PEDAGOGICAL IMPLICATIONS OF IMPLEMENTING A CLIL APPROACH IN ENGLISH

TEACHING FOR DEVELOPING LISTENING AND SPEAKING COMPETENCES IN

STUDENTS OF RURAL SCHOOLS WHICH USE A PEDAGOGICAL MODEL OF

"ESCUELA NUEVA"

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ABSTRACT

The English level in rural schools is low, due to the difficulty that implies to teach the language for some teachers, even when they do not know other methods different to the traditional. The purpose of this research is showing how to teach through the CLIL methodology in a multigrade classroom and the repercussions it carries. Finally, it comes out the pedagogical implications after using English to improve listening and speaking competences under the approach exposed.

Key words: English, teaching, CLIL, Pedagogical implications, listening and speaking skills, Escuela Nueva.

El nivel de inglés en las escuelas rurales es bajo, debido al grado de dificultad que implica enseñar el idioma para algunos profesores, y mucho más cuando no conocen otros métodos de enseñanza diferente a los tradicionales. El propósito de esta investigación es mostrar cómo enseñar a través de la metodología CLIL en un salón multigrado y algunas de las repercusiones que conlleva. Finalmente, se discuten las implicaciones pedagógicas de la enseñanza del inglés para mejorar las competencias auditivas y orales bajo después de aplicar la metodología propuesta.

Palabras Claves: Inglés, enseñanza, CLIL, implicaciones pedagógicas, habilidades auditivas y orales, Escuela Nueva.

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INTRODUCTION

Education has been a crux to society development since it reaches all the fields where people interact, being the education a continuous and universal learning for each human being according to its own context. In this way, the school becomes an experiential scenario where the knowledge is strengthened according to the guidance and mediation of teachers. This experimental scenario requires specific conditions to guarantee, as much as possible, a successful learning process and the involvement of learners in the class.

In Colombia, there are different types of schools, each one with different circumstances, strengths and weaknesses; for example, urban schools have pedagogical models in which students are classified according to their ages and the grades. Also, every grade has a teacher or even every subject has a specialized teacher. On the other hand, some rural schools handle the same traditional model, but others use a pedagogical model called "Escuela Nueva" in which students of all grades and with all ages share the same space and teacher but every single student has his/her personal progress.

It is merely opportune to mention that rural area is a natural scenario, free, less polluted, spontaneous and propitious to build knowledge and significant experiences. However, it is common to find out that students face up different circumstances like lack of motivation and high rate of dropping out that education, situations that do not allow them to have a continuous learning process. To face up this problematic, the government has implemented "Escuela Nueva" as pedagogical model, which has one important advantage in contrast to other schools: students are not measured under the same criteria; they just move along at their own pace. In contrast, those schools have only one teacher in charge of all subjects and all grades of primary school

therefore the teacher is overcharged. The circumstances mentioned above caused a gap between the quality of the education in urban schools and in rural schools, being the last one the most affected.

English teaching is also a weakness that this population has, and that is a fact that reduces its possibilities of learning a second language. The English class is developed by an unexperienced teacher in the subject without following a specific program designed for them. So, the class is taught with the limited knowledge that teachers have.

1. JUSTIFICATION

This research called *Pedagogical Implications of Implementing a CLIL Approach in English Teaching for Improving Listening and Speaking Competences in Students of rural schools, which Use the Pedagogical Model of "Escuela Nueva",* starts with the purpose of expanding the views and possibilities of children who belong to rural zones of Quindío. The pedagogical model of "Escuela Nueva" was created for answering the necessities of children and families that constantly are changing their homes because of their jobs and they cannot be constant in a regular school. Nevertheless, this project decides to adopt a critical position to this model due to the inequality with the rest of the education. The main subjects in "Escuela Nueva" tries to develop in children skills to work such as addition, subtraction, reading and writing, but it falls short regarding to the initiative of giving them more useful tools to change their realities and to motivate them to learn, to explore and to capitalize their abilities and knowledge in their own context. This research is focused on transforming rural education for getting a positive change in the teaching process and to generate conscience about the multiples possibilities that this population could have. The development of this research pretends to implement some bases of the approach Content and Language Integrated Learning (CLIL). The aim is create a significant environment for learning English as a foreign language, through meaningful experiences for developing listening and speaking competences; expanding the view and possibilities of rural population and giving them options for their lives, for choosing based on their preferences and abilities and not only based on their circumstances.

2. STATEMENT OF THE PROBLEM

2.1 DESCRIPTION OF THE PROBLEM

The education has been the fundamental base of any society. It starts at home when parents teach children values and basic social rules to interact with the world; this process continues with the learning of basic and useful knowledge for their lives. Due to that fact, the governments pay special attention to the quality of education, for guaranteeing the development of countries. Colombia is not the exception; the education is a right and is free for everyone. Therefore, it has to be accessible to all, even in outskirts areas.

To contextualize, education in Colombia is shared out geographically, it means there are two types of schools: urban schools are situated in small and big cities, where education has a well-structured teaching plan; there are teachers in charge of each grade and some specialized in concrete fields; to each group is allocated a classroom. Rural schools are located specially near to the farms and distant areas, while education has a structured teaching plan, it just includes the main and basic areas of study, for these schools is assigned only one teacher in change of all the grades and subjects; students share the same classroom due to the quantity.

In Colombia, the conditions of rural population have been unfavorable regarding to infrastructure, social and economic development, and education. The low quality in education is an example of the difficulties this population faces up; they do not have the same opportunities than urban population has. To go deeper in the educational sector, it is relevant to highlight some evident weaknesses that rural education has, making emphasis on teaching English as a foreign language. First, the national plan of "Colombia Bilingüe" does not take into account rural

schools to develop and achieve the goals stated in order to accomplish the English level to the national average expected. In addition, the pedagogical model Escuela Nueva implemented in Colombia's rural schools does not include English as a main component of basic education like: mathematics, language, sciences and social studies. Also, the lack of a well-structured PAMI (Plan de Area Municipal de Inglés) in rural institutions is another factor that affects this educational sector, because it is a curriculum specially designed for schools with traditional education, but not for rural schools with the pedagogical model of "Escuela Nueva". Finally, the lack of knowledge and motivation of teachers in charge of teaching through this model, because they are overloaded with all subjects to all primary grades.

3. PROBLEMATIC QUESTION

Which are the pedagogical implications of implementing a CLIL approach in English teaching for improving listening and speaking competences in students of rural schools of Quindío with a pedagogical model of "Escuela Nueva"?

3.1 SUB-QUESTIONS

- Which is the English level of rural schools' students regarding to oral comprehension and production?

- What are the up to day methodologies applied for teaching English in Colombia?

- What type of materials do teachers use for teaching in the pedagogical model of "Escuela Nueva"?

- What is the impact of teaching English under CLIL methodology?

- What is the role-played by English in the pedagogical model of "Escuela Nueva" in Quindío?

- Which are the pedagogical implications in English teaching?

4. OBJECTIVES

4.1 GENERAL OBJECTIVE

To determine the pedagogical implications of applying an approach CLIL in English teaching for developing listening and speaking skills in rural schools with "Escuela Nueva" model.

4.2 SPECIFIC OBJECTIVES

- To test the current level in listening and speaking skills of "Escuela Nueva" students.

- To apply a CLIL approach through a set of microteachings oriented to develop the listening and speaking abilities.

- To apply a post-test for identifying the student's final level in listening and speaking competences.

- To compare both tests.

5. THEORETICAL FRAMEWORK

As George Santayana, who is a recognized Spanish philosopher, said: "Those who cannot learn from the history are doomed to repeat it" That is why before starting to make suppositions or to implement hesitant procedures, it is precise to go back to the background and analyze what researchers discovered, what tools worked and which one did not, what processes have been already used, and which ones are missing to try. In this specific case, it becomes relevant to know what "Escuela Nueva" is, where it came from and what the impact it has had. In addition, how Content and Language Integrated Learning (CLIL) arises and how its correct implementation is, and of course, which the best strategies to improve listening and speaking skills are.

5.1 RESEARCH REVIEW

5.1.1 "Escuela Nueva" perspective: La pedagogía Activa con Metodología Escuela Nueva en Boyacá: El Caso de Dos Municipios

In the article "La Pedagogía Activa Con Metodología Escuela Nueva En Boyacá: el Caso de dos Municipios" by González-Gutiérrez, A., Regalado- Cañón, M. J., & Jimenez Espinosa. The article evidences the implementation of "Escuela Nueva" Model or Active school in Preschool and elementary institutions of the municipalities of Toca and San Mateo in Boyacá department. They argue that the purpose is to enhance the coverage, efficiency and quality of education in rural school and urban areas of scarce resources.

Gonzalez, Regalado and Jimenez state that the focus of the research is based on the validity of the implementation of the "Escuela Nueva" model related with Active pedagogy, highlighting the strengths and weaknesses compared with current practices of teaching and learning in the Municipalities of Toca and San Mateo in the Department of Boyacá. Also they support their research specifically the Active Pedagogy with some precursors of "Escuela Nueva" like Rousseau y Pestalozzi. Furthermore, the core of the investigation is developed through three main aspects: Theories, authors (pedagogues) and models that inspire research.

The research focuses to a specific population, conformed by students, teachers and principals of educational institutions in the rural municipalities of San Mateo and Toca. Each municipality has 3 educational institutions with a principal which manage their rural headquarters; in the municipality of San Mateo, there are 25 of them, all of a unitary nature, that is, they are of low school density, which means that it has a teacher by school. In the municipality of Toca there are 12 rural offices. In total, 45 classrooms were analyzed in the two municipalities with the same number of teachers. The student population observed and analyzed was 619 students.

The methodological path is based on a qualitative approach with some quantitative aspects in order to collect data to analyze the panorama of the social and educational reality in the studied municipalities. In this sense, the instruments used for the collection of information were through the observation technique based on the ethnographic method.

Finally, the authors of this research analyzed the results conclude that there are several aspects that influence learning and teaching through the implementation of "Escuela Nueva" model in the municipalities of Toca and San Mateo in the department of Boyacá. One of those aspects regards with the classroom as a fundamental part that influences the construction of a

good school environment and provides an integration of children of different ages but with the same cultural and social background; another aspect deals with the results in Saber tests, which showed low results in 2009 and 2012, especially in the area of Language, Mathematics that compared to other schools are above average; which means that the implementation of the "Escuela Nueva" Model does not guarantee and determines the results because there are other factors that influence the quality of education. The last but not least important aspect analyzed describe the autonomy and auto control that students assume through the active pedagogy implemented in "Escuela Nueva "Model.

The research "La Pedagogía Activa Con Metodología Escuela Nueva En Boyacá: El Caso De Dos Municipios" by González-Gutiérrez, A., Regalado- Cañón, M. J., & Jimenez Espinosa is a good perspective of how "Escuela Nueva" model and its implementation of in rural areas can change the purpose and the focus of scarce areas with no much resources but effectively education guarantee a low diminution in percentages of dropping out, and a big improvement in the freedom and self- discipline of children because within the model whose bases are on the active pedagogy which helps to avoid the authoritarianism and teacher-centered class and the traditionalism used in normal and urban areas as an old method. Also, the results show how "Escuela Nueva" is a reference of implementing different educational approaches due to the fact that student's context play an important role in the development of educative strategies that contribute to the strength and construction of citizen values.

5.1.2   CLIL perspective: La Metodología CLIL y el Desarrollo de Estrategias de Aprendizaje en Educación Primaria

On the other hand, Marta Tejedor shows in her work "La metodología CLIL y el desarrollo de estrategias de aprendizaje en educación primaria" an important definition to take into account before start with English teaching that is bilingualism. Regarding to it, the author appeals to multiple definitions by different authors in which it can be found the Bloomfield's definition that said bilingualism implies a complete domain of two languages. According to Blanco, bilingualism requires encode and decode linguistic signs from another language, in any level; while for Macnamara's definition, bilingual is a person who has one of the four skills (reading, writing, listening, speaking) in his/her foreign language.

In this research, the author also exposes how bilingual sections works in the European context, the implementation of them in order to expose students to the foreign language as much as possible, and the laws that regulate their implementation. Marta Tejedor took into account all this background information to focus her research to the following objective: Identify the strategies that students use in bilingual sections in which the CLIL approach is the methodology used.

Marta Tejedor selected a specific target group of third grade of the public school "Centro de educación infantil y primaria Margarita Salas". This group has twenty-two (22) students all of them from Spain. Their age ranges from eight (8) to nine (9) years old and their stratum is medium-high and more of 80% have access to TICS resources.

The author used a survey of eight items with closed questions for collecting data of her target group because of this specific population needs a survey according to their age, avoiding the writing and verbalization of complex thoughts. After a proper analysis, the author concluded

that cognitive, metacognitive and memorization strategies are the most used by students; without excluding the benefits of other strategies. Regarding to cognitive strategies, students often establish links between previous and new knowledge transforming the information that they get. Metacognitive strategies are evident when students are conscious about their own learning, organizing and planning their process; and memorization strategies are the option when students do not get the result expected with the other strategies and need to retain the information.

This research is a very important reference to the use of CLIL as a way to teach a foreign language, it expands the vision of this approach showing more ways to implement it and how it works in other country. Moreover, it is useful as a resource to know the strategies most used identified by the author, avoiding the repetition of unfavorable strategies.

5.1.3 English teaching perspective: Rasgos Característicos de la Enseñanza de Inglés como Lengua Extranjera en Colombia

In the article "Rasgos caracteristicos de la enseñanza de inglés como lengua extranjera en Colombia", Made by La Pontificia Universidad Javeriana and Fundación Compartir, takes different projects which studied how to improve the teaching of English language in public urban schools and make a correlation between the common aspects. It starts with the interest of knowing what English teachers do for improving the teaching and learning practices of the second language. It is interested in the priorities, fields, and necessities that teachers took in order to improve their labor.

In the study is observable the initiatives and personal efforts that educators develop for motivating their students to learn this language, obtaining an evident improvement in the

performance and level. During the process of teaching there is no remarkable integration of knowledge with other areas, but the projects did an inclusion of the cultural components, ICTs (Information and Communication Technology) and other elements that help in the learning process in the class and pedagogical teaching more structured.

It is important to emphasize that the evaluation has been carried out almost exclusively by the teacher. The study concludes that reflection on evaluation must go beyond the subject of who evaluates and includes decision-making on what, when, how and, more importantly, what is being evaluated. The research suggests that teachers may base their evaluation decisions not only on their intuition and experience but also on existing theory about it.

During the researches, technologies were instruments that facilitate the practice of purely linguistic aspects. Of 48% of the experiences that affirmed to have implemented them, only 36% gave a pedagogical use and 8% used them to promote self-learning. In these researches, ICTs have been seen as an alternative that helps in obtaining the "printed material" ideal for teaching and learning of English.

The article "Rasgos caracteristicos de la enseñanza de inglés como lengua extranjera en Colombia" talks about an important perspective for teaching English in the class, although it does not take into account the rural schools, it helps to identify important aspects for the research like: the importance of motivate students, teaching in context with the integration of topics from different subjects and how to evaluate their progress. Also, verified the weaknesses on materials that develop self-learning.

The article "Pedagogical Implications to Teaching English Writing" by Fushan Sun (Qingdao University of Science and Technology, Qingdao, China); Her main claim is to exalt

and identify the improvement of students' English writing competence providing pedagogical implications that are crucial in their process of learning. For him, it is very important from the teachers' perspective, the fact that they should reinforce and make changes in relation to the pedagogy in order to enhance students' abilities and acceptance to understand and develop writing through a good English use.

The author exposes in her work some suggestions to take into account in English writing, such as the introduction of contrastive thinking patterns in class. All languages imply a different way to think, that is why a translation is not enough to communicate in a foreign language. Then, teachers in class should help students to discover by themselves how those thinking patterns work, introducing cultural information and lead students to think in English, in order to identify the differences between both patterns and to feel free to use this new language.

Also, she suggests in the research how much lexical should be taught, more than teaching a lot of vocabulary teacher should focus on explaining words meaning from their grammatical meanings and collocative meanings. When students learn single word translation make more difficult the process, because grammatical meaning is different and complex in English language compare to Chinese language. Then, she suggests that vocabulary should be learnt in sentences structures.

Another suggestion given by Fushan Sun is to introduce syntactical transfer in class. It is important that teachers show how syntax work in the foreign language to lead students to the awareness of structure, with the purpose of they easily identify typical sentences, word order, explicit connectors, and the rules of tenses, number, person and negations. All this knowledge facilitates the understanding of English pattern.

The last suggestion but not the less important, is to introduce contrastive discourse in class. This knowledge improves the students' writing because of they learn how the discourse changes from one language to another; as the case of Chinese compared with English discourse. In the first one the main idea is rarely exposed directly but it is developed progressively; while in the second one the main idea is exposed as a topic sentence and supported with facts and references. The consciousness of those differences should improve the writing proficiency of foreign language students.

The article "Pedagogical Implications to Teaching English Writing" is a very accurate point of view to take into account in the labor teaching English because it is directly focus on the performance and development of what students are able to do and how they internalize learning. In this sense, teachers should help students to overcome language barriers and to be aware of linguistics mistakes in order to enhance listening, speaking, reading and writing skills through the increasing motivation and authentic intake.

5.2 CONCEPTUAL CATEGORIES

5.2 1. Escuela Nueva

The Escuela Nueva (EN), or New School, an innovative rural school reform coordinated by the Colombian Ministry of Education, is a system of primary education that integrates curricular, community, administrative- financial and training strategies; which provides active instruction, a stronger relationship between the school and the community and a flexible promotion mechanism adapted to the lifestyle of the rural child. This flexible promotion is the methodological process whereby students advance from one grade to another at their own pace. (Colbert &Arboleda, 1990)

The components of Escuela Nueva model address the technical problems of rural education through several inputs aimed directly toward the classroom. The developers of the materials, as educators themselves, understood that the materials needed to be adaptable to the local context and to the needs of the students and teachers. The program was not meant to be The self-instructional EN learning guides are a key component of program flexibility and adaptability to the local context and student learning needs. They were designed to encourage active engagement of students in the learning process. They present information in such a way as to enable already-literate students essentially to teach themselves the material, and to move at the speed and level that is appropriate for them. (Schiefelbein, 1991; McEwan &Benveniste, 1999).

In the International context of the Escuela Nueva, the beginning of the movement was at the end of the 19th century in Europe and the United States and during the first decades of the twentieth century. Its foundation was the strengthening of capitalist societies in their industrial phase and the configuration of new conceptions of the world; a phenomenon that led, among

other things, a reform movement in the field of Education and pedagogical ideas. There are some important authors and pedagogues that were the founders of the new education or active school who establish strong basis for an education and pedagogy more free and child-centered and what currently is known like "escuela nueva".

John Dewey, a representative of progressive pedagogy in the United States, whose theory of the child social interaction, affirms his pedagogical position from the inclusion of alternative methodologies that had their axis in the cognitive processes of the child in the social interaction. Dewey conceives the school as a reconstruction of the social order; therefore, the educator is a guide for students in favor of a society more prosperous. He was an opponent of the traditional school, he conceived a new education that determines an emerging discourse of education and pedagogy applied in practice. (Dewey,1951). He also states that "la educación   como tal no tiene fines. Solo las personas, los padres y maestros etc., tienen fines […] un fin debe ser capaz de traducirse en un método de cooperar con las actividades de los estudiantes" (Dewey,2002, p. 97).

Roger Cousinet established that The New Education was first a 'spirit' recognizing in the child a person in the process of self-development. Such development needs a favorable environment, the primary condition being an atmosphere of freedom. Like all living beings, the child progresses through interaction with the environment in which he/she lives. Now the educator's role is to create for the child an environment that will be most consistent with his needs. Looking for a metaphor to express this idea, Cousinet rejected the conventional one of the gardener and opted for that of the health expert. Obviously, the role of the educator-health expert is totally different from that of the teacher, and the recruitment and training of such a person should be approached in a different way. (Louis Raillon; 2001)

The Nueva Escuela movement in Colombia was applied during the 20th century in a process called "Educational Modernization" (Rios & Sáenz, 2012). This movement that was spreading throughout Latin America had wide influence in education; the principal authors were by Vicky Colbert, Beryl Levinger and Óscar Mogollón who designed the pedagogical model Escuela Nueva Activa® in the mid-seventies with the main purpose of offering complete primary education and improve the quality and effectiveness of schools in the country. Its initial focus was rural schools, especially multigrade schools (schools where one or two teachers attend all grades of primary school simultaneously), being the most needy and isolated in the country.

5.2.2.   Content and Language Integrated Learning -CLIL

In the last century, schools use to prepare student to the working world teaching them how read, write, and make mathematical operations. Nowadays, students need to be prepare for a competitive world in which the globalization is the protagonist, demanding of them competences more and more universal. Content and Language Integrated Learning approach helps students to develop the social and communicative skills necessaries for interacting with people not only from their country but also from wherever.

CLIL approach refers to learn the content and the language simultaneously, avoiding the traditional methods to teach grammar and expanding the vocabulary of students. They are learning the vocabulary that they are needing to understand the topic. According to the CLIL guide of the *Lifelong Learning Programme*, Content and Language Integrated Learning CLIL implies a change in the classroom, the teacher teaches not only the content and the language but also teaches to students how to search and to investigate for themselves. The CLIL approach

searches that teachers change their methodologies for preparing and developing in students the necessary abilities to be competent in the current world.

In the CLIL guide of the *Lifelong Learning Programme,* some benefits of the implementation of this approach are exposed. CLIL develops multilingual interests and attitudes, provides opportunities to study content through different perspectives, allows learners more contact with the target language, does not require extra-teaching hours, diversifies methods and forms of classroom practice, increases learners' motivation and confidence in both language and the subject, and develops intercultural communication skills.

David Marsh, who has worked on multilingualism and bilingualism since 1980s, defines CLIL as an educational approach in which a content is taught through an additional language, leading students to a positive attitude to learn the target language becoming the process "acquisitional" rather than "intentional." Also, he claims that this approach does not demand a large percentage of the curriculum and that a small exposure to CLIL is enough to get positive results. David Marsh sees CLIL as a result of globalization; arguing against globalization is like arguing against the law of gravity.

The 4Cs model by Coyle is the framework in which CLIL approach is implemented, keeping the balance required between content and language. This framework incorporates *Content, Cognition, Communication,* and *culture* in the teaching process; in which *Content* refers to the learning of a specific topic, *Cognition* talks about the development of learning and thinking in the topic, *Communication* emphasizes in the language development, and finally, *Culture* is focused on the socialization. This framework leads students to build their own knowledge and to develop their communicative skills for their own account.

5.2.3. Listening and Speaking Skills

As defined by Oxford Dictionary, listening is the ability to pay attention to and effectively interpret what other people are saying. Listening includes comprehension of meaning words, phrases, clauses, sentences, and connected discourse. Furthermore, "listening is one of the fundamental language skills. It is a medium through which children, young people and adults gain a large portion of their information and their understanding of the world", (Saricoban;1999).

According to Buck, (2000) "Listening is a form of comprehension where the listener is trying to get some meaning from the language", the statement makes reflect teachers about the procedures developed to improve the skill inside the classroom and the real purpose it has for learners.

The listening process is not an easy task because it involves going through many mental processes. Rivers (1978), explains this process is faced up by the students consciously or unconsciously through three basic steps. First, the individual identifies the sounds as a specific language, not as an accidental noise. Thus, the listener is able to identify the phonemes proper of a language without taking into account if he/she knows the language or not. Secondly, the listener has to assimilate the foreign sounds; and it starts when the student recognizes the sounds similar to his/her language, in this moment, it is important that the teacher works in the correct pronunciation of the learners. Finally, the student keeps the information in his/her memory and then he/she is able to reflect his/her understanding. In short, this conscious or unconscious process shows how the learner is able to decode and produce a response in a few seconds.

Students have an important difficulty in listening process. It has to do with the fact that students have established learning habits in the sense that they have been encouraged to

understand everything by listening carefully to teachers who probably speak slowly and clearly. Hence, when they fail to understand every word while listening, they stop listening and lose the thread, and it seems to be the reason for the state of panic and worrying they usually show before and during listening. Inside a classroom it is common to see many students with this difficulty, so the teacher plays an important role in learning listening, he/she has to motivate them because listening is a challenge, where teachers need to think carefully about making successful activities with interesting content. An important strategy in this process is the use of songs. Thus, the students will be stimulated and not be frightened or worried when they are practicing listening. (as it is cited in Reina, 2010)

A song is a piece of music with words that is sung. It is also a great language package that bundles culture, vocabulary, listening, grammar, speaking in just a few rhymes. Songs can also form the basis for many relaxed lessons, (Futonge, 2005). Through many exercises with songs the listening skilled can be worked in a funny way with successful results.

6.   METHODOLOGY

6.1 RESEARCH APPROACH

6.1.1 Educational Research

This research will be addressed under educational research supported by Chad R. Lochmiller who states that the purpose of it is to use a systematic approach to investigate everyday problems that impact students, educators, schools and districts (Lochmiller, Lester. 2017). Also, into the action stages, the Elliott´s Model will be adopted to develop and Action Research which implies a cyclical process of planning, acting, observing, reflecting and checking the plan and acting again.

The educational approach will be selected because of its focusing on the problematics that educational community could face up and on the possible solutions of the same. The idea to take into account all those perspectives will help to choose useful actions that benefit all participants of the learning process, and to guarantee, as much as possible, the duration of those implementations. In this particular case, the difficulties of students and teachers in charge will be the priorities of the research. It will be necessary to identify the causes of those difficulties and their impact in student's and teacher's lives; why they are out of the national project of bilingualism that Colombia has, and why the quality of the English teaching is different in this context.

On the other hand, the stages of the action research will be adopted due to the constantly tracing they require. The Elliott's Model propose a cyclical process of planning, acting, observing, reflecting, checking, and acting again; and it is the necessary procedure to measure

the success of the implementation, and to adapt it depending on how it works. So, the

corrections, additions and changes could be taking into account without wait until the last results.

6.1.2 Population

The population under study will be formed by students of the San Gabriel school,

rural zone to Cocora in the municipality of Salento, Quindío. This School is composed

by one teacher and eleven students between 5 to 9 years. They belong to different

primary grades classified in this way: one preschooler, one in first grade, five children

in second grade, two in third grade and two in fourth grade. Most of the students live

in the rural area and have to spend around forty minutes to arrive to the school, some

of them walking, some others taking the free transport offered by the municipality.

Besides, the economy around children is based on the touristic commercial activities

such as restaurants, stores, hotels, hostels and touristic farms; consequently, they are

exposed to foreign languages most of the time.

Despite the importance of using TICs for supporting the education, the internet

connection is not a privilege for those students because of the remote location of their

houses and they just have a limited access in the classroom.

6.1.3 Research Design

To develop this research will be necessary to collect qualitative and quantitative data to show the results of it.

6.1.3.1 Qualitative data:

Taking into account the definition given by Fellows and Liu who states that quantitative research methods are typically adopted because they are scientific methods and provide immediate results (2008). The main reason for selecting this approach is that it will be more efficient, can test hypothesis and always aimed at clarifying features, count them and build statistical models to explain what is observed during research. This type of data will be used through individual interviews address to the teacher in charge. The interviews will be structured taking into account three thematic axes that correspond to the investigative purpose: Escuela Nueva, Content and Language Integrated Learning, listening and speaking competences.

The first interview will have 7 open and 2 closed questions. They will have the purpose of helping the researchers to understand the viewpoint of the teacher about the categories investigated and her usual context. Then, the interview will look for identifying the perspective of the teacher after the implementation of the instruments. After, a post interview will be done to know the improvements from the teacher's perspective. Additionally, to get the data for the results will be necessary an observation of the class, with the purpose of knowing important aspects like: didactic of the class, teacher's attitude and management of her class, students' attitude and material used. Moreover, a speaking text will be applied to analyze the overall oral production of the students.

6.1.3.2 Quantitative data

According to Matthews & Ross, quantitative research methods are basically applied to the collection of data that is structured and which could be represented numerically (2010). Through the process of developing the current research, it will be applied individual questionnaires with some thematic that are easy to understand from the preschool grade to fifth grade. The test will have 12 questions, which take into account the development of the topics from easier to harder levels. They will be addressed to evaluate listening competences, which are going to be applied twice, at the beginning and at the end of the practice, with the purpose of measure the students' improvement.

6.2 INSTRUMENTS:

During the process of this research, there has emerged the necessity of using some tools with different purposes like collecting data, identifying attitudes, aptitudes, knowledge of the population under study.

6.2.1   Observation format

It is the act of perceiving a class with the purpose of collecting data about the different aspects related to the class itself. This observation format will consist in series of aspects to be observed and described that will be relevant to know and understand deeply the methodology, the population, behaviors and all the aspects concerning to a posterior implementation. These aspects will be merely important to be collected because they form part of an overall construction of a possible and imaginary context, in order to plan all the strategies that will be developed in advance. At the beginning, the format will

contain the basic information of the head teacher, the observers, the grades and date of the observation.

This format will be divided in some general aspects: didactic of the class, which will be specifically settled in order to understand the objectives, the lesson procedure, the environment and aspects that will be involved in the development of the lesson. Aspects related to the teacher, in this part will be taken into account all the features regarding the teacher's attitude, methodology, clarity, coherence and in general, how the teacher complements the lesson. Aspects related to students, in this section will be important to mention how the students are involved in the lesson, attitudes, motivation, difficulties and others. Aspects related to materials, it will be the identification of all the resources that are involved externally and internally in the class and how they are used to complement and support the lesson. In brief, the observation format will be precise and important to collect the data needed before starting the planning process and the implementation. (See annex 1)

6.3.1   Teacher interview

It contains a set of questions that permit to identify information and aspects of the teacher and her class. The main purpose of this interview will be collect and understand aspects regarding population, context and methodology but taking into account only the teacher's point of view or perspective. The interview will be designed in order to present and to focus internally the questions around all the categories of the research. In the structure of the interview, the first questions will be directed to understand in overall how the education is in the context, in this case "Escuela Nueva", to know the current English

level of the teacher and to identify the aspects the teacher could improve in her classes

and the strategies, techniques, and materials she often uses. Besides, there will be

questions that lead to realize the feasibility of teaching English in the context through real

experiences included in the classes. The lasts questions will be directed in order to

understand the teacher perspective to the auditory and conversational skills that are going

to be under study and development. Finally, the interview will be described in an easy

and comprehensive way in order to present the viability of the research. At the end, the

answers provided by the teacher will give to the interviewers a possible acceptance or

rejection to the research. (See annex 2).

6.3.2 Test

It is an instrument for measuring, in this particular case the English level of

students. It must be completed by the participants of the research.

6.3.2.1 Pre / post –test

It contains a set of questions that students have to reply before and after the

implementation of the project. The main purpose will be to know their skills and previous

knowledge; and at the end of the implementation, both tests will be compared and

analyzed to identify if there was any improvement.

6.3.2.1.1 Oral comprehension test

It is a set of questions, focused on listening comprehension, in which students are

going to listen an audio and to choose one image from the graphic options exposed. The

main purpose will be to identify the student's English knowledge regarding to oral comprehension. This listening text will consist in 12 sections with topics that are from the most basic to more complex, for example: colors, shapes, animals, numbers, money, bills, professions, and so on. (See annex 3). In the implementation of the test each student will listen the audio tracks and circle the answer they consider correspond with what they listen. At the end of the implementation, it is going to be applied the same test in order to compare the results to identify if there was any change, improvement in their oral comprehension after the implementation of microteachings

6.3.2.1.2   Oral production test

This Test is designed is a very simple way through a series of common questions related to their personal information, their lives and some specific questions that include the topics that will be developed during the implementation of the microteachings. The idea with this test is that students feel like having a normal conversation. At the end, after the implementation of Microteachings the same questions will be set in order to identify if there were a change in the fluency and the way students answer, posteriorly both oral test will be compared to analyze the result and set conclusions. (See annex 4)

6.3 STEPS OF THE RESEARCH

First of all, it will be indispensable to identify the research problem or question, it will serve as the focus of the study. This research will seek to define the pedagogical implications of implementing a CLIL approach in English teaching for developing listening and speaking competences in students of rural schools, which use a pedagogical model of *Escuela Nueva*. It

will work with a population of students from 1st grade to 5th grade which belong to the educative community of the "San Gabriel" school and which live in the rural zones of Salento.

The next step will be to review the literature in order to provide foundational knowledge about the problem area. Thanks to that, it will be clear the original purpose of the pedagogical model of *Escuela Nueva*, the background of English teaching referring to listening and speaking competences, and the background, benefits and requirements of the implementation of *Content and Language Integrated Learning CLIL* as a pedagogical approach.

It will be essential to formulate research questions or hypothesis with the purpose of narrowing the scope of the study. Previously, the creation of methodology will be the step to be followed, so, thanks to it the research will have a guideline to apply the activities planned. At this point, the intervention of the Elliott's Model for Action Research will be required, which count with the following stages: Plan, action, observation, reflection, and revision of the plan and over again as necessary.

The planning process will imply to specify the instruments by which the methodology will be applied; in this case, the lesson plans will focus on familiar topics for students to expose them as much as possible to the target language. The action process will require the start-up of those microteachings and use of audiovisual helps to support the learning process of the students. The observation will be a crucial step of this project because of it will be constant along the study, also will include quantitative and qualitative tools to measure the development of the learners. The tools will be a pre-test and a post-test to compare the students' level comprehension before and after the CLIL implementation; and an interview with the person-to-person format for the teacher in charge of the multi-grade classroom. The data is collected specifying the time, place and manner.

7. DATA ANALYSIS

This chapter contains the report of the data collected during the implementation of the research. It is classified in two sections, the first part holds a detailed description and analysis of every single instrument and its purpose; the second one encloses an overall analysis of all the tools used to collect data during this research.

7.1 INDEPENDENT ANALYSIS

7.1.1. Teachers interview

Through this instrument, it was collected important information about proper strategies, strengths and weaknesses of the population, successful materials, willingness in the face of English learning, and the everyday problems that they have to face up, all under the teacher's point of view.

English teaching is very important in the school "San Gabriel" because of the huge flood of tourists in the area, which is an advantage for children to interact in this multicultural context. Thus, those children have a special advantage due to the location of their school and the vast exposition to other languages.

The tourism is the main economic activity in Salento and Cocora; as a result, some of them are exposed to contexts in which English is necessary to interact with the tourists who visit the town. For that reason, it is important to incorporate real life topics in the lessons.

Also, the teacher highlights the importance of using didactic activities for turning the English classes more appealing to students. Through this statement, she stands out the prominence of proper materials to guarantee a meaningful learning. The games and their connection with the reality of children provide a meaningful learning easy to remember for them.

Regarding to skills, teacher points out the relevance of focusing the class in oral comprehension and production. In real contexts the usual ways to interact using English are through conversations, then, the most important is what is understood and how it is replied. Therefore, children have to develop those special skills in order to be competent in their environment. Although, the rural schoolteachers' English level is elementary mainly adjudicated to the lack of training and support offered by the government. That is why they often face up the weaknesses in their English classes, and to overcome this difficulty, they have to look for other methods to improve their level inside the classes.

7.1.2 Class Observation

By means of this instrument, it was collected important information about the didactic of the class, the teacher's development, the students' performance and the use of materials.

The classroom was divided in five groups according to the levels students belong to. Usually they worked with other subjects depending on their own pace, but the English class is a subject that is given to students as a whole group, because of the teacher transmits the same lesson that she has received previously in a training course offered by the government.

Regarding to teacher's development, she had an appealing attitude which provide to students the motivation required to engage them in the lesson. All the activities were coherent, the linking between one activity and other was pertinent what helps students to develop the next activity easily. The teacher explained very clear the lesson and if a student did not understand she repeated several times promoting group work and the support among students. The teacher's attitude worked as a facilitator of students' comprehension to encourage them to participate connecting the previous and new knowledge not only in the class but also in real life. She also prompted students to participate asking questions about personal experiences and desires, enhancing all students to get engaged with the topic of the lesson in a lovely way. Also, the previous topic was retaken in the lesson in order to review and to connect the topic with the new one. However, the use of English was limited emphasizing only in the vocabulary for the lesson, so the oral production was settled apart.

Taking into account the didactic of the class, it was carried out in a proper way in which the procedure of the lesson reflected what the teacher expected to teach. Also, the stages of the lesson were clearly identified; they counted with a review for waking up what students learned the last class. During that lesson, the team work was the protagonist, mixing students without take into account the level to which they belong. The class was developed in a safe environment, full of respect, in which children felt free to participate supported by their classmates and the teacher. The exposure to English in the classroom was not enough, as a consequence the lesson was focused to reading a writing, and the students used the strategy of repetition and re-writing to appropriate the new knowledge.

In the field of Students' performance during the English class, it was possible evince the motivation of students to participate actively in the lesson, they felt motivated to practice a topic that they already knew or was familiar to them, also the vocabulary implemented in the lesson was appropriated to their level and students could use a basic English to relate the topic and express their likes and preferences. On the side, students seemed very engaged with the class because of the changing of activities where they could jump, run and play applying what they were learning. Another important factor observed regards with the cooperation between students, some students that understood better the topic were disposed to help and to support their classmates when they had some difficulties. Students reflected their understanding participating voluntarily writing and producing in the board their own learning. In spite of the willing students felt to be actively in the class they had some difficulties of pronunciation whole sentences, they just pronounced the vocabulary new.

The use of materials was another important aspect observed during the lesson. It was supported with different visual aids to catch the student's attention, such as flash cards and video-beam. The flash cards were appropriate for their level and engaged them to participate actively in class. In addition, the materials helped to develop the aim of the lesson and understanding of students very easy taking into account topics already known for them.

7.1.3 Pre-test and Post test:

7.1.3.1 Listening test:

Table *1*- RESULTS LISTENING TESTS

No.	QUESTIONS	FIRST TEXT		SECOND TEXT	
		RIGHT	WRONG	RIGHT	WRONG
1	The color is red	6	1	7	0
2	Triangule	6	1	5	2
3	I have a cat	7	0	7	0
4	I eat an apple	7	0	7	0
5	She is my mother	6	1	7	0
6	Number ten	3	4	7	0
7	I am in the itchen	6	1	7	0
8	I have a car	6	1	5	2
9	My father is a farmer	2	5	4	3
10	I sleep	4	3	3	4
11	The apple costs 500	3	4	3	4
12	A pound of coffee costs 10.000	3	4	4	3
	TOTAL	**59**	**25**	**66**	**18**
		RIGHT	WRONG	RIGHT	WRONG
		70%	30%	79%	21%
	First succcessful questions	90%		93%	
	Last successful questions	43%		50%	

In the course of implementing the tests to determine the previous and post analysis of knowledge; it was pertinent apply the same questioner at the beginning and at the end to get some important quantitative and qualitative data that will be interpreted analyzing each test

independently and previously comparing both. It is crucial to mention that both tests were applied to seven students, because the rest of the students were absent most of the days.

Analyzing the results of the first test, it is observable that in the questions 1 to 5, 7 and 8 they got more than 6 correct answers, it means 90%. These questions were based in topics already known for them, for this reason is evidence the high level in the results. On the other side, the other questions 6, 9, 10, 11, 12 just got 43% with the right answers, it could be due to the teacher has not taught these topics in class. However, the exams that got the right answers were presented by the students who are more exposed to the second language.

Considering the second test, the students got a high result in the first questions from 1 to 8, getting a 93% of the record. The high level gotten in these questions was basically centered in the previous information students had. Also, these topics were the first taking in class and were connected all the time in the following microteachings. In contrast, the last four questions of the test show that only 50% of students knew the right answers. It could be due to these four topics were given just in two classes and they were not exposed to the repetition as the first topics. In addition, in the results of the questions 8 and 9 it can be observed that the incorrect answers were "bus and seller" respectively, which lead to conclude that there could have been confusion because of the drawings, considering that children could easily commit these mistakes by the similarity and functionality of the drawings.

Analyzing and comparing both tests, there are some determining figures to be outlined regarding to improvements, worsening and standstill of knowledge as final results after a series

of implementations. Regarding to improvements there were some questions in which there was an evident quantitative and observable change; in the questions 1 to 7 of the post-test most of students answered correctly, compared with the same range of questions of the previous test, it means that they learned and reinforced the topics they already had a vague knowledge, producing more exact and concrete results.

Taking into account the questions 2, 8, and 10 and comparing the results in both test it is possible notice that the answers in the pre-test were higher than in the post-test, what represented a worsening based on the percentages. Those results reflected some qualitative reasons that could affect the way students decayed in their answers, among which can be outlined: pressure to answer quickly, not learning and confusion with the topic and missing the lesson in which was reinforced the specific topics of the questions. Emphasizing the questions 11 and 12 in both tests it is possible to affirm that there was no change, it means, students maintained and standstill the knowledge, just taking into account strictly the quantitative figures gotten in the test. In contrast, taking into account the qualitative aspects in those questions, it is veritable assert that even the topics increased their complexity students understood better the questions although they did not get the right answer.

In general terms it is observable during the realization of both tests, there was a changeable confidence in students to answer the questions. In the pre- test though students knew in a global way what were the questions about, most of their attitudes were very doubtful and usually they looked around to get some clues or trying to see their partners questions and they took a long time to answer the test; while in the post-test they were very confident to choose their

responses and they seemed that what they choose was really the right answer , it means, they reflected the sureness and certainty of enjoy choosing and applying what they already know.

7.1.3.2. Oral production Test:

The listening and speaking tests were designed to be connected each other with same issues of the microteachings. That is why, they treated the same topics becoming infallible instruments to measure the students' progress. While the listening test measured the development of the target language and how the listening comprehension change; the speaking test measured the improvement in different levels, not only in the knowledge of language but also in the attitude and confidence to use it. As it was mentioned earlier, every test was applied at the beginning and at the end of the implementation, and in the following paragraphs it is going to be exposed the findings after each application.

The first speaking test revealed some attitudinal features of students. As a common fact, most of them felt ashamed and intimidated at the moment to listen the questions, and even more to answer them. Consequently, most of the students did not answer the first oral production test, despite the support and continuous encouragement given by teachers to produce any short response. Nevertheless, very few students seemed comfortable to be faced to the foreign language and they were able to answer some part of the test. Mostly, those students who belong

to families directly linked to tourist businesses and have more contact with the foreign language. It is important to highlight that some topics of the test had been already seen in previous lessons and students had a notion of them; as a result, their knowledge of English is limited to the lessons that they receive in the school, and those lessons do not give them the enough confidence to produce even simple sentences.

The second speaking test revealed an attitudinal improvement in a general level. In this opportunity most of the students showed a positive attitude during the test and they were more receptive and opened with the interviewer, trying to answer the questions with a little help using the vocabulary learned in the lessons. Although, they did not build complete sentences, they seemed comfortable and provided words to reply the questions. The reinforcement of the topics that students already knew and the constant exposure to English, give them sureness to speak. Referring to the new topics, students showed the same confidence but some difficulties to remember the new vocabulary. On the other hand, students who belonged to pre-school showed more difficulties answering the test; they revealed oral comprehension but they could not answer the questions. It should be emphasized that if those children continue receiving a proper input, surely, they will be able to produce increasingly.

7.1.4 Lesson plan development:

All microteachings were designed with specific prearranged features and following certain common directions in order to fit with the purpose of the research. Some aspects that all of them share are: the use of reviewing as warm up, the projection of short stories or songs to

introduce the topic, the employment of games to practice the listening and speaking skills, the drilling as training exercise to memorize and to adopt new vocabulary; and some others that will be developed afterwards.

The review worked as a circle time in which the previous concepts were tied, building a chain of vocabulary in children's mind. Through the lessons, it was evident the improvement and management of lexicon due to the constant repetition and usage of it. Children seemed more confident to talk and to participate in the activities which implied expressing the knowledge acquired previously. The use the videos and songs to introduce the topic was implemented with the purpose to activate the listening skill, the importance of a proper input was essential to develop the listening and speaking competences in children because the most time they are expose, they will be able to produce a better output.

An aspect that was very relevant in each class concerned with the use of games and activities appealing for students, in order to create a comfortable environment in which they wanted to be part. The main idea was to mix fun with unconscious learning enhancing their abilities in the practice. Most of the didactic activities and games gave support to reinforce pronunciation and memorize the vocabulary concerned to each class. In addition, undeniably the drilling is a strategy that works to memorize and acquire new vocabulary not only in children but also in adults. Along all the microteachings, children were led to repeat as much times as possible so as to retain the new lexicon in mind. Also, to support the learning process was necessary the use of appropriate materials to complement and to engage students in the lessons, for example: puppets, flashcards, real objects, colorful shapes, didactic money, puzzles and scale

templates of real places. The appliance of those aids reflected a high motivation in student's attention and participation.

To develop all the lessons was taken into account the previous and general knowledge students had; that is why the topics were arranged according to the most related and familiar thematic they were exposed to; with the purpose of creating a significative learning linked to daily experiences. The fact to work with known topics helped students to be more aware and receptive to follow the flow of the learning session. It is important to emphasize that all the microteachings were designed to stimulate senses and feelings, taking into account all the vias to learn and all types of learners. Those different types of learners were involved in different parts of the lesson, as an example, the students that were more visual or logic got the vocabulary during the presentation because of the use of flashcards or videos; while other students who were more sensorial or kinesthetic got it in the practical part**.**

7.2 COLLECTIVE ANALYSIS

Throughout the whole process of collecting data, applying instruments and implementing all the aspects taken into account previously, it is opportune to stand out some general analysis that are significant to synthesize the features and patterns that emerged along the research.

Focusing in Linguistics aspects it is valuable mention some findings along the process. First, students frequently asked for different and usual expressions they could use and also for the correct pronunciation of new words or some they already know, all of that with the purpose to get enough basis for using English as a bridge to communicate with others. Second, in spite of the drilling and the reinforcing of previous topics in each lesson, most of the students usually

confused the meaning of the words "kitchen" with "chicken", probably because of their similar pronunciation and spelling. Finally, most of the students wanted to know the writing form of each word due to the fact that in the school always is connected the learning of new topics with the written part, so that situation contributed to misunderstanding and to get confused with pronunciation because for some of them did not fit what they already know and pronounce with what they read.

The use of games in teaching English increased the student's attention and motivation. The implementation of different games and dynamic activities encouraged the students to participate actively in all the class, due to the fact that they could move around the classroom doing different actions prompting to maintain the interest to be part in the class following the stages of it. Further, games created a rich environment full with interaction and stimulations for the students, it was accompanied with the relationships found in the group. However, during the moments they had to use complex structures they were blocked feeling scared of being questioned.

The group under study had a special advantage that others schools do not, the school is located in one of the most touristic places in Colombia, where most of the families have the tourism as economic activity. It permits that students have more contact with the second language. As a fact, the school is often visited by different people from other countries, what permits to them to interact and to know about other cultures, standing out the importance of using English to communicate with others.

Along the implementation, there was an important factor that allows children's learning, it was a safe environment created by the teacher, arranged with colorful details that encourages students to participate actively and at the same time, offers the comfort of feeling free to be

themselves; without fear to try again after any mistake. In this particular case, students have a teacher who shares with them knowledge and values making the respect and love the pillars of her class. Despite the lack of materials to teach English, the teacher prints flashcards related to the topics and uses videos to give a feeling and friendly touch to the lesson.

Throughout the previous paragraphs, it was exposed not only the positive findings of the implementation but also the challenges that still have to be faced. Students became conscious of their own knowledge and progressively they demand more vocabulary to transmit what they want to express. The motivation was the key to children's learning process, and it was the result of a safe place that teacher provided and an intercultural context that lead students to realize the important of English in the current society. With those favorable circumstances, the challenges mentioned above will be overcome progressively.

8.   CONCLUSIONS

This chapter is going to be focused to synthesize the findings obtained along this research and also to give some recommendations in order to highlight the benefits achieved thanks to the implementation. The main purpose of this research was to determine the pedagogical implications of applying an approach CLIL in English teaching for developing listening and speaking skills in rural schools that work with "Escuela Nueva" model. Then, in the following paragraphs it will see what they were.

- The English level of rural schools in Colombia is poorly valued, and despite the flexible pedagogical model that those schools have, the lack of proper teachers, and sometimes the lack of teacher's motivation, limits the quality of English teaching. Also, the current education focusses the lessons in reading and writing skills.

- The national government and the Minister of Education in Colombia point out to have a high increase regarding to English level. Therefore, to accomplish their goals and

expectations there are different methodologies implemented in the schools in order to stimulate the learning process; using visual resources, enhancing critical thinking, and promoting autonomy. Even though, a reality seen currently in some classrooms is that there are still traditional and teacher-centered methods used to teach based on grammar and writing.

- In the current methodology of rural schools in Colombia called "Escuela Nueva"; it is very important the use of materials that support teachers in their teaching process. They usually use the learning guides as main components but they complement them with extra resources like: visual aids, multimedia, activities in open spaces, plants and all external supplies connected with daily life of students that supplement the students' learning process. Likewise, the "Escuela Nueva" model aims to create appropriate environments for learning where teachers, students and the community build knowledge relevant for the future. It allows to see the usefulness of the English class in a short term that motivates children to be engaged in the learning process developing their autonomy.

- The use of English language in the class every day provides a series of advantages for students. It will help students to maintain a good English-speaking atmosphere focused on self-learning and applicability of the language. When the teacher gives students instructions, ask questions, or make comments in English, learners will be more attentive to what she says reinforcing their English learning. Additionally, all of this aspects improve their confidence to overcome difficulties in a foreign language.

- The implementation of a CLIL approach to enhance listening and speaking skills wakes up in children the curiosity and perceptibility to go in depth and advance with the target

language. It was evident the encouragement of students to progress and to improve new topics. Also, this approach leads progressively students to a conscious use of English as a necessity to communicate with others not only in the classroom but also in real life contexts. Through the sensitization and a proper training in this methodology, students shape their autonomy using by their own choice the vocabulary learned, and demanding themselves more and more knowledge to supply their communicative necessities.

- In the development of different activities is viewable the use of visual and multimedia aids as a clue point in the internal process of acquiring knowledge. Owing to the high and representative meaning linked to the stimulation of audiovisual senses. By which students can connect what they learn with a physical representation in mind that stimulate and assure learning, motivating students to maintain a continuous reinforcement through the practice.

- The teacher's motivation to implement CLIL is one of the bases for its success. The CLIL is an approach friendly with educators due to the fact it permits a progressively immersion not only of students but also of teachers, allowing to the teacher learns at the same time. Nevertheless, the teacher has to have a real motivation that encourage himself/herself to learn how to improve the classes and his/her English level every day.

- An extra aspect to be mentioned regards with the increasing desertion of students that have to move to other locations. This situation interrupts the learning process of the

deserter student, also affecting teacher and the rest of students because she has to balance the new students.

9.   EMERGING CATEGORY

Throughout the implementation of this research another category emerged because of its relevance in all this process. It is the motivation, which is defined as the internal or external factors that stimulate the people's actions and it boosted even the direction of this research. The motivation became a pillar of the implementation of CLIL in rural schools. First of all, teacher's motivation is essential to start the bases of CLIL because it requires independent work from the teacher to improve step by step and class by class his/her own English level. Moreover, to awake that motivation to learn from students is the challenge. It is the engine that will drive all their learning process. That is why it cannot be omitted as an important category in this research.

David W. Johnson and Roger T. Johnson states that "Motivation may be defined as the degree to which individuals commit effort to achieve goals that they perceive as being meaningful and worthwhile". It could not be defined in a better way, and that kind of endeavor is what will make that the implementation of CLIL in rural schools be successful. Not only students but also teachers need to perceive English as a necessity that is worth and could change their realities.

The motivation in students should be intrinsic, driven by personal enjoyment, interest or pleasure. Eskja Vero and Edi Puka, exposed in their work "The importance of motivation in an educational environment" that students feel more motivated to work in class when they are not oppressed to external evaluations or forced to complete tasks. Students like to take the responsibility of their own success, and that autonomy is essential for their adult life. Thus, it is impossible for children to develop autonomy and a sense of responsibility if they are always told what to do, and how, and when to do it (Renchler, 1992, p.10). Therefore, the activities for the implementation of CLIL approach must vary, to motivate students to participate and learn progressively the content and the target language.

10. ANNEXES

Annex 1- OBSERVATION FORMAT

Class Observation Format

Seminar III

School: _____ Teacher: _____
Grade: _____ Time: _____
Observers: _____ Date: _____

This form has different criteria to evaluate the performance of the teacher, the class development and different aspects related to the class itself.   As observer, write the comments about the class and possible improvements.

ASPECTS TO OBSERVE:
Didactic of the class:
The procedure of the lesson reflects the aims:
Environment of the class:
Space to reflect their understanding:

Teacher:
Development of the thematic: coherence, clarity, etc.
Teacher's attitude:
Methodology teaching:
Other observations:

Students:
Are involved and interested in the class.
The student accomplish with the duties.
Other aspects to observe

Materials:
Use of visual resources, realia, recordings, others.

Are there other aspects of the observation you consider relevant to be mentioned?

Annex 2- TEACHER INTERVIEW

Teacher: _____ Grade _____

Interviewers: _____Date:_____

Format Teacher Interview

1. ¿Cuál es su opinión acerca de la enseñanza del inglés en las zonas rurales especialmente en Escuela nueva?

2. En una escala de 1 a 5 donde 1 es un nivel muy bajo y 5 muy alto, ¿Cómo considera que es su nivel de inglés?

3. ¿Considera que su clase de inglés podría mejorar? ¿Cómo?

4. ¿Qué importancia tendría el aprendizaje del inglés en los niños de poblaciones rurales?

5. ¿Qué estrategias, técnicas, actividades o materiales implementa para su clase de inglés?

6. ¿Considera importante incorporar temas relacionados con la vida cotidiana de los niños en la clase de inglés, y por qué?

7. ¿Cómo podrían utilizar el inglés los niños de escuela Nueva en su vida cotidiana?

8. De los siguientes aspectos del inglés, ¿cuáles considera que son de más utilidad cotidianamente?:

   - Gramática
   - Comprensión y Producción Oral.
   - Comprensión y Producción Escrita.

9. ¿Con qué limitantes, dificultades o problemas se enfrenta constantemente en la enseñanza del inglés?

Annex 3- ORAL COMPRENHENSION TEST

Listening Test

Grade:_____

1.
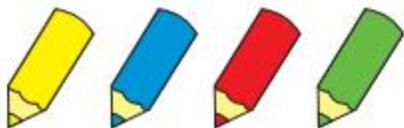
2.

3.

4.
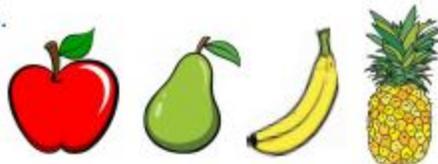
5.

6.

7.

8.

9.

10.

11.

12.

Annex 4- ORAL PRODUCTION TEST

Student: _____ Date: _____

1. What is your name?
2. How are you?
3. What is your favorite color?
4. Name 3 shapes
5. What animals do you have?
6. What fruits do you need to make a fruit salad?
7. What is the name of your father?
8. How many animals do you have?
9. Describe your house
10. What transport do you use?
11. How is the person that milk the cow?
12. What does the seller do?
13. How much is it? …hundred
14. How much is it? …thousand

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