

The teaching voice in rural key: speech accommodation and literacy as mediations of educational quality

Context and reality of rural education



The gap between rural and urban areas: there is a marked inequality in infrastructure, access to technology, and basic pedagogical resources.

The multigrade classroom challenge

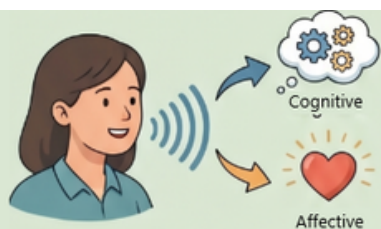


A single teacher simultaneously serves various grades and learning levels in small spaces.

Differences in teacher training



Programs are usually designed for urban contexts, ignoring rural settings.



Teacher discourse as a quality tool

Teacher voice: Humanizing the classroom and tailoring national standards to local realities.

Pedagogical mediation and discourse theory

Speech Accommodation Theor

Teachers adjust their communication to create cognitive and affective attunement with the student.



Situated and Critical Literacy



Reading and writing from the experiences, knowledge, and identity of the community.

Normative and pedagogical references cited

Reference	Purpose in the rural context
Law 115 (Article 164)	Promotion of rural education and attention to dispersed communities.
MEN (2006)	Basic standards of competence, adapted to ensure effective social interaction.
Vygotski (1978)	Learning as social construction in the zone of proximal development.