professional development.*

Degree Requirement

This action research project is submitted as a requirement to graduate from the Bachelor of Education in English Teaching Program (Licenciatura en Inglés) at Facultad de Educación, Fundación Universitaria Luis Amigó, in Medellín, Colombia.

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1. Introduction

1.1. Context

When the Ministry of Education (NME) presented the National Bilingual program (NBP) (Programa Nacional de Bilingüismo, Colombia 2004 – 2019), as a set of proposals inserted in acts 13, 20, 21, 22, 30 and 38 to modify the General Education Act 115 of 1994, some bilingualism dispositions emerged. NME promoted international standards in English as a language to be taught all around the country with the objective of having capable citizens communicating themselves in this foreign language, not only to have a country and its citizens immersed into the universal communication process, but also into the global economy and the cultural opening. With this purpose, the NME adopted in 2004, the Common European Framework for learning, teaching and evaluating language. In the same way, Antioquia province made efforts in designing a bilingual program called “Antioquia bilingüe” specially oriented to teachers’ formation in level A1 and A2, and setting a foreign language program with *Comfenalco* (Colombian Family Compensation Fund) intended to teach English to children, young and adults. After having established these facts, it can be added that in Cañasgordas (a little mountain village located at the west side of Antioquia Province) where this project took place, there were not any English Programs available, just English language exists as a subject inserted in the curriculum of the schools and educative institutions. San Pascual Rural Educational Institution (Institución Educativa Rural San Pascual, as it stands for Spanish) is located in San Pascual village. The institution is a public school with a principal hub or headquarter where there are preschool, primary school and high school, which is divided in two sections (Secundaria y Media or Middle and High

School). Also, in this institution there are ten hubs or headquarters set as primary schools (La Loma, Chuzá, Puerto Nuevo, Presbítero Gonzalo Ospina, La Malena, La Soledad, La Manga, El Café, El Retiro, Caracolal), located in the villages with the same names, its social conditions are characterized by the farmworkers population living in those villages, their economic conditions can be described by the main products cultivated in the zone: coffee and baby banana. The poor communication (phone signal and Internet) and the presence of constant fighting among the government, paramilitaries and guerrilla groups, are also important issues connected to the fact that some children did not attend classes. With respect to educational conditions, the educative model implemented to teaching and learning of all subjects in Primary School in this institution is One-room School although the implementation of this model for teaching English in a group of “multigrado” including six groups (preschool, first, second, third, fourth and fifth) did not have a structured curriculum for English subject.

1.2. Statement of the Problem

Lacking a structured curriculum for English subject under One-room School Pedagogical Model was the reason why this study was intended to benefit primary school teachers from San Pascual Rural Educational Institution, suggesting the implementation of Instruments covered from the Strategies and these, aligned to the Components adopted by the Model this study refers to. This paper was aimed to provide teachers with useful tools to English teaching classes guiding learning process and the development of the communicative competence among the teacher and the students, benefiting learners too, because it helped them to give important values to their own life projects by developing them as individuals

and as proactive actors of the social context they were immersed in. In addition, this study also encouraged the institution to integrate One-room School Instruments into the P.E.I (Educational Institution Project), because of their relevance, their dynamism and because it could work in an interdisciplinary way with other subjects from the curriculum. So, when restating the pedagogic strategies that teachers from E.R.I. San Pascual used at the moment of teaching English, researchers provided the participants about the theoretical knowledge in teaching English under the model considered in this paper. Moreover, analyzing the implementation of the teaching practices under One-room Pedagogical Model offered a wide view of effective implementation.

1.3. Literature review

When defining One-room School Model, some important thinkers must be referenced. Therefore, the beginnings and intentions of the noted model in this paper can be stated as follows: "...Active School is a complete education system that uses personalized instruction and the development of strong bonds between school and community. These two... are necessary for improving educational quality and ensuring that students have cognitive and social skills ..." (Mogollón, 2011, p. 8). This chained relationship amid what is called an institution and society, boost both education conditions and scholars' intellect. The previous statement found support at what Ferrière (1923) defined as "... This (Active School) is the school of spontaneity, of the child's creative expression. It reflects the tendency toward freedom, which is found at the bottom of all human spirits" (p. 388-389). The nature of education in many ways addressed the power of an individual to change reality,

linking this liberty to what educators pursue in everyday classes, to be a better professional sharing knowledge with other beings.

The work of guiding students should not be considered just as an isolated effort made by a schoolteacher, as Richards and Ferrel (2005) claimed, strategies for teacher development “often involve documenting different kinds of teaching practices; reflective analysis of teaching practices, examining beliefs, values and principles; conversation with peers on core issue, and collaboration with peers on classroom projects” (p.4). Adding to this statement, Taylor & Cranton (2013), said that teachers’ development implied an essential element of transformation and experience, “and is the revision of the meaning of experience that is the essence of learning” (p.35). To this end, proceedings in education, could be cleared up like a work to open people’s minds up and to let subjects in society to be aware of what Shantz, cited by Marchesi (1997) described like: “... social subject refers to how the children conceptualize to other people and how they understand the thoughts, the emotions, the intentions and points of view from others” (p.323). Having an entourage where a subject can be social and also can grow individually, has been clarified by Montessori, cited by Dimitrios (1999) where the role of teachers at the school was detailed thus far: “the children self-educate through manipulation and experimentation with materials and the teachers must serve as guide of the learning process. For that, the environment of the class must include materials which promote and facilitate active learning” (p. 51). On this basis, an educator could set a scholar as a social being, at the moment in which responsibilities have been granted. In support of this, Sharon, edited by Hertz-Lazarowitz Rachel, explained “Effective learning in groups should occur when social environment provided by adults and other

children constrains the information and tasks available for a child to structure and fit current understanding and cognitive abilities. Furthermore, the nature of the constrain changes and children gain understanding and skills” (p. 52). In summary, it should not be left for last what Decroly (1934), cited by Pintado, defined at L'École de l'Ermitage: “*L'École par la vie et pour la vie*, or ‘Schooling for life’, conceives teaching as a set of strategies to let students to face life and to learn from it and with it, through a constant search attitude” (p. 118). All of this with the sole intention of proposing what Colbert (1987) defined as the meaning of the teaching model mentioned in this paper: “One-room School is characterized like a system because is constituted by a group of components and elements in permanent interaction and this could be possible trough pedagogical, organizational and management processes, to achieve objectives, purposes and educational polices” (p.85).

1.4 . Research Question

How to strengthen One-room School pedagogical Model with teachers of the San Pascual Rural Educational Institution (Institución educativa rural San Pascual) for teaching English in a group of “multigrado” students.

1.5.Objectives

1.5.1. General Objective

To strengthen the teaching of English in a group of “multigrado” students in the San Pascual Rural Educational Institution through the implementation of One-room school pedagogical Model.

1.5.2. Specific Objectives

- To restate the pedagogic strategies the teacher uses when teaching English at primary school headquarters of Institución Educativa Rural San Pascual.
- To provide the teacher about the theoretical knowledge in teaching English under the One-room School Pedagogical Model.
- To analyze the implementation of the teaching practices under the One-room Pedagogical Model inside a group of “Multigrado” school.

2. Method

2.1. Research Methodology

This study is under a line of research called “Construcciones Investigativas en lenguas Extranjeras”, proposed by Funlam Degree program in English (a Bachelor Program from Luis Amigó University Foundation). The methodology used is under a Socio Critical Approach from the Qualitative Paradigm, due to the intention this study presented, to transform participants’ reality. In such a way, the type of research is Participant Action Research characterized by a systematic process in which to transform means to respond to a need presented on the participants, developing new teaching strategies. Quantitative instruments were also used to complement data collection and analysis.

2.2. Population

Following criteria that addresses the implementation of One-room School pedagogical Model for Teaching English, eight primary school teachers from Educational Rural Institution San Pascual at Cañasgordas (Antioquia province, Colombia) were invited to

participate. Among the group of participants four were women and four were men, their ages ranged from 24 and 45 years of age and they did not belong to any ethnic group. The Participant Teachers belonged to a middle class socio-economic strata. Their level of education was characterized by Bachelor Degrees in Mathematics, Language Arts, Natural Science, and Social Science, with Major in Social and Economic Science, and Ethnic Education, Graduated Degree in IT Management and Recreational Pedagogy, and to add, the participants have not experienced English Language in action due to their areas of expertise (different from a Teaching Bachelor Degree). One of the participants suffered from health problems (high blood pressure) which affected her continued presence at her place of work. The language Participant Teachers mainly used was their mother tongue, Spanish. Another specific and relevant characteristic for participants was that, most of them (seven out of eight), stayed in their workplace at the village during weekdays, and only on weekends they moved to their homes because their houses are relatively far and they worked in a place that was difficult to reach. An informed consent to collect data was signed by the Participant Teachers, the Students and their families as part of the research.

2.3.Data Collection

Data collecting process followed a sequence in which three interventions were made, all of them with different activities and instruments. For the *First Intervention* as shown in *Table 1*, two instruments were designed to restate the pedagogic strategies the teacher used when teaching English at primary school headquarters of Institución Educativa Rural San Pascual: Puerto Nuevo, La Soledad, Chuzá, La Manga, Principal, El Café and Caracolal from Cañasgordas Municipality. The instruments produced were: a semi-structured teacher's interview with the

code FED001 (see Appendix A), in which primary school teachers were asked about their knowledge of One-room School pedagogical Model and their experiences when teaching English under this Model; and a Class Observation Form under the code FOC001 (see Appendix B) to inquire about Classroom Management and Organization, including Lesson Planning and learning Assessment. FOC001 form was applied to primary school teachers (Participants) during an English class session at the end of the last scheduled class in Puerto Nuevo, La Soledad, and at the Main branch. However, it should be noted that Class Observations were not completely done (it did not reach 100 % of participants) by reason of an armed stoppage planned by guerrilla members, blocking roads and commercial activities during several days at the municipality.

Table 1
Action Plan

Intervention	Action	Objective	Instruments
Intervention 1	Teachers' Interview. Face to face and by phone (10'). ¹	To restate the pedagogic strategies the teacher uses when teaching English at primary school headquarters of Institución Educativa Rural San Pascual.	Semi Structured Interview Form (FED001).
	Class observation (60'). ²		Class Observation Form (FOC001).

Locations: First Intervention took place in :

¹. Branches from E.R.I. San Pascual: Puerto Nuevo, Chuzá, La Soledad and Main branch.

². Branches from E.R.I. San Pascual: Puerto Nuevo, La Soledad and Main branch.

For the *Second Intervention*, clearly stated in *Table 2*, a series of Instruments were designed to answer Teaching Training Action in order to provide the teacher about the theoretical knowledge in teaching English under the One-room model. This action took place in La Loma branch using three hours of the working time (14:00 – 17:00). In this Training, seven (7) participants were involved, meanwhile one was absent because she called in sick (the participant suffered from high blood pressure), during the teachers' training, the three

different moments in One-room School Pedagogical Model were evidenced; Basic Activities, Practice Activities and Implementation Activities. In the time of the Basic Activities, the facilitator shared a prayer to start session, both participants and facilitator made their own name badges with roles, participants signed Attendance Sheet Form with code TFTAS001 (see Appendix C) and made billboards to share previous knowledge about integrating English subject into One-room School Lesson Planning.

At the moment of Practice Activities, the instrument with the code TFTMC001 (see Appendix D); Teachers' Further Training Mainstreaming Content was presented and a set of Forms, created according to One-room School Instruments (see Appendix E) were provided to the participants (the two forms; IEN001, Spanish version and ORSI002 English version, were provided), further, participants were equipped with two other Forms: Student's Performance Monitoring and the Active Participation Book, as part of the set of One-room School Instruments adapted and translated to English for them to apply in classes.

Implementation Activities Moment was the time for the participants to engage in pairs to plan a lesson following the Institutional Lesson Planning Form inserting English to other basic subjects, mainstreaming content. Participants shared productions and they were given Grading Stickers as examples for using grading symbols when assessing students' work.

Lastly, at the Moment of Assessing and Overviewing the Training session, participants completed the Teachers' Further Training Comparative Feedback Table Form with the code TFTCFT001 (see Appendix F), they used English Labeled Cards for giving feedback for open-ended questions and also completed the Performance Monitoring Form included in the form TFTF002 (see Appendix G, part 3).

Table 2
Action Plan

Intervention	Action	Objective	Instruments
Intervention 2	Teachers' Training (180').	To provide the teacher about the theoretical knowledge in teaching English under the One-room Pedagogical Model.	<p>Further Teacher's Training Form including Performance Monitoring (TFTF0002).</p> <p>Attendance Sheet (TFTAS001)</p> <p>Teachers' Further Training Comparative Feedback Table (TFTCFT001).</p> <p>Teachers' Further Training Mainstreaming Content (TFTMC0001).</p> <p>One-room School Instruments Form (ORSI002). English version.</p> <p>One-room School Instruments Form (IEN001). Spanish version.</p> <p>Students' Performance Monitoring.</p> <p>Active Participation Book.</p> <p>Grading Stickers.</p> <p>Institutional Lesson Planning Form.</p> <p>English labeled Cards for giving feedback for open-ended questions.</p>

*Locations: Second Intervention took place in :
Branches from E.R.I. San Pascual: Puerto Nuevo, Chuzá, La Soledad and Main branch.*

For the *Third Intervention*, the intention was to analyze the implementation of the teaching practices under the one-room model inside a group of "Multigrado" school. For reaching this purpose, three instruments were made: a Semi Structured Interview for the School Principal, code FEDR001 (see Appendix H), which was a collection of questions about the understanding, verification and implementation of One-room School Pedagogical Model and if these three aspects were checked in teachers from the school and also to inquire about the creation of spaces to plan suitable lessons using English language. Another

Instrument made for checking the teaching practices was a Class Observation Check List with code COCLF002 (see Appendix I) to determine what Strategies and Instruments participants adopted to improve English teaching under One-room School pedagogical Model in a Multigrado group; the third Instrument designed was a Semi Structured Interview for Students, code FEE001 (see Appendix J) asking for any other than the strategies used in class to enhance English teaching process, use of ICT resources to teach English, real materials usage and the situations in which they felt what they were taught was more useful and interesting for their learning.

Table 3
Action Plan

Intervention	Action	Objective	Instruments
Intervention 3	School Administrator: Principal's Interview.	To analyze the implementation of the teaching practices under the one-room pedagogical approach inside a group of "Multigrado" school.	Semi Structure Interview Form (FEDR001).
	Face to face (4'). ¹		Class Observation Check List Form (COCLF002).
	Teachers at the Classroom: Observation (60'). ²		Semi Structured Interview (FEE001).
	Students' Interview (15'). ³		

Locations: Third Intervention took place in :

¹. E.R.I. San Pascual Main Branch.

². Branches from E.R.I. San Pascual: Puerto Nuevo, and El Café.

³. Branches from E.R.I. San Pascual: Puerto Nuevo, and El Café.

2.4. Data Analysis

The process used for analyzing the information collected was Data Triangulation. When tracking multiple data sources, the evidences rely mostly on people. On the basis of this fact, Mathison (1988) stated that the data is collected from more than one individual. Hence, compiled data was taken from different moments and places. At the beginning, every single planned action was tabulated (Class Observation Form, Semi Structured Teacher's Interview, and Class Observation Checklist), in agreement with the items and participants' answers.

This tabulation was done using tables and graphics which allowed researchers to rearrange proofs. In order to measure those, percentages were disposed for every item and every question applied in the Instruments, considering the number of observed items and participants' answers. Data was cross-referenced in two phases, the first one, mise-en-scene of some outstanding authors' theories about One-room School Pedagogical Model, teaching strategies and education policies. All of the three, to determine data tendencies offered by every analyzed instrument. Second phase for the cross-referencing data was a set of information gathered to be compared against each other when obtaining results in every intervention.

Data evaluation and categorization was done by means of the Contrast Values Form, code CVF001 (see Appendix K) stating strengths and weaknesses in the primary school teachers' use of the strategic elements from One-room School Pedagogical Model when teaching English. The strategic elements considered were Lesson Planning Strategies and Classroom Management and Organization, these both immersed in Class Observation Form and Teacher's Interview Form applied during the first intervention.

In pursuance of validity and reliability for this study, a Second Intervention was planned. A Teachers' Further Training with code TFTF002 (see Appendix G) to implement English teaching according to One-room School Pedagogical Model. This training was evaluated taking into account Professional Development, Mainstreamed Planning and Learning Assessment as main indicators.

A third intervention took place at the moment of observing teachers and interviewing students to find out where, when, and how English Classes were transformed after the

planned second intervention , with these, researchers could contrast in a second phase of the third intervention, the collected data in order to conclude and suggest further interventions when possible.

For the actions depicted above, democracy was evident when both participants and researchers were working in a process of professional development giving this study the validity and reliability needed ensuring an outcome through Problem resolution and Problem reframing and understanding; a process in which an action affected the other and they were not considered isolated from the investigation (Dependability and Competency in Research Process); researchers took care to emphasize Progress and they modified the investigation in terms of reflection to reach information empowerment (Catalytic Understanding, reflection, reflexivity = Empowerment); this process led researchers to have a dialogue with critical friends (formal and informal talks with the Advisor, some other researchers and the participants themselves) being reflective and posing new strategies to be applied.

3. Results

The research proposal was echoed by virtue of strengthening English teaching practices at the rural context where the investigation was held. An informed consent was shared for the entire population (an amount of fifteen teachers who were assigned to the school), obtaining a positive response from the 65%, teachers whose educational level was other than English bachelor degree. As detailed above, three interventions were designed, intended to provide some tools, strategies, and model examples for what One-room School Pedagogical Model suggested to implement in everyday class sessions.

The researchers set a plan of actions called Interventions, these actions were set in motion to contrast factors affecting the implementation of One-room school strategies and to propose a teachers' training on those factors researchers found still for further improvement. This is how the first intervention came into being. This (*First Intervention*) was for contrasting teachers' interview with teachers' observation, the researchers focused their attention to categorize four main strategic elements such as: Lesson Planning Strategies, Classroom Management and Organization, Assessment Strategies, and English Teaching Content for the rural context.

For the *former* main *element*, the *strengths* found while contrasting, were: The teachers implemented English Lesson Planning with the intention of promoting language learning through the use of some One-room School strategies, also they planned English classes for the whole Multigrado group with different levels of complexity in each grade.

Some of the *weaknesses* found while contrasting this *former element*, were: The teachers planned freely and independently from any format, but it was necessary to plan under the criteria (moments) proposed by the model and by the educational institution.

The *second element* produced some *strengths* as follows: Researchers found that teachers linked the curricular component when they taught English at their schools. Teachers used the Learning Process Follow up Strategy like the most when teaching English at their place of work. Also the teachers used Collaborative Work and Monitoring strategies. The participant teachers' tendency was to use the Reinforcement and Improvement activities or Remedial Activities into the Learning Process Follow up strategy. Furthermore, teachers promoted a horizontal relationship compendium (teacher-student, student-teacher) to set a

respectful interaction inside the classroom and create a real classroom atmosphere. Adding to these strengths, teachers cared about Classroom presentation and organization through the use of constant checking materials for teaching English. Regarding to the students, they had access to the right amount of educational materials, the students used the educational material for every class, they showed interest and actively participated in almost the whole class, learning activities related to the subject.

Some of the *weaknesses* discovered for the *second element* were: teachers did not use all the strategies suggested by One-room School Pedagogical Model, and just half of teachers did care about Classroom Presentation and Organization through the use of constant checking materials for teaching English. While the students did not behave in such a way they could be focused on learning activities. It also was found that the students sometimes arranged groups to be in collaborative group work. For the end of the class sessions, the students sometimes helped giving an overview to what was learnt in class, and another finding was that there was not enough constant checking materials for teaching English inside the classroom.

Coming as a *third element, strengths* relied on that the teachers almost always used instruments taken from One-room School Pedagogical Model for checking students' progress. The mainly implemented instruments that the teachers used when teaching inside their classroom were Personal Anecdote's Book and Open-Ended Questions Tests. When assessing students, the teacher used qualifiers such as "good" or "bad", using also qualifying symbols to express "good" or "bad" works when assessing students (e.g. happy or sad faces), all of them accompanied by clear instructions from the teacher to achieve learning objectives.

The *weaknesses* highlighted for the *third element* were: not the entire amount of teachers always used instruments taken from One-room School Pedagogical Model for checking students' progress, the teacher sometimes posed open oral and/or written questions to follow students' cognitive and socio – affective development, that is why, the possibility for the students to get from the teacher a personalized feedback, was rarely seen.

For the *fourth* and final *element*, the *strengths* clearly observed, were: teachers gave special efforts on teaching vocabulary like colors, numbers, fruits, animals, verbs, alphabet, sports, and parts of the body, food, weather, months and days of the week, pronunciation exercises, adjectives, greetings and leave-takings, members of the family, professions, clothing, personal pronouns, elements of the classroom and sentences with verb to be in present tense, reinforcing vocabulary learning in students.

The *weaknesses* detected at the *fourth element* were: it was not evident mainstreaming at integrating English teaching with other subjects and teachers gave isolated words as part of a vocabulary set like: colors, numbers, the alphabet, and days of the week with no linking. Some topics were separately taught.

According to the results obtained when applying both teachers' interview and class observation, researchers programmed a second action.

For the *Second Intervention* researchers planned to fulfill the *second specific objective* from this paper, it was called *Teachers' Further Training*. This training was planned to provide the teachers about the theoretical knowledge in teaching English under the One-room school pedagogical approach, as a clear objective. When analyzing some instruments like

Attendance Sheet Form, code TFTAS001 (see Appendix C) , researchers observed that three out of seven participants misunderstood the instruction where they had to write their identification document number, and they wrote their cellphone numbers at the column. This situation happened at the beginning of the session. This previous action describes the comprehension level in English language to exchange personal information of some of the teachers in the training session.

Secondly, the participants made name badges including information like; name, age, study level, expectations and their role at the training session. After that, they shared with the others, the details they put in their badges, all of this trying to use English as the target language. There was a teacher, called for this analysis, participant five (5) who shared data (personal communication, April 20, 2016) saying: “My expectations are acquisition materaleichon didactiseichon como aprendozeichon in English for poneichon in practiceichon ”, which indicates the teacher’s beliefs and speaking ability using English to communicate ideas.

At the end of the Further Training session, Participant Teachers completed a *Comparative Feedback Table* - TFTCFT001 (see Appendix F) , in which participants contrasted their previous knowledge with what they now have learnt about Components and Strategies in One-room School Pedagogical Model and how they can teach English mainstreaming content through the use of some Instruments. All these subcategories linked to English learning assessment.

Recounting One-room School Components covered in the training session, Participant four (4) (personal communication, April 20, 2016), a female teacher, noted;

“Today, I learned that One-room School has two more Components: Management and Formative, because I just knew Curricular and Community Components”. Like Colbert (1987) explained when the meaning of the teaching model mentioned in this paper was defined as a system made up of a constantly interactive group of elements in which pedagogical, organizational and management processes gave the possibility to reach not only objectives and purposes but also educational policies. For this reason, it is not just necessary for teacher to know one or two components from One-room School Pedagogical Model, it is a need to know all of them and put them into everyday practices to guarantee successful learning.

In expressing One-room school strategies when teaching English, Participant three (3) (personal communication, April 20, 2016) a male teacher, noted “I can improve my classes; I can mainstream and perfectly show the materials from my environment”. With respect to One-room school Instruments, Participant eight (8) (personal communication, April 20, 2016) expressed; “I knew some Instruments like Learning Guidebooks, but now, I know about Active Participation Book and Suggestion Box”. This can be explained by Montessori, cited by Dimitrios (1999) where the role of teachers at the school was detailed as the self-education in children through the use of materials and the experimentation guided by the teacher. On this basis, this was well-illustrated at the moment in which responsibilities have been granted and One-room school strategies and instruments when teaching English can be oriented to the manipulation and experimentation of material to facilitate not only the active learning, but also the active teaching.

Taking in account the mainstreaming, the Participant five (5) (personal communication, April 20, 2016) another female teacher, noted; “In my case I did not apply the mainstreaming, I did apply it topic by topic, now I learned that the mainstreaming work through the different subjects, can make lesson planning even optimal and recursive”. As Richards and Ferrel (2005) claimed, strategies for teacher development need teaching practices documentation as follows: reflective analysis of teaching practices, examining beliefs, values and principles, not forgetting conversation with peers on core issue, and collaboration with colleagues on classroom projects. Thus, the mainstreaming has become an alternative for the teachers to promote deep learning when teaching English in a rural context with the integration of different topics about the subjects like Mathematics, Natural Science, and so on.

Related to One-room school assessment when teaching English, Participant six (6) (personal communication, April 20, 2016) pointed out; “I have assessed in an independent manner, now I know that there is a Performance Monitoring Form”. When Shantz, cited by Marchesi (1997) described that children become social subjects when they are capable of understanding thoughts, emotions, intentions and points of view from others. This expression is related to the importance of implementing the performance monitoring form under One-room school model, because this assessment form would help the students to work opening their minds up, increasing their learning progress when sharing their own and accepting others’ point of view, like teacher’s and peers’ opinions and beliefs.

To conclude, with reference to the content for teaching English, the Participant one (1) (personal communication, April 20, 2016) noted; “I have learned now more about

mainstreaming in teaching English, because before, I considered teaching English was just about isolated vocabulary”. To be aware Decroly (1934) cited by Pintado, defined at L’École de l’Ermitage that the act of teaching is a compendium of strategies in which students understand life as a constant search of meaning. The content when teaching English should not be remote to the children’s context and reality, because the learning would not be meaningful for their life. The content must be fully engaged with children’s interests for a meaningful learning to take place.

After this Further Training planned for teachers, the set of planned actions to strengthen teaching practices at E.R.I. San Pascual received the name from the researchers as *Third Intervention*. These actions were carried out to respond to four different strategic elements related to everyday classes at the place of research (instrument created with the code CVF002, Contrast Values Form – Third Intervention); Lesson Planning Strategies, Classroom Management and Organization, Assessment Strategies, and English Teaching Content for the Rural Context (see Appendix K). The population factored in this process were; The School Administrator or Principal, two teachers (one who was observed before the second action took place and a second teacher who was not observed before the Teachers’ Further Training), and the students from where the previous teachers work (19 students from La Manga’s Branch and 16 from Puerto Nuevo’s Branch, Observed and Non- Observed class before second intervention, respectively). The data was gathered by means of an interview for the principal named School Administrator: Principal’s Interview Form – SAPIF002 (see Appendix H), an observation check list for the teachers called Class Observation Check List Form – COCLF002 (see Appendix I) and an interview for the students known as Students’

Interview Form – SIF002 (see Appendix J). For the analysis, both strengths and weaknesses were considered.

The *first component* considered at the triangulation was the one related to *Lesson Planning Strategies*. Researchers could discover that the *strength* on this strategic element could be seen in the Principal's actions to encourage teachers to use an English-related planning in accordance to One-room School Pedagogical Model proposals through the constant revision of an Institutional Form and permitting a Free and Independent Planning. At the moment of observing teachers, we found that in either cases (Observed and Non Observed teachers before Further Training), that teachers planned their lessons under the Institutional Form. The use of at least one Strategy from One-room School Pedagogical Model was clearly seen in one or several Instruments. When interviewing students, we found that their interest in English classes correspond to the following percentages: 100% Puerto Nuevo's Branch Students (see Appendix L) stated that they like English classes (Students' Interview Tally: Puerto Nuevo Branch - SITSPPN002), while 84% from La Manga's Branch Students (see Appendix M) told the researcher they like English classes (Students' Interview Tally: La Manga's Branch - SITSPMB002). Both students from Puerto Nuevo and La Manga branches agreed they like English classes at their school (100%).

Weaknesses found at the time of interviewing the Principal about *Lesson Planning* under One-room School Strategies, we noticed that there were some other potential means the School Administrator could use to encourage teachers to implement an English-related planning in accordance with One-room School Pedagogical Model proposals; through the use of constant training, and providing spaces for peer or group planning. When the students'

interview was applied, the weak point in lesson planning learners expressed was: 10% from La Manga's Branch Students gave No Response when asked about English Classes and their likes, and the other 6% told the researcher they liked English classes a little.

Planning moments proposed by One-room School Pedagogical Model (Basic Activities, Practice Activities, and Implementation Activities) may be affected by Free and Independent Planning. With *Second Intervention* (Teachers' Further Training) and peer planning, a structured distribution of activities was oriented following didactic sequences to achieve learning.

The *second strategic element* considered in this triangulation was about *Classroom Management and Organization*, and the *strengths* detected while observing classes from the teacher who was previously observed and the teacher who was not observed before Further Training (second intervention) were: Class Objective was presented, Observable Materials were implemented in class session, Collaborative work was clearly seen, and Students' active participation in class activities was assured, being the remark a lacking of Observable materials to be implemented in class sessions when observing Puerto Nuevo's teacher (see Appendix N). Appointing Students' Interview in respect of the Management and Organization of the class, researchers found that 19% Puerto Nuevo's Branch Students stated that they had a special role when English classes started, while 85% from La Manga's Branch Students told the researcher they had a special role during English classes (Observed Teacher: Class Observation Check List Form Tally – COCLFT-OT002). 81% Puerto Nuevo's Branch Students stated that they have seen billboards, posters or English signs around the classroom, while 32% from La Manga's Branch Students told the researcher they have seen them. This

fact showed that the students were willing to have more opportunities to feel themselves as part of the sharing class session.

Weaknesses highlighted when interviewing La Manga's Branch Teacher about *Classroom Management* and *Organization* under One-room School Strategies (see Appendix O) we could find that Observable Materials were not constantly implemented inside the classroom, at the same time, Puerto Nuevo's Branch Teacher rarely implemented Observable Materials in class sessions (Non observed Teacher: Class Observation Check List Form Tally -COCLFT-NOT002). By including Students' Interview to this interpretation, we could conclude that 81% of Puerto Nuevo's Branch Students stated that they did not have a special role when English classes started, while 10% of the students answered that they did not have a special role and the other 5% from La Manga's Branch Students told the researcher they had a special role once in a time during English classes. At the other hand, 6% Puerto Nuevo's Branch Students stated that they had rarely seen billboards, posters or English signs around the classroom, and the other 13% had not seen any. In contrast, 58% from La Manga's Branch Students told the researcher they had rarely seen billboards, posters or English signs around the classroom, meanwhile the other 10% had not seen any.

In this manner, Teachers' Further Training as a *Second Intervention* helped Participant Teachers to implement English teaching, for everyday class sessions and on a permanent basis, through the use of some One-room School Pedagogical Model Tools and Strategies.

The *third strategic element* referenced as *Assessment Strategies*, showed its *strengths* when the Teachers' Check List Observation was implemented, demonstrating that both

Students from La Manga and Puerto Nuevo Branches got from the teacher a personalized feedback. Another finding showed that the students got from the teacher a group feedback, and that the teacher posed open oral and/or written questions to follow students' cognitive and socio – affective development, all these actions let the Students help to overview what was learnt in class. Through Students' Interviews, we could see that 38% of Puerto Nuevo's Branch Students answers related that the teacher checks students' understanding, collated with the 94% from La Manga's Branch Students who answered Yes to the question posed, deviated from the fact of asking about the use of the Performance Monitoring Form at the end of the class, no students from Puerto Nuevo's Branch said it was used, contrasted to a 5% of La Manga's Branch who answered they used Performance Monitoring Form at the end of the class.

Weaknesses identified when doing the Teachers' Check List Observation were related to the facts of having both teachers from La Manga and Puerto Nuevo Branches, rarely implementing One-room School Instruments like sad or happy faces to assess students' learning process as "good" or "bad" when assessing performances. Throughout students' interviews, evidences defined that 50% of Puerto Nuevo's Branch Students answers related that the teacher checks students' understanding, departed from the 6% from La Manga's Branch Students who answered Yes to the question posed. This previous fact, in turn, was weighed against the 100% of Puerto Nuevo's Branch Students who answered that they did not use the Performance Monitoring Form at the end of the classes, diverged from the 90% from La Manga's Branch Students who answered No to this question, demonstrating the lack of use of instruments to follow students' progress.

Second Intervention showed that teachers gave a personalized feedback apart from giving to students a group feedback, and that the teacher posed open oral and/or written questions to follow students' cognitive and socio – affective development. Thus, after Teachers' Further Training, all these actions were implemented both then and now for every learning moment the pedagogical model in this paper proposes.

The *fourth strategic element* is connected to *English Teaching Content for the rural Context*, where the following *strengths* were found: when interviewed, the Principal showed that he knew about the history of One-room Pedagogical Model. He also demonstrated that he recognized, according to his beliefs, that the component from One-room School Pedagogical Model linked to the act of teaching English at his place of work was the curricular component. When inquired about what strategies the Principal knew the teachers used when teaching English, he answered that Learning process Follow Up was the One-room Pedagogical Model strategy he saw the most. And besides these facts, the Principal checked how the teachers were implementing One-room School Pedagogical Model Strategies when teaching English through the revision of their Field Notes. The Teachers' Check List Observation demonstrated that both Students from La Manga and Puerto Nuevo Branches use ICT resources to develop class sessions and showed that English commands, words and few instructions were integrated to Areas of knowledge. To support this fact, students' interview showed that 100% Puerto Nuevo's Branch Students answered that the teacher used a laptop most of the time when teaching English, opposed to the 94% from La Manga's Branch Students who answered Yes to the use of this device in class, and a 100% answered Yes to the use of a Video Beam.

Weaknesses highlighted when interviewing the Principal relied on the concept of Acknowledging that in One-room School Pedagogical Model the components are: Curricular, Community, Formative and Management, to be included when considering English teaching in this context. In accordance with the strategies proposed in One-room School Pedagogical Model, the strategies the Principal should suggest to teachers for adding, are: Student Government, Collaborative Work, Monitoring, School Allocations, Monographs, Assessment and Follow up. Some other ways to check the implementation of One-room School Pedagogical Model Strategies when teaching English are: Photographic Evidence, Classroom Project, and Monitoring. Students' Interview showed that 100% Puerto Nuevo's Branch Students answered that there was a lack of use of the TV, the DVD player, the Video Beam, the Desktop Computer, and the Boombox from the teacher when teaching English, contrasted to the 94% from La Manga's Branch Students who answered that there was no use of a TV, a DVD player, and a Boombox in English classes, referring to the use of a desktop PC device in class, 90% answered NO.

The result was an emerging framework to use English to mainstream content with everyday class sessions in the rural context, connecting students' roles and the use of ICT resources to have an environment where both figures, teacher and students, interact taking advantage of what their conditions offer.

4. Discussion

4.1. Implications and Interpretations

This research is intended to boost teaching training under One-room School Pedagogical Model to strengthen primary school teachers' classroom practices. It is also for

teachers who teach English with this model and for the whole institution's human resources in need of restating what is considered as interaction between the teacher and the students.

The model mentioned in this paper proposes Learning Guidelines to make teachers' lesson planning easier in those basic areas of knowledge (Mathematics, Spanish, Natural Science and Social Science) and in the adaptation of these guidelines' activities under some criteria, like mainstreamed peer planning, taking into account the different moments of the model aforementioned.

At the moment of implementing One-room School Pedagogical Model in the rural context in Colombia, a multigrado group notion emerges. For this reason, students' interests are a must to include when planning lessons, and ICT resources and a mainstreamed approach for integrating content and English teaching, arises as the proper set of tools for having students' learning process showing a biggest impact.

4.2. Conclusions and Recommendations

In a context where the rural areas of the country are overwhelmed by the many challenges both students and teachers must face every day, the implementation of an English-related lesson planning and the use of some strategies and instruments referenced in English for every class session and for a permanent basis is suggested.

A learner's progress can be also checked by other person different from the teacher. Learner's own perception of knowledge and improvement, makes the process of reflection and self-learning, meaningful. That is why a Performance Monitoring Form is suggested through the lines of this paper, including, moreover, role assignment for students, in which

these roles (name badges with roles written in English, for example), set for a specified period of time, give learners the sufficient contact with the English language for them to put into practice when interacting among them.

To conclude, this paper gives the researchers a broader vision of what being a teacher means in a context like the Rural Colombian environment. We can see now how small groups of students from different and remote villages have One-room School pedagogical Model as the solution for their educational needs. Besides that, we see teachers willing to learn strategies to improve learners' performance and being learners themselves, because they know they need constant training to face every day challenges. At the same time, teachers' training must have the highest priority in those places where needed because a teacher well prepared can offer new and adequate ways of approaching students' reality.

This paper allows us to see ourselves as teachers in constant self-construction, exploring and sharing with peers around the university surroundings, querying professors for advisory and finding new ways of becoming people who can be called in all senses of the word, teachers. So in this way, it is possible to ask for future researches a question which is relevant for teachers in training: how to promote in primary school teachers with different study levels, the appropriation of English education policies for rural contexts when teaching English with a structured curriculum under One-room School Model?

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Appendix A

Teacher's Interview Form –TIF002 (part 1)

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LICENCIATURA EN INGLÉS

TIF002



TEACHERS' INTERVIEW

Objective: To identify the pedagogical strategies the teachers use when teaching English at the Primary School Section Branch from the San Pascual Rural Educational Institution (SPREI) in Cañasgordas Municipality.

Teacher interviewed: _____

Interviewers: Carolina Cardona and Luis Hernández

This interview will be recorded for educational purposes only, meeting its objective and interviewee's identity will be safeguarded.

To answer this interview, please take into account all your experience when teaching English in Primary School and all the knowledge you have about One-room School Pedagogical Model in Colombia.

In this interview, you will find multiple choice questions with single answers and multiple choice questions with multiple answers, besides, open-ended questions for you to set out your answer.

1. What are your beliefs about the formative level Primary School Students from rural contexts must have when being taught in English under the One-room School pedagogical Model?
2. Knowing that Learning Guidebooks are key elements of the Curricular Component, as well as they provide support to the teacher when planning and implementing classes for five or six different courses, this Guidebooks are just designed for the four basic areas (Mathematics, Language Arts, Natural Science and Social Studies) and for a little while now, for Ethics and TIC's areas, How do you plan English classes, considering there is not any guidebooks available?
 - a. Using an Institutional Form.
 - b. Using the Learning Guidebooks Adapting Format under One-room School Pedagogical Model.
 - c. Freely and independent from any format.
 - d. Using an adapted format borrowed from other institution.
 - e. According to the basic activities, practice and implementation moments proposed in the Learning Guidebooks.
 - f. You do not plan English classes at all.
3. Taking into account that teaching process under One-room School Pedagogical model is carried out as Multigrade groups, How do you plan and develop English classes?
 - a. Per cycles (Preschool - First to Third grade - Fourth to Fifth).
 - b. Per each grade.
 - c. For the whole Multigrade group.
 - d. For the whole Multigrade group with different levels of complexity in each grade.
 - e. You do not plan at all.
4. Acknowledging that in One-room School Pedagogical Model the components are: Curricular, Community, Formative and Management, Can you specify which component or components would you link when teaching English at your School?
 - a. Curricular.
 - b. Community.
 - c. Formative.
 - d. Management.

Appendix A

Teacher’s Interview Form –TIF002 (part 2)

5. In accordance with the strategies proposed in One-room School Pedagogical Model, Which strategy or strategies do you use when teaching English at you place of work?

- a. Student Government.
- b. Collaborative Work.
- c. Learning Process Follow up.
- d. Monitoring.
- e. School Allocations.
- f. Social Integration Events.
- g. Informal Talks.
- h. Monographs.
- i. Assessment and Follow up.
- j. None of the above.

6. If you have chosen one or more strategies from One-room School Pedagogical Model, please select which instrument or instruments do you use to apply the strategy or strategies you mentioned to make English teaching meaningful.

COMPONENTS, STRATEGIES AND INSTRUMENTS IN ONE-ROOM SCHOOL PEDAGOGICAL APPROACH			
COMPONENTS	STRATEGIES	INSTRUMENTS	
CURRICULAR	Student Government (Students Assembly, President, Vicepresident, Classroom Monitors, Working Committees)	<input type="radio"/> Confidences Notebook	
		<input type="radio"/> Attendance Self-monitoring	
		<input type="radio"/> Suggestion Box	
		<input type="radio"/> Commitment Box	
		<input type="radio"/> Active Participation Book	
		<input type="radio"/> Friendly Mail	
		<input type="radio"/> Travelling Notebook	
		<input type="radio"/> Values Chart	
		<input type="radio"/> Sponsor's Plan	
		<input type="radio"/> Responsibilities Cardholder	
		<input type="radio"/> Incentives Chart/Honor Roll	
		Collaborative Work	<input type="radio"/> Learning Guidebooks in: Language Arts, Mathematics, Natural Science, Social Studies, Ethics and TIC's.
			<input type="radio"/> Role Assignment: Researcher, Timekeeper, Monitor, Supplies Manager, among others.
			<input type="radio"/> Performance Monitoring
			<input type="radio"/> School Records
		Learning Process Follow up	<input type="radio"/> Reinforcement and Improvement activities or Remedial Activities.
<input type="radio"/> Assessment Reports.			
<input type="radio"/> Student's Permanent Record File.			
<input type="radio"/> Personal Anecdote's Book.			
Monitoring	<input type="radio"/> Monitoring Guidebook.		
	<input type="radio"/> Monitoring Scales.		
	<input type="radio"/> Attention Chart.		
	<input type="radio"/> Behaviour Chart.		
	<input type="radio"/> Billboards.		
	<input type="radio"/> Boards.		
MANAGEMENT	School allocations	<input type="radio"/> Working Tables.	
		<input type="radio"/> Teacher Desk.	
		<input type="radio"/> School First-Aid Kit.	
		<input type="radio"/> School Garden.	
		<input type="radio"/> Sand Table.	
		<input type="radio"/> Computers and Laptops.	
		<input type="radio"/> Learning Resources Center.	
		<input type="radio"/> Library with Bibliographical, Non Bibliographical and Community Prepared Material.	
		<input type="radio"/> Achievement Day.	
		<input type="radio"/> Workshops.	
		<input type="radio"/> Festivals	
		<input type="radio"/> Social Gatherings.	

Appendix A

Teacher's Interview Form –TIF002 (part 3)

COMMUNITY	Social Integration Events	<input type="radio"/>	Communitarian Work.
		<input type="radio"/>	Community Kitchens.
		<input type="radio"/>	Bazaars
	Informal Talks	<input type="radio"/>	Home Visits.
		<input type="radio"/>	Observation Walks.
	Monographs	<input type="radio"/>	Family Records.
		<input type="radio"/>	Area Map/Village Map.
<input type="radio"/>		Geographic and Topographic Features Description; Community Organization, Cultural Aspects, Domestic Life, Health and Vocational Aspects.	
FORMATIVE	Assessment and Follow Up	<input type="radio"/>	Peer Planning.
		<input type="radio"/>	Microcentre

7. Do you think there is a horizontal relationship compendium (teacher-student, student-teacher) to set a respectful interaction inside the classroom and create a real classroom atmosphere?

- a. Always.
 b. Almost Always.
 c. Rarely.
 d. Never.

8. Do you care about Classroom presentation and organization through the use of constant checking materials?

- a. Always.
 b. Almost Always.
 c. Rarely.
 d. Never.

9. Do you use Instruments taken from One-room School Pedagogical Model for checking students' progress?

- a. Always.
 b. Almost Always.
 c. Rarely.
 d. Never.

10. Which Instrument or Instruments do you implement when teaching inside your classroom?

- a. Personal Anecdote's Book.
 b. Open-ended questions Tests.
 c. Performance Monitoring.
 d. School Records.
 e. Remedial Activities.
 f. None of the above.

Appendix B

Class Observation Form –COF002 (part 1)

Class Observation Form.

COF002

Please fill in the following instrument after the Class Observation is finished, assigning one of the following values to each statement:
 1. Totally disagree, 2. Disagree, 3. Neither agree, nor disagree, 4. Agree, 5. Totally agree.

CLASSROOM MANAGEMENT AND ORGANIZATION	1	2	3	4	5
The teacher devoted class time for the students to remember previous knowledge.					
The students actively participated sharing previous knowledge in class.					
The students were informed about the class objectives.					
The students had access to the right amount of educational materials.					
The students used the educational material.					
The students behaved in such a way they could be focus in learning activities.					
The students actively participated in almost the whole class.					
The students arranged groups to be in collaborative group work.					
The students spent almost the whole class in learning activities related to the subject.					
The students helped giving an overview to what was learnt in class.					

LEARNING ASSESSMENT	1	2	3	4	5
The teacher used qualifiers such as "good" or "bad" when assessing students.					
The teacher used qualifying symbols to express "good" or "bad" Works when assessing students (e.g. happy or sad faces).					
The students got from the teacher a personalized feedback.					
The students received instructions from the teacher to achieve learning objectives.					
The teacher posed open oral and/or written questions to follow students' cognitive and socio - affective development.					

Appendix B

Class Observation Form –COF002 (part 2)

Notes taking during Class Observation Form.

NTCOF002

Classroom management.	Previous knowledge checking before starting the class.
	Class Objectives presentation.
	Quick Access to the educational materials.
	Appropriate Classroom atmosphere.
	Class arrangement and presentation.
	Students' active participation.
	Collaborative work.
	Appropriate use of time for the learning activities.
	The students help giving an overview to what was learnt in class.
Learning Assessment.	Appropriate feedback for those activities done good or lead by the students.
	Cognitive and Socio-Affective development follow up.
	Students mistakes' correction feedback.
	The students help giving an overview to what was learnt in class.
Overview.	Strengths and improvement opportunities.

Appendix B

Class Observation Form –COF002 (part 3)

Class Observation analysis Form. Chart instrument.

COAF-CI002

DIMENSION	INDICATOR
A. Classroom Management.	Definition: Efficient class time management, and proper use of collaborative learning strategies.
	A.1.1. The teacher plans class session in detail, defining his or her learning objective, the pace of the class (warm-up with group and basic activities, lead-in with hands-on activities and closure with enforcement activities, and also grouping patterns) including time for every single activity.
	A.2.1. The students spend more than 80% of the class session in learning activities related to the subject they are working with.
	A.3.1. Time is properly distributed by the teacher when both students and teacher are participating, and promotes taking turns.
	A.4.1. the way the class objective is set, it shows the students how the activities are planned and their purposes.
DIMENSION	INDICATOR
B. Educational Materials use.	Definition: Proper use of supportive educational materials (textbook, handling materials, learning guides).
	B.1.1. the selected materials promote learning according to the highest level expected in the classroom.
	B.2.1. There is enough educational material for every student.
	B.3.1. The teacher uses strategies and instruments related to One-room school (Escuela Nueva) methodology (Learning Resources centers, students' government, etc.)
DIMENSION	INDICATOR
C. Group Management and Classroom Atmosphere.	Management and implementation of strategies to fulfill proposed activities and in and out classroom's conflict solving through the use of assertiveness.
	C.1.1. The students actively participate in collaborative and cooperative learning moments, where role play take part as important fact in classroom management (students play the role of coordinator, materials supplier, secretary, ...)
	C.2.1. The students fulfill the activities in a really organized way accomplishing the class objective, taking into account teacher's orientations, who infrequently interferes.
	C.3.1. There is a horizontal relationship compendium (teacher-student, student-teacher) to set a respectful interaction inside the classroom and create a real classroom atmosphere.
	C.4.1. Classroom presentation and organization through the use of constant checking materials.
DIMENSION	INDICATOR
D. Assessment.	Implementation of formative assessment strategies inside the classroom.
	D.1.1. The teacher goes around the classroom observing students' work and compiles their achievements and difficulties evidences to support them when needed. Teacher pays closer attention in those students with difficulties.
	D.2.1. The teacher provides the students individual feedback with comments, analogies, questions, problem solving counterexamples and examples to similar exercises, without giving them the answer to the activities students are performing.
	D.3.1. The teacher faces students' mistakes exploring with them mistake's origin and helps them find proper solution.

Instrument translated and adapted by Hernandez, Luis and Cardona, Carolina (2016) from: observation tools and instruments; Todos a Aprender governmental program. (n.d.)

Appendix C

Teachers' Further Training Attendance Sheet –TFTAS001

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TFTAS001



TEACHERS' FURTHER TRAINING ATTENDANCE SHEET

Objective: To provide the teacher about the theoretical knowledge in teaching English under the One-room school pedagogical approach.

Topic: Further Training about the implementation of One-room school model when teaching English.

Nº	Name	ID Number	Role	e-mail	Signature
1					
2					
3					
4					
5					
6					
7					
8					
9					

Appendix D

Teachers' Further Training Mainstreaming Content –TFTMC001

PowerPoint slides (part 1 out of 23)



Appendix E

One-room School Instruments –IEN001 (Spanish Version)

IEN001		
COMPONENTES, ESTRATEGIAS E INSTRUMENTOS DEL MODELO ESCUELA NUEVA		
COMPONENTES	ESTRATEGIAS	INSTRUMENTOS
CURRICULAR	Gobierno Estudiantil (Asamblea de estudiantes, Presidente, Vicepresidente, Monitores de grado, Comités de trabajo)	Libro de confidencias
		Autocontrol de asistencia
		Buzón de sugerencias
		Buzón de compromisos
		Libro de participación
		Correo amistoso
		Cuaderno viajero
		Cuadro de valores
		Plan Padrino
		Tarjetero de responsabilidades
	Cuadro de estímulos/cuadro de honor	
	Trabajo Cooperativo	Guías de aprendizaje en las áreas de: Lenguaje, Matemáticas, Ciencias Naturales, Ciencias Sociales, Ética y valores y Tecnología.
		Asignación de roles: investigador, controlador de tiempo, monitor, administrador de materiales, entre otros.
Seguimiento al aprendizaje	Control de progreso	
	Registro escolar	
	Actividades de refuerzo y superación o actividades remediales	
	Informes de evaluación	
	Hoja de vida	
Observación	Aneodotario	
	Guías de observación	
	Escala de observación	
	Gráficas de interés	
	Escala de actitudes	
DE GESTIÓN	Dotación de escuela	Carteleros
		Tableros
		Mesas de trabajo
		Escritorio docente
		Botiquín escolar
		Huerta escolar
		Mesa de arena
		Computadores
		Centros de recursos de aprendizaje
		Biblioteca con material bibliográfico, no bibliográfico y elaborado por la comunidad
COMUNITARIO	Eventos de integración social	Día de logros
		Talleres
		Festivales
		Convites
		Trabajos comunitarios
	Charlas informales	Meriendas comunitarias
		Bazares
	Monografías	Visitas domiciliarias
		Caminatas de observación
		Ficha familiar
DE FORMACION	Asesoría y seguimiento	Mapa de la vereda
		Descripción de características demográficas, geográficas y topográficas; organización de la comunidad, aspectos culturales, aspectos de vida doméstica, aspectos de salud y aspectos ocupacionales
		Planeación por pares
		Microcentro

Appendix E

One-room School Instruments –ORSI002 (English Version)

ORSI002

COMPONENTS, STRATEGIES AND INSTRUMENTS IN ONE-ROOM SCHOOL PEDAGOGICAL APPROACH				
COMPONENTS	STRATEGIES	INSTRUMENTS		
CURRICULAR	Student Government (Students Assembly, President, Vicepresident, Classroom Monitors, Working Committees)	Confidences Notebook		
		Attendance Self-monitoring		
		Suggestion Box		
		Commitment Box		
		Active Participation Book		
		Friendly Mail		
		Travelling Notebook		
		Values Chart		
		Sponsor's Plan		
		Responsibilities Cardholder		
	Incentives Chart/Honor Roll			
	Collaborative Work	Learning Guidebooks in: Language Arts, Mathematics, Natural Science, Social Studies, Ethics and TIC's.		
		Role Assignment: Researcher, Timekeeper, Monitor, Supplies Manager, among others.		
Learning Process Follow up	Performance Monitoring			
	School Records			
	Reinforcement and Improvement activities or Remedial Activities.			
	Assessment Reports.			
Monitoring	Student's Permanent Record File.			
	Personal Anecdote's Book.			
	Monitoring Guidebook.			
	Monitoring Scales.			
	Attention Chart.			
	Behaviour Chart.			
MANAGEMENT	School allocations	Billboards.		
		Boards.		
		Working Tables.		
		Teacher Desk.		
		School First-Aid Kit.		
		School Garden.		
		Sand Table.		
		Computers and Laptops.		
		Learning Resources Center.		
		Library with Bibliographical, Non Bibliographical and Community Prepared Material.		
		COMMUNITY	Social Integration Events	Achievement Day.
				Workshops.
				Festivals
Social Gatherings.				
Communitarian Work.				
Informal Talks	Community Kitchens.			
	Bazaars			
Monographs	Home Visits.			
	Observation Walks.			
	Family Records.			
FORMATIVE	Assessment and Follow up	Area Map/Village Map.		
		Geographic and Topographic Features Description; Community Organization, Cultural Aspects, Domestic Life, Health and Vocational Aspects.		
		Peer Planning.		
		Microcentre.		

Appendix F

Teachers' Further Training Comparative Feedback Table Form –

TFTCFT001

FACULTAD DE EDUCACION
LICENCIATURA EN INGLES

TFTCFT001



TEACHERS' FURTHER TRAINING COMPARATIVE FEEDBACK TABLE

Objetivo: Analizar las prácticas de enseñanza de los docentes de básica primaria de la I.E.R San Pascual bajo el modelo Escuela Nueva dentro de un grupo Multigrado.

ASPECTOS DE ESCUELA NUEVA/ ONE-ROOM SCHOOL ASPECTS	¿QUE SABIA ANTES? / WHAT I KNEW BEFORE?	¿QUE SE AHORA? / WHAT I KNOW NOW?
COMPONENTES/ COMPONENTS		
ESTRATEGIAS/STRATEGIES		
INSTRUMENTOS/ INSTRUMENTS		
TRANSVERSALIZACION/ MAINSTREAMING		
EVALUACION/ ASSESSMENT		
CONTENIDO/CONTENT		

Appendix G

Teachers' Further Training Form –TFTF002 (part 1)

FACULTAD DE EDUCACIÓN
PROGRAMA LICENCIATURA EN INGLÉS
FUNDACIÓN UNIVERSITARIA LUIS AMIGÓ
E.R.I. San Pascual – Primary School Section
Teaching Training Form



TFTF002

"Teaching English under One-room School Pedagogical Model"

Objective: To provide the teacher about the theoretical knowledge in teaching English under the One-room school pedagogical Model.

Training Time: 3 hours.

Physical Resources: Video Beam Projector, 5 laptops, 4 sheets of bond paper (billboard size), 8 colored paper cards, 8 hangers, English Translated instruments for One-room School Pedagogical Model (Confidences Notebook, Performance Self-Monitoring, Active participation Book, Remedial Activities, Personal Anecdote's Book, Suggestion Box, Commitment Box, Friendly Mail, Travelling Notebook, Incentives Chart, Values Chart, Responsibilities Cardholder, Role Assignment in Collaborative Work, Billboard Labels, Boards, Tables, Working Tables, School First-Aid Kit, School Garden, Sand Table, Computers available, Learning Resources Center, Library, Achievement Day, Area Map/Village Map).
Markers, Glue, Tape, Pins, Pens, USB drivers, Grading Stickers, English Labeled Cards for giving feedback when Open-ended questions session starts, English Labels for Observable Material, Comparative Table to indicate what was learnt before and after the work session.

Training Moment	Description
Basic Activities	Audio Prayer and Training Objective Presentation (10').
	Group Activity (10'). In the Group Activity, teachers are required to design their own Training Badges with different colored papers, they are required to sign (in English) their own names, age, study level, role (Collaborative Work), and expectations, they are invited to share opinions freely.
	Based on the colors in which the teachers designed their own badges, they make groups to share Components, Strategies and Instruments they already know about One-room School pedagogical model (10').
	Teachers share in a creative way, using Billboard size Bond paper (10').
	One-room Pedagogical Model Brief Historical Review and Useful Facts. Video Presentation (5').
Practice Activities	Strategies and Instruments according to One-room School's Components. Presentation (10').
	Using One-room School's Strategies and Instruments for teaching English. Presentation (15').
	Possible Themes and Topics to be covered when teaching English through digital content mainstreamed in different areas of knowledge. Presentation (20').
Implementation Activities	Lesson planning and Grading/Assessing Symbol design when peer assessing through the use of a One-room School Instrument and a Theme or Topic designed with English Sections, adapted to the Institutional Planning Form (IPF), taking into account the Learning Moments proposed by One-room School: Basic Activities Moment, Practice Activities Moment and Implementation Activities Moment (40').
	Creative Sharing, exchanging and feedback. Use of Personal Anecdote's Book (40').
	Further Training Assessment and Overview using Open-ended Questions, Performance Monitoring and a Comparative Table to indicate what was learnt before and after the work session (10').

Appendix G

Teachers' Further Training Form –TFTF002 (part 2)

INDICATOR	INDICATOR DEFINITION	ITEM
A. Classroom Management and Organization	Use of efficient Further Training time management, Use of Cooperative Learning Strategies, Problem-solving through the use of assertiveness, not only inside but outside of the place of training.	1. Inform about Further Training Objective.
		2. Useful One-room School Strategies to help participant teachers to maintain focus in the activities.
		3. Active Participation Strategies to let participant teachers be part of Further Training activities.
		4. Cooperative Work.
		5. Participant teachers help to set Further Training Overview.
INDICATOR	INDICATOR DEFINITION	ITEM
B. Professional Development	Use of theoretical knowledge for planning, setting activities, and Grading/Assessing Symbols to strength English teaching practices under One-room School Pedagogical Model in a Multigrade group at a rural context.	1. One-room Pedagogical Model Brief Historical Review and Useful Facts.
		2. Using One-room School's Strategies and Instruments for helping teachers to teach English.
		3. Using One-room School's Strategies to mainstream different areas when teaching English.
		4. Possible Themes and Topics to be covered when teaching English through digital content mainstreamed in different areas of knowledge.
		5. Participant teachers adopt Instruments from One-room School Pedagogical Model.
INDICATOR	INDICATOR DEFINITION	ITEM
C. Learning Assessment	Presence of Formative Assessment Strategies inside the school premises.	1. Design and implementation of "Good" or "Bad" qualifying symbols when assessing participant teachers (e.g. happy or worried faces).
		2. Trainer offers personalized feedback.
		3. Trainer offers some guidelines to reach Learning Objectives achievement.
		5. Oral and/or written Open-ended questions to follow participant teachers' cognitive and socio-affective development.
		6. Use of Assesment Instrument under One-room School Pedagogical Model.

Instrument translated and adapted by Hernandez, Luis and Cardona, Carolina (2016) from: observation tools and instruments; Todos a Aprender governmental program. (n.d.)

Appendix G

Teachers' Further Training Form –TFTF002 (part 3)

Performance Monitoring Form to assess Further Training understanding.

"Teaching English under One-room School Pedagogical Approach"

PERFORMANCE MONITORING								
Teacher's name: _____								
Age: _____			Institution: _____					
Date: _____			Topic: _____					
Starting Time: _____			Completion Time: _____					
Session Objective: _____ _____								
Further Training	Basic Activities		Practice Activities		Implementation Activities		Remedial Activities/ Reinforcement	
	<i>Checked</i>	<i>Completed</i>	<i>Checked</i>	<i>Completed</i>	<i>Checked</i>	<i>Completed</i>	<i>Checked</i>	Date
Comments: 								

Appendix H

School Administrator: Principal's Interview –FEDR001 (Spanish Version)

FACULTAD DE EDUCACIÓN
LICENCIATURA EN INGLÉS

FEDR001



ENTREVISTA AL DIRECTIVO RECTOR

Objetivo: Analizar las prácticas de enseñanza de los docentes de básica primaria de la I.E.R San Pascual bajo el Modelo Escuela Nueva dentro de un grupo multigrado.

Entrevistadores: Carolina Cardona y Luis Hernández

Esta entrevista será grabada solo con fines educativos en el cumplimiento de su objetivo y la identidad del entrevistado será protegida. Para responder a la entrevista tenga en cuenta su experiencia en manejo del inglés en básica primaria y el conocimiento que usted tiene sobre el modelo Escuela Nueva en Colombia.

En esta entrevista podrá encontrar preguntas de selección múltiple con única o varias respuestas.

1. ¿Conoce usted la consistencia del modelo Escuela Nueva?
 - a. Totalmente de acuerdo.
 - b. De acuerdo.
 - c. Parcialmente de acuerdo.
 - d. En desacuerdo.

2. Siendo los componentes de Escuela Nueva: curricular y de aula, comunitaria, de capacitación y seguimiento, y el de gestión, ¿puede usted indicar con cuál o cuáles de estos componentes puede relacionar la enseñanza del inglés en su institución?
 - a. Curricular.
 - b. Comunitaria.
 - c. Capacitación.
 - d. Gestión.

3. De acuerdo a las estrategias que propone el Modelo Escuela Nueva ¿cuál o cuáles de ellas sabe usted que emplean los docentes en la enseñanza del inglés impartida en las sedes educativas?
 - a. Gobierno Estudiantil.
 - b. Trabajo Cooperativo.
 - c. Seguimiento al aprendizaje.
 - d. Observación.
 - e. Dotación de escuela.
 - f. Monografías.
 - g. Asesoría y seguimiento.
 - j. No sabe.

4. ¿Cómo verifica usted que los docentes implementan estrategias del modelo Escuela Nueva en la enseñanza del Inglés?
 - a. Evidencia fotográfica.
 - b. Diario de campo.
 - c. Proyecto de aula.
 - d. Observación.
 - e. Otra ¿Cuál? _____

5. ¿Cómo promueve que los y las docentes usen una planeación adecuada en el área de inglés siguiendo los momentos que propone el modelo Escuela Nueva?
 - a. Formato institucional.
 - b. Capacitación constante.
 - c. Permite planeación libre e independiente.
 - d. Brinda espacios para planear por pares o de manera conjunta.

Appendix H

School Administrator: Principal's Interview –SAPIF002 (English Version)

FACULTAD DE EDUCACIÓN
LICENCIATURA EN INGLÉS

SAPIF002



SCHOOL ADMINISTRATOR: PRINCIPAL'S INTERVIEW

Objective: To analyze E.R.I. San Pascual (Primary Section) participants' teaching practices under One-room School Pedagogical Model in a Multigrade group.

Interviewers: Carolina Cardona and Luis Hernández

This interview will be recorded for educational purposes only, meeting its objective and interviewee's identity will be safeguarded. To answer this interview, please take into account all your experience when teaching English in Primary School and all the knowledge you have about One-room School Pedagogical Model in Colombia.

In this interview, you will find multiple choice questions with single answers and multiple choice questions with multiple answers.

1. Do you know about the history of One-room Pedagogical Model?

- a. Totally agree.
- b. Agree.
- c. Neither agree, nor disagree.
- d. Disagree.

2. Acknowledging that in One-room School Pedagogical Model the components are: Curricular, Community, Formative and Management, Can you specify which component or components would you link when teaching English at your School?

- a. Curricular.
- b. Community.
- c. Formative.
- d. Management.

3. In accordance with the strategies proposed in One-room School Pedagogical Model, Which strategy or strategies do you know teachers use when teaching English at your place of work?

- a. Student Government.
- b. Collaborative Work.
- c. Learning Process Follow up.
- d. Monitoring.
- e. School Allocations.
- f. Monographs.
- g. Assessment and Follow up.
- j. You do not know.

4. How do you check if teachers are implementing strategies from One-room School Pedagogical Model when teaching English?

- a. Photographic Evidence.
- b. Teachers' Field Notes.
- c. Classroom Project.
- d. Monitoring.
- e. Other. Which one? _____

5. How do you prompt teachers to use an English-related planning in accordance with One-room School Pedagogical Model proposals?

- a. Institutional form.
- b. Constant training.
- c. Allowing free and independent planning.
- d. Provide spaces for peer or group planning.

Appendix I

Class Observation Check List Form – COCLF002

Class Observation Check List Form.

COCLF002

Objective:

To analyze Participant Teachers' working practices when teaching at E.R.I. San Pascual under One-room School Pedagogical Model in a Multigrade group.

Please fill in the following instrument after the Class Observation is finished, checking if all the items are being fulfilled:

CLASSROOM MANAGEMENT AND ORGANIZATION	YES	NO
Lesson Planning is under the Institutional Form.		
The use of at least one Strategy from One-room School Pedagogical Model clearly seen in one or several Instruments.		
Class Objective is presented.		
Observable Materials are implemented in class session.		
Observable Materials are constantly implemented inside the classroom.		
ITC resources are used to develop class session.		
English commands, words and few instructions are integrated to Areas of knowledge.		
Collaborative work is clearly seen.		
Students' active participation in class activities is assured.		
Students help to overview what was learnt in class.		

LEARNING ASSESSMENT	YES	NO
Teacher implements One-room School Instruments to assess students' learning process.		
The teacher uses qualifiers such as "good" or "bad" (e.g. sad or happy faces) when assessing students' performances.		
The students get from the teacher a personalized feedback.		
The students get from the teacher a group feedback.		
The teacher posed open oral and/or written questions to follow students' cognitive and socio – affective development.		

Instrument translated and adapted by Hernandez, Luis and Cardona, Carolina (2016) from: observation tools and instruments; Todos a Aprender governmental program. (n.d.)

Appendix J

Students' Interview Form – FEE001 (Spanish Version – part 1)

FACULTAD DE EDUCACIÓN
LICENCIATURA EN INGLÉS



FEE001

ENTREVISTA A ESTUDIANTES

Objetivo:

Analizar las prácticas de enseñanza de los docentes de básica primaria de la I.E.R San Pascual bajo el modelo Escuela Nueva dentro de un grupo multigrado.

Entrevistadores: Carolina Carlona y Luis Hernández

Esta entrevista será grabada solo con fines educativos en el cumplimiento de su objetivo y su identidad será protegida.

Para responder a la entrevista tenga en cuenta su experiencia en la clase de inglés bajo el modelo Escuela Nueva.

En esta entrevista podrá encontrar preguntas de selección múltiple con única o varias respuestas.

Escribe una **X** en la respuesta que consideres correcta.



Sí.



Un poco.



No.

1. ¿Te gusta la clase de inglés?



2. Señala cuál de los siguientes elementos usó el profesor o profesora en la clase de inglés.










Appendix J




Students' Interview Form – FEE001 (Spanish Version – part 2)

				
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>




3. ¿El profesor o profesora te contó qué se iba hacer en la clase?

			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>




4. ¿El profesor o profesora te preguntó que entendiste de la clase?

			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>




5. ¿Usaste el control de progreso al finalizar la clase?

			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. ¿Tuviste un cargo especial durante la clase?

			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. ¿Has podido observar carteleros o anuncios en inglés en el salón de clase?

			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix J

Students' Interview Form – FEE001 (Spanish Version – part 3)

...y por último, señala la imagen que mejor describa la respuesta a la pregunta:

8. ¿Cómo te sentiste durante la clase?



Appendix J

Students' Interview Form – SIF002 (English Version – part 1)

FACULTAD DE EDUCACIÓN
LICENCIATURA EN INGLÉS

SIF002



STUDENTS' INTERVIEW

Objective:

To analyze E.R.I. San Pascual (Primary Section) participants' teaching practices under One-room School Pedagogical Model in a Multigrade group.

Interviewers: Carolina Cardona and Luis Hernández

This interview will be recorded for educational purposes only, meeting its objective and interviewee's identity will be safeguarded.

To answer this interview, please take into account all your experience when learning English under One-room School Pedagogical Model.

In this interview, you will find multiple choice questions with single answers and multiple choice questions with multiple answers.

Write an **X** inside the option you consider correct.



Yes.



A Little.

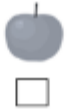


No.

1. Do you like English classes?






























2. Select which of the following objects did the teacher use when teaching English.



Appendix J

Students' Interview Form – SIF002 (English Version – part 2)


		 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
		 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
		 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
	<p>3. Did the teacher tell you what was English class going to be about?</p>			
	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	
	<p>4. Did the teacher ask you to check if you understood?</p>			
	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	
	<p>5. Did you use the Performance Monitoring Form at the end of the class?</p>			
	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	
	<p>6. Did you have a special role during the class?</p>			
	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	
	<p>7. Have you seen any billboard, poster or English signs in the classroom?</p>			
	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	





Appendix J

Students' Interview Form – SIF002 (English Version – part 3)

...finally, check under the face which describes the best your feelings about English Class:

8. How did you feel during the class?



Appendix K

Contrast Values Form –CVF002 (part 1)

Contrast Values Form					CVF002			
Strategic Elements under One-room School Pedagogical Model used by the teacher for teaching English in a Multigrade Group.	Strengths				Weaknesses			
	School Administrator: Principal's Interview	Class Observation Check List		Students' Interview (Puerto Nuevo's Branch: Observed Teacher before Further Training and La Manga's Branch: Observed Teacher before Further Training)	School Administrator: Principal's Interview	Class Observation Check List		Students' Interview (Puerto Nuevo's Branch: Observed Teacher before Further Training and La Manga's Branch: Observed Teacher before Further Training)
		Observed Teacher's Class before Further Training	Non-Observed Teacher's Class before Further Training			Observed Teacher's Class before Further Training	Non-Observed Teacher's Class before Further Training	
Lesson Planning Strategies.	The Principal encourages teachers to use an English-related planning in accordance with One-room School Pedagogical Model proposals through the constant revision of an Institutional Form and permitting a Free and Independent Planning.	Lesson Planning is under the Institutional Form. The use of at least one Strategy from One-room School Pedagogical Model clearly seen in one or several Instruments.	Lesson Planning is under the Institutional Form. The use of at least one Strategy from One-room School Pedagogical Model clearly seen in one or several Instruments.	100% Puerto Nuevo's Branch Students stated that they like English classes, while 84% from La Manga's Branch Students told the researcher they like English classes. Both students from Puerto Nuevo and La Manga branches agreed they like English classes at their school (100%).	There are some other potential means of encouraging teachers to use an English-related planning in accordance with One-room School Pedagogical Model proposals; through the use of constant training, and providing spaces for peer or group planning.			10% from La Manga's Branch Students gave No Response when asked about English Classes and their likes, and the other 6% told the researcher they like English classes A Little.
		Class Objective is presented. Observable Materials are	Class Objective is presented. Collaborative work is clearly seen.	19% Puerto Nuevo's Branch Students stated that they had a special role		Observable Materials are not constantly implemented inside the classroom.	Observable Materials are rarely implemented in class session.	81% Puerto Nuevo's Branch Students stated that they did not have a special role when

Appendix K

Contrast Values Form –CVF002 (part 2)

<p>Classroom Management and Organization.</p>	<p>implemented in class session. Collaborative work is clearly seen. Students' active participation in class activities is assured.</p>	<p>Students' active participation in class activities is assured.</p>	<p>when English classes started, while 85% from La Manga's Branch Students told the researcher they had a special role during English classes. 81% Puerto Nuevo's Branch Students stated that they have seen billboards, posters or English signs around the classroom, while 32% from La Manga's Branch Students told the researcher they have seen them.</p>				<p>Observable Materials are not constantly implemented inside the classroom.</p>	<p>English classes started, while 10% of the students answered that they did not have a special role and the other 5% from La Manga's Branch Students told the researcher they had a special role once in a time during English classes. 6% Puerto Nuevo's Branch Students stated that they have rarely seen billboards, posters or English signs around the classroom, and the other 13% haven't seen any. In contrast, 58% from La Manga's Branch Students told the researcher they have rarely seen billboards, posters or English signs around the classroom, meanwhile the other 10% have not seen any.</p>
	<p>The students get from the teacher a personalized feedback.</p>	<p>The students get from the teacher a personalized feedback.</p>	<p>38% of Puerto Nuevo's Branch Students answers related</p>		<p>Teacher rarely implements One-room School</p>	<p>Teacher rarely implements One-room School Instruments to</p>	<p>50% of Puerto Nuevo's Branch Students answers related that the teacher checks</p>	

Appendix K

Contrast Values Form –CVF002 (part 3)

<p>Assessment Strategies.</p>		<p>The students get from the teacher a group feedback.</p> <p>The teacher posed open oral and/or written questions to follow students' cognitive and socio affective development.</p> <p>Students help to overview what was learnt in class.</p>	<p>The students get from the teacher a group feedback.</p> <p>The teacher posed open oral and/or written questions to follow students' cognitive and socio affective development.</p> <p>Students help to overview what was learnt in class.</p>	<p>that the teacher checks students' understanding, contrasted to the 94% from La Manga's Branch Students who answered Yes to the question posed.</p> <p>When asked about the use of the Performance Monitoring Form at the end of the class, no students from Puerto Nuevo's Branch said it was used, contrasted to a 5% of La Manga's Branch who answered they use Performance Monitoring Form at the end of the class.</p>		<p>Instruments to assess students' learning process.</p> <p>The teacher barely uses qualifiers such as "good" or "bad" (e.g. sad or happy faces) when assessing students' performances.</p>	<p>assess students' learning process.</p> <p>The teacher barely uses qualifiers such as "good" or "bad" (e.g. sad or happy faces) when assessing students' performances.</p>	<p>students' understanding, contrasted to the 6% from La Manga's Branch Students who answered Yes to the question posed.</p> <p>100% of Puerto Nuevo's Branch Students answered that they do not use the Performance Monitoring Form at the end of the class, contrasted to the 90% from La Manga's Branch Students who answered no to this question.</p>
	<p>The Principal knows about the history of One-room Pedagogical Model.</p> <p>The Principal recognizes that according to his belief, the component from One-room School Pedagogical Model linked to the act of</p>	<p>ITC resources are used to develop class session.</p> <p>English commands, words and few instructions are integrated to Areas of knowledge.</p>	<p>ITC resources are used to develop class session.</p> <p>English commands, words and few instructions are integrated to Areas of knowledge.</p>	<p>100% Puerto Nuevo's Branch Students answered that the teacher uses a laptop most of the time when teaching English, contrasted to the 94% from</p>	<p>Acknowledging that in One-room School Pedagogical Model the components are: Curricular, Community, Formative and Management, to be included when considering English</p>			<p>100% Puerto Nuevo's Branch Students answered that there is a lack of use of the TV, the DVD player, the Video Beam, the Desktop Computer, and the Boombox</p>

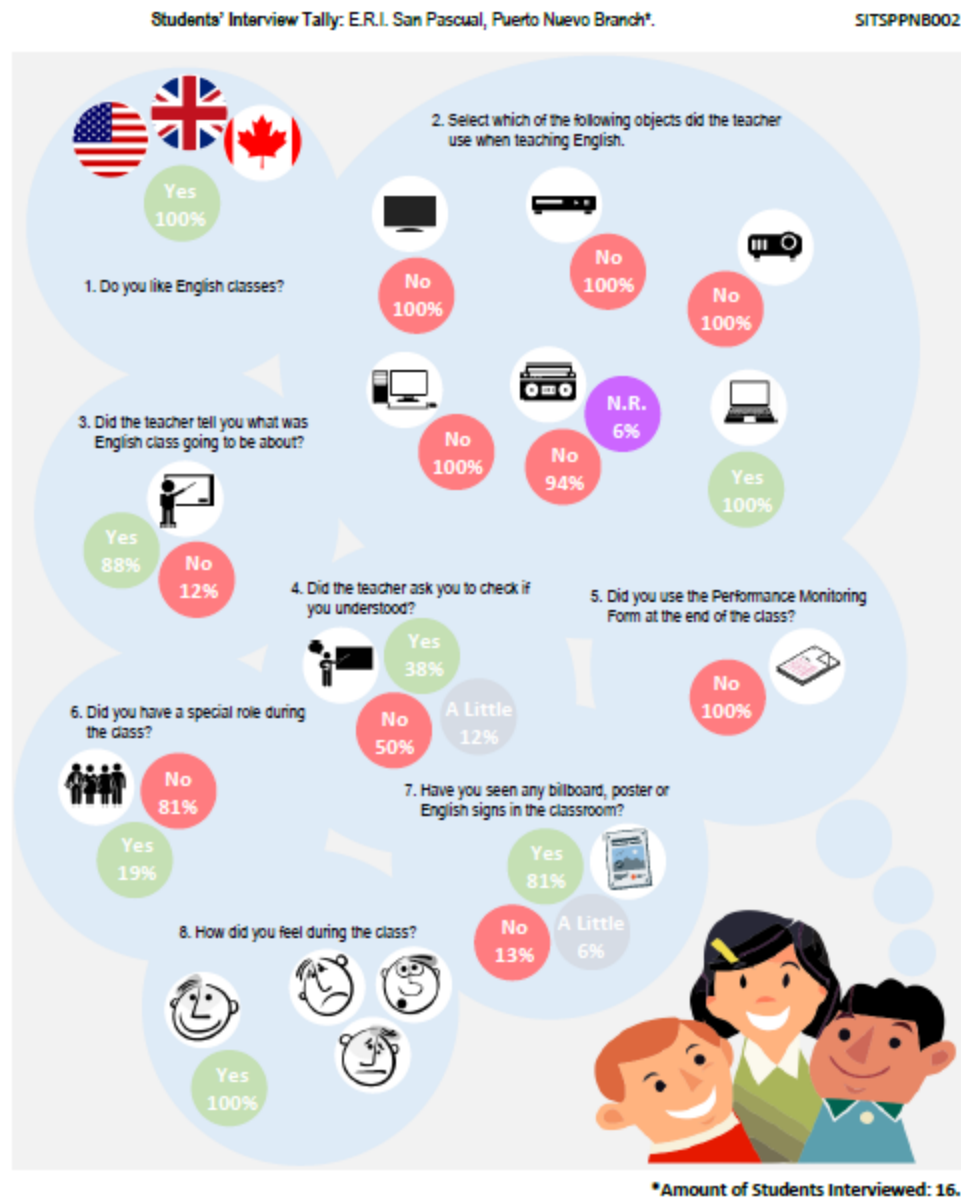
Appendix K

Contrast Values Form –CVF002 (part 4)

<p>English Teaching Content for the rural context.</p>	<p>teaching English at his place of work is the Curricular component.</p> <p>When inquired about what strategies the Principal knew the teachers use when teaching English, he answered that Learning process Follow Up is the One-room Pedagogical Model strategy he sees the most.</p> <p>The Principal checks how the teachers are implementing One-room School Pedagogical Model Strategies when teaching English through the revision of their Field Notes.</p>			<p>La Manga's Branch Students who answered Yes to the use of this device in class, and a 100% answered Yes to the use of a Video Beam.</p>	<p>teaching in this context.</p> <p>In accordance with the strategies proposed in One-room School Pedagogical Model, The strategies the Principal should suggest to teachers for adding, are: Student Government, Collaborative Work, Monitoring, School Allocations, Monographs, Assessment and Follow up.</p> <p>Some other ways to check the implementation of One-room School Pedagogical Model Strategies when teaching English are: Photographic Evidence, Classroom Project, and Monitoring.</p>			<p>from the teacher when teaching English, contrasted to the 94% from La Manga's Branch Students who answered that there is no use of a TV, a DVD player, and a Boombox in English classes, referring to the use of a desktop PC device in class, 90% answered NO.</p>
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Appendix L

Students' Interview Tally – SITSPPN002

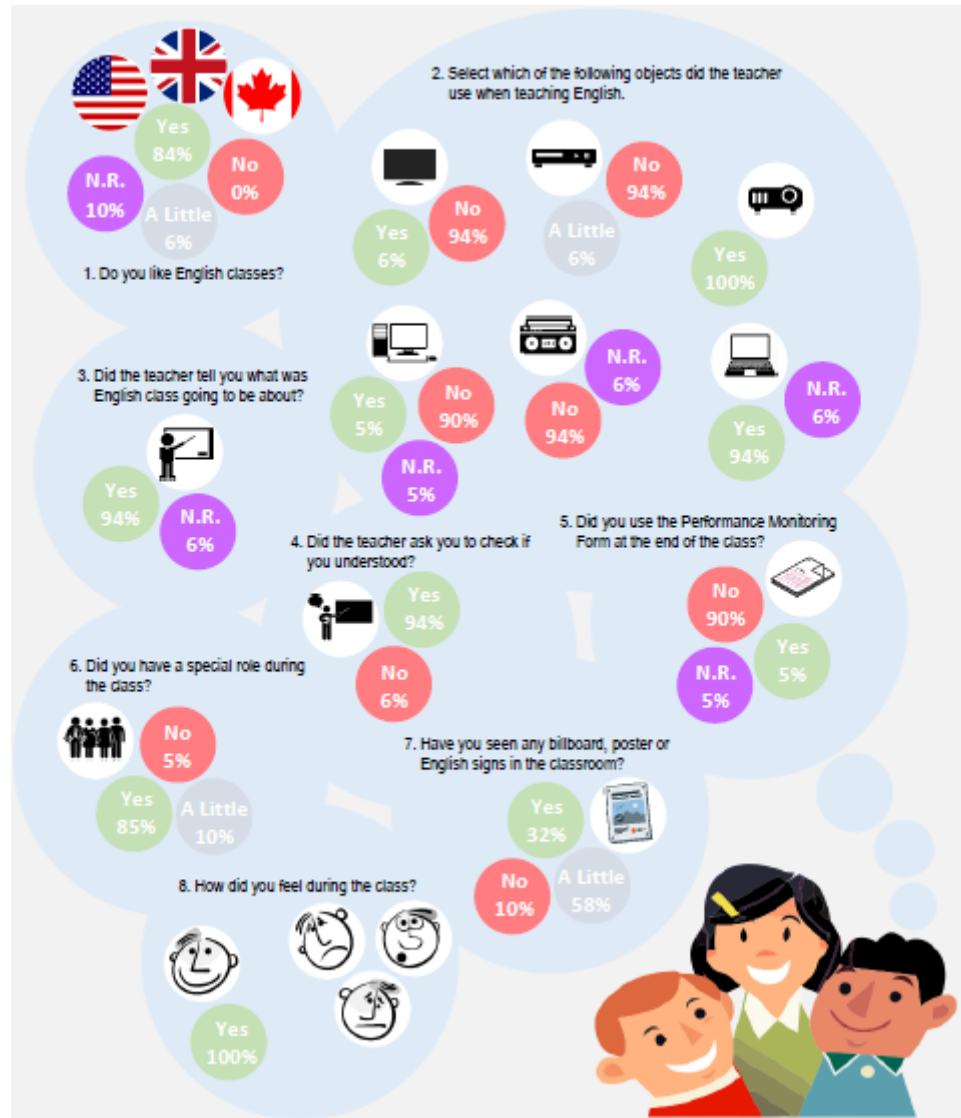


Appendix M

Students' Interview Tally – SITSPMB002

Students' Interview Tally: E.R.I. San Pascual, La Manga Branch.

SITSPMB002



*Amount of Students Interviewed: 19.

Appendix N

Observed Teacher: Class Observation Check List Form Tally

– COCLFT-OT002

Class Observation Check List Form Tally

COCLFT-OT002

Observed Teacher Post Further Training

CLASSROOM MANAGEMENT AND ORGANIZATION

Lesson Planning is under the Institutional Form.

The use of at least one Strategy from One-room School Pedagogical Model clearly seen in one or several Instruments.

Class Objective is presented.

Observable Materials are implemented in class session.

ITC resources are used to develop class session.

English commands, words and few instructions are integrated to Areas of knowledge.

Collaborative work is clearly seen.

Students' active participation in class activities is assured.

Students help to overview what was learnt in class.

Yes

No

Observable Materials are constantly implemented inside the classroom.

LEARNING ASSESSMENT

The students get from the teacher a personalized feedback.

The students get from the teacher a group feedback.

The teacher posed open oral and/or written questions to follow students' cognitive and socio – affective development.

Yes

No

Teacher implements One-room School Instruments to assess students' learning process.

The teacher uses qualifiers such as "good" or "bad" (e.g. sad or happy faces) when assessing students' performances.

Appendix O

Non - Observed Teacher: Class Observation Check List Form Tally

– COCLFT-NOT002

Class Observation Check List Form Tally

COCLFT-NOT002

Non-observed Teacher Post Further Training

CLASSROOM MANAGEMENT AND ORGANIZATION

Lesson Planning is under the Institutional Form.

The use of at least one Strategy from One-room School Pedagogical Model clearly seen in one or several Instruments.

Class Objective is presented.

ITC resources are used to develop class session.

English commands, words and few instructions are integrated to Areas of knowledge.

Collaborative work is clearly seen.

Students' active participation in class activities is assured.

Students help to overview what was learnt in class.

Yes

No

Observable Materials are constantly implemented inside the classroom.

Observable Materials are implemented in class session.

LEARNING ASSESSMENT

The students get from the teacher a personalized feedback.

The students get from the teacher a group feedback.

The teacher posed open oral and/or written questions to follow students' cognitive and socio - affective development.

Yes

No

Teacher implements One-room School Instruments to assess students' learning process.

The teacher uses qualifiers such as "good" or "bad" (e.g. sad or happy faces) when assessing students' performances.