

LICENCIATURA EN LENGUA EXTRANJERA INGLÉS

The struggle of an EFL Primary Teacher: Portraying English Teaching and Learning Experiences
through a narrative study.

Research Field

The use of the English Language and its Contexts

Research Subproject

The Voices of the LLEI realities: Life stories and experiences

Milady Melissa Cárdenas Hernández
CAU Chiquinquirá

Subproject Research teachers

Regional Teacher
Mg. Angélica María Carvajal Téllez

National Teacher
Mg. Sandra Milena Rodríguez

Chiquinquirá - Boyacá
2020



BOGOTÁ • PBX: (571) 587 87 97 **Línea gratuita nacional:** 01 8000 111 180
Carrera 9. n.º 51-11 / www.usta.edu.co / contactenos@usantotomas.edu.co
VICERRECTORÍA GENERAL DE UNIVERSIDAD ABIERTA Y A DISTANCIA • Tel. (571) 595 00 00
Carrera 10. n.º 72-50 / www.ustadistancia.edu.co / admisiones@ustadistancia.edu.co
NIT: 860012357-6



ABSTRACT

In this study, the research describes and analyze the experiences and everyday life teaching practices of a primary school teacher around ELT process with primary school children at "Institución Educativa Técnico Industrial Julio Flórez". This is a public institution located in the region of Chiquinquirá – Boyacá. The participant teacher has 36 years of experience, she holds a bachelor's degree in basic education and promotion to the community with a specialization in written language pedagogy but coincidentally, most of her pedagogical practice has been spent teaching English. The study belongs to the subproject 3 of the LLEI in the B.A program: The voices of the LLEI realities: life stories and experiences. In this region, the experiences and voices of students and teachers in relation to the ELT process have never been documented, everything that surrounds the process of teaching and learning English must be known and analyzed in order to improve teaching-learning practices. Along the process, the participant has a voice, and telling her story and experiences on how she has given her life to teaching and learning English, and the strategies she has implemented to achieve it; many of the situations experienced by other teachers in related contexts around the region come out from the periphery. The data is analyzed with a thematic approach and is categorized into 3 main themes that address the teacher's landmarks, her teaching-learning experiences and their influence on the professional development of a pre-service teacher.

Key words: Narrative inquiry, living experiences, ELT process, teachers' realities, professional development of a pre-service teacher.



BOGOTÁ • PBX: (571) 587 87 97 Línea gratuita nacional: 01 8000 111 180
Carrera 9. n.º 51-11 / www.usta.edu.co / contactenos@usantotomas.edu.co
VICERRECTORÍA GENERAL DE UNIVERSIDAD ABIERTA Y A DISTANCIA • Tel. (571) 595 00 00
Carrera 10. n.º 72-50 / www.ustadistancia.edu.co / admisiones@ustadistancia.edu.co
NIT: 860012357-6



CONTENIDO

Section 1 Contextualization	
Section 2 Research statement	1
Research question	1
General objective	1
Specific objectives.	1
Section 3 Theoretical framework	1
Experiences from narrative inquiry	1
Lifes stories and experiences from the voices of English teacher and students	1
English teaching in Colombia: A brief historical evolution of the educaional system in primary schools	1
Section 4 Research desing	1
Methodological procedure behind narrative inquiry	1
Data collection instruments	1
Participnats	1
Trustworthiness criteria	1
Section 5 Data analysis	1
Initial themes that frame the research study	1
Teacher's life landmarks	1
English teaching and Learning Experiences	1
Emergin reflection upon (ELT) in Chiquinquirá and the professional development of a pre-service teacher	1
Section 6 Conclusions and implications	1
List of References	6
Appendixes	7

Chart List

Chart 1. Observation for data collection.	3
Chart 2. Data collection instruments.	3
Chart 3. Initial themes that frame the research study.	3



BOGOTÁ • PBX: (571) 587 87 97 Línea gratuita nacional: 01 8000 111 180
Carrera 9. n.º 51-11 / www.usta.edu.co / contactenos@usantotomas.edu.co
VICERRECTORÍA GENERAL DE UNIVERSIDAD ABIERTA Y A DISTANCIA • Tel. (571) 595 00 00
Carrera 10. n.º 72-50 / www.ustadistancia.edu.co / admisiones@ustadistancia.edu.co
NIT: 860012357-6



Section 1. CONTEXTUALIZATION

The Institución Educativa Técnico Industrial “Julio Flórez” is a public institution located in Chiquinquirá that offers industrial technical education through the development of technical-industrial programs, which correspond to seven (7) specialties: Technical Drawing, Cabinetmaking, Electricity, Foundry, Industrial Mechanics, Metalworking, and, Systems and Technology; programs that the institutions offer and that belong to a culture of entrepreneurship that promotes the institution and try to respond to the needs and expectations of the educational community in its interaction with the local, regional, national and global environment. In addition, the institution has several educational centers, which are responsible for providing preschool, primary and secondary education to the people from Chiquinquirá in their different sectors.

As a starting point I worked at "Alianza para el progreso school". This place has a large physical plant, each grade has its own classroom, which is the same throughout the year, there are a school restaurant, green area, and soccer and basketball court among other recreational areas. It has six grades of primary, from preschool to fifth; each grade has approximately 30 students per group, they are children who want to learn and play all the time. The English subject is a bit intimidating for the students, although they really want to learn, sometimes there are things that they do not understand that makes them feel frustrated.



English it is a common and current subject which is not fostered because the focus of the institution is its academic specialties, for this reason they have only 2 hours of English class per week. On the other hand, most of the students feel that it is difficult to use English properly because they often do not understand and feel afraid of being wrong and feel afraid of making mistakes and other students do not like it and feel uncomfortable in English classes.

Instead, the level of English is low and does not achieve the level that should have children in fifth grade that according to the basic standards of learning is A2. The teaching of English is not the most adequate but the teachers try to respond to the needs of the curriculum, but they do so by following a set of topics in a curricular approach and do not worry about involving other ways of teaching that generate significant learning in their students. There is no methodology implemented for the teaching of children with special needs. In the institution there are some cases of dyslexia and one child with cerebral palsy and the teacher does not have the proper tools and the school is not prepared or trained in topics of inclusion, and children with special educational needs are often not taken into account.

The facilitating role of the rural teacher emphasizes on the need for continuous training to create pedagogical spaces of quality and relevance, affirming that the multigrade school has a different logic and organization from that of the graduate school, and therefore requires a treatment that is also different in all areas: administration, curriculum, pedagogy, organization and management of time, infrastructure, evaluation, however and according to the interaction with the participant, she has not received enough training and resources over more than 20 years



BOGOTÁ · PBX: (571) 587 87 97 Línea gratuita nacional: 01 8000 111 180
Carrera 9. n.º 51-11 / www.usta.edu.co / contactenos@usantotomas.edu.co
VICERRECTORÍA GENERAL DE UNIVERSIDAD ABIERTA Y A DISTANCIA · Tel. (571) 595 00 00
Carrera 10. n.º 72-50 / www.ustadistancia.edu.co / admisiones@ustadistancia.edu.co
NIT: 860012357-6



that allow you to improve your teaching practice such as teaching, learning English, but everything has been on your own.

The teacher has many years of experience but she is not an English teacher. She has a Bachelor's degree in Basic Education and promotion to the community with postgraduate studies in written language pedagogy. She has been a teacher for about thirty six years of experience as a teacher, of which six years were in high school, she has been working twelve years in this institution, mainly in primary school and in English area, although sometimes she teaches other assignments such as Ethics and Spanish.

Surprisingly, she is not passionate about teaching English because she has to do it and because it is a law that all primary school teachers teach English and the institution's principal has always delegated English classes for her career and experience. She teaches 25 hours a week in the first, second, third, fourth and fifth grades. She follows the institutional plan, and her teaching methodology is linked to the cultural context of the students and to the teaching of close vocabulary. Only the fourth and fifth students have a guide text for the development of classes, but not all students have it, some have not been able to buy it.

Section 2. RESEARCH STATEMENT

The purpose of the research project is to collect voices and experiences from some learners and the voice of an English teacher in regards to English teaching and learning



BOGOTÁ · PBX: (571) 587 87 97 Línea gratuita nacional: 01 8000 111 180
Carrera 9. n.º 51-11 / www.usta.edu.co / contactenos@usantotomas.edu.co
VICERRECTORÍA GENERAL DE UNIVERSIDAD ABIERTA Y A DISTANCIA · Tel. (571) 595 00 00
Carrera 10. n.º 72-50 / www.ustadistancia.edu.co / admisiones@ustadistancia.edu.co
NIT: 860012357-6



experiences. This research idea is linked with the field 2 of (LEET), the study of English language and its contexts, and the second macro project and subproject 3: The voices of the LLEI realities: life stories and experiences. During the investigation I wasn't a direct participant. I applied to some workshops with the students and I established a frequent bridge of interaction with the English teacher of the institution Institución Educativa Técnico Industrial Julio Flórez and some of her students.

I have special interest in the teacher's life, her experiences because she has many years of experience teaching English although she is not an English teacher, and this is why it definitely deserves to be told. The history of this teacher and her experiences around teaching and learning English is take as a starting point and as a reference to tell the life experiences of teachers with similar situations in the region of Chiquinquirá, that are unknown to the rest of the society, and also the narrative of the English teacher's students since they are the ones directly involved in the teaching learning process.

Living this research experience allows me to understand and reflect upon my role as a pre-service teacher on what I will find in the classroom, it also helps me to grow up in terms of my pedagogical perspective, practices and changes influenced by the project, as the following arguments justify this narrative inquiry.

The main character' history has never been documented, her students' narrative and voices, either. That is important, because the voices of teachers and students reveal significant facts, situations and factors that determine the English teaching and learning processes. This research idea describes the identifications of such reflections from the main participant's voice

and what emerging aspects arise while interacting with the teacher, her students and listening to their narrative.

As getting to know the teacher and starting a relationship with her, I have been invited to visit the school and observe some characteristics of this scenario: First, in this institution the English subject is a bit intimidating for the students, although they really want to learn sometimes there are things that they do not understand what makes them feel frustrated. Second, English it is a common and current subject which is not fostering because the focus of the institution is its academic specialties, for this reason they have only 2 hours of English class per week. Third, there is not an English classroom, there are some children who are very interested in the English class, but most of the students feel that it is difficult to use English properly because they often do not understand and feel afraid of being wrong and feel afraid of making mistakes and other students do not like it and feel uncomfortable in English classes.

Finally, another important factor is that the teacher has many experiences teaching English, but she is not an English teacher and this interferes with an adequate acquisition of the foreign language. She loves to teach, but she admits that she teaches English because she has to do it, because there is no other teacher who does it. Also, the teacher does not have the proper tools and material to the development of the classes. These factors described above are present in the daily lives of many English teachers, but are not being taken into account during the process of learning and teaching English.



Many of these experiences are unknown even to the students themselves, surely this is a reality in the classrooms of English in this region, in many cases even the curriculum is unknown to students or teachers have heavy workloads and responsibilities with which must to respond, all this is in the periphery and the idea is to give voice to the participants and help them reflect on their role in the teaching-learning process and invite them to reflect on their own practice and thus contribute to optimize the teaching and learning of English.

Both the perspective of narrative inquiry and the subproject Voices of the LLEI, guide me to understand from a person's history the process of teaching English foreign language learning takes place and everything that surrounds this process that in some way intervenes in how the students and the teacher perceive English which is unknown to many people and with which many others feel identified in the classroom. It is important to carry out this study because knowing these experiences many people can reflect on similar experiences in the classroom, even if I as a pre-service teacher can learn and improve my own pedagogical practice. The research question below arises:

- **Research question**

How does the voice of an EFL primary teacher and her life story describe English Teaching and Learning experiences that mirror realities in the region of Chiquinquirá?

Objectives



BOGOTÁ · PBX: (571) 587 87 97 Línea gratuita nacional: 01 8000 111 180
Carrera 9. n.º 51-11 / www.usta.edu.co / contactenos@usantotomas.edu.co
VICERRECTORÍA GENERAL DE UNIVERSIDAD ABIERTA Y A DISTANCIA · Tel. (571) 595 00 00
Carrera 10. n.º 72-50 / www.ustadistancia.edu.co / admisiones@ustadistancia.edu.co
NIT: 860012357-6



- **General objective:**

To describe English Teaching and Learning experiences from the voice of an EFL primary teacher, her life story and realities in the region of Chiquinquirá.

Specific objectives:

- To portray the life story of an EFL primary teacher regarding her language learning and teaching landmarks.
- To depict English teaching and learning experiences from the voices of an EFL primary teacher' students.
- To establish emerging reflections upon English Language Teaching and Learning in the region of Chiquinquirá and the professional development of a pre-service teacher.

Section 3. THEORETICAL FRAMEWORK

Narrative inquiry is an alternative that is gaining strength in the field of education and mainly in the teaching of languages. With narrative research we can make sense of all the experiences and



BOGOTÁ · PBX: (571) 587 87 97 Línea gratuita nacional: 01 8000 111 180
Carrera 9. n.º 51-11 / www.usta.edu.co / contactenos@usantotomas.edu.co
VICERRECTORÍA GENERAL DE UNIVERSIDAD ABIERTA Y A DISTANCIA · Tel. (571) 595 00 00
Carrera 10. n.º 72-50 / www.ustadistancia.edu.co / admisiones@ustadistancia.edu.co
NIT: 860012357-6



situations that we have lived throughout our lives in the English classroom either as students or teachers and tell everything that has been meaningful to us and that can help others people to reflect and improve their own pedagogical practice "stories can definitely help us better understand the world of teaching and learning since teachers and learners, like any other human being, are storytellers who engage in narrative acts to make sense of their and others' knowledge and experiences. "(Mendieta, 2013, p.136).

- **Experiences from narrative inquiry**

There are many significant stories and experiences within English teaching that have never been told that they are unknown and really valuable because they often have a positive or negative impact on the teaching process. As stated by Mendieta (2006), "By sharing their stories, teachers have the opportunity to reflect on their own practice, to obtain an understanding of their own knowledge and actions and, therefore, to act accordingly by making any necessary changes." (P.144).

The experiences of teachers and students are equally important and significant in the development of this research, Pinnegar and Daynes (2006, p.10) mentions Narrative inquiry recognize that the researcher and the participants are "in relationship with each other and that both parties will learn and change in the encounter (Quoted in Mendieta 2013, p.139), that is, both learn from their own experience. According to Clandinin (2006):

Narrative provides the possibility to understand how the personal and social are intertwined in teachers' lives and how these experiences are shaped by the larger social, cultural and institutional narratives in which teachers have lived; home and school places

that shape largely the nature of the stories they live and tell. (Quoted by Monahan, 2013, p.143).

All these aspects influence the teaching and learning process for this reason it is important to give them a voice and meaning in the framework of language teaching. After reviewing recent research on the importance of the use of narratives in teaching English I found few recent researches that speak of the importance of counting the voices and experiences from the point of view of the student, the teacher and the pre-service teacher and their application to education, this is another important term in my research proposal to give voice to the contexts in English teaching.

From my experience as a student and pre-service teacher I can reflect on how I can improve and carry out my pedagogical practice and improve my professional growth based on the experiences of the research participants, as suggested by Sarasa (2015) narrative inquiry "reveals that such loom large in teacher education by disclosing some of its storied components, that is, the language teacher's identity, learner-focused teaching, and membership within a community of practice" (p.21).

When pre-service teachers start their pedagogical practicum, they usually connect the experience they have lived in their classes as students to the idea of what the classroom should be. It is not only reflected in the way they assume their teaching but how they see (Catañeda and Aguirre, 2018, p.167)

To sum up, it is important to have in mind that narrative research is a growing phenomenon in the teaching of English as a foreign language EFL to reflect on the processes that

are taking place and to be able to give a voice to the people directly involved, such as teachers and students who often have the responsibility of the teaching and learning process but who are not listened to or understood.

The idea is that the voices of the participants are not in the periphery, but are taken into account to improve the teaching practices. Taking into account the context in which I intend to carry out my research, the defined and characterized terms clearly support the purpose of my research. First, the concept of narrative research is defined, second, a description about how the voices and experiences of students and teachers play an important role in the teaching of (EFL) English as a foreign language, regarding external factors that influence the aforementioned processes.

The significance of language learning and teaching stories in the life of a pre-service teacher helps to improve their own pedagogical practice and to reflect on their own experience in the English classroom. In this way, I can remark and examine my living experience throughout this process as an EFL learner and pre-service teacher, since I have been shaping my identity through the research study, interacting with the participant (primary teacher) and my professional development in ELT.

To hear the voice of this teacher helped me to tackle other perspectives of the classroom and build a more realistic vision of English teaching taking into account external factors or unexpected situations that may arise in different educational settings, and that to some extent, intervene in the teaching and learning process. As getting to know her story, some reflections emerged in relation to situations that teachers face, here situated in the region of Chiquinquirá.



It is clear that teaching is not limited to the transmission of knowledge, there are many underlying factors and it is necessary to know and learn to face them and what better way than to explore the lived experiences of a teacher with so many years of experience, this really serves as preparation for pre-services teachers for professional development and growth; in this sense, the experiences of this teacher become a significant model for future English teachers in the region.

- **Life stories and experiences from the voices of English teachers and students.**

Narrative stories serve as a vehicle or means of learning both practical and reflective. The stories that are told are a point of reference in the teaching of English as a foreign language and a tool for reflection on the teaching practices of the language, it should be noted, pre-service and service teachers use narratives as a way to understand and rethink their practices. As stated by Lyons and LaBoskey:

Narrative practices are intentional, reflective human actions, socially and contextually situated, in which teachers with their students, other colleagues, or researchers, interrogate their teaching practices to construct the meaning and interpretation of some compelling or puzzling aspect of teaching and learning through the production of narratives that lead to understanding, changed practices, and new hypotheses. (p.21, 2002).

As reflecting on teaching practices, it is necessary to identify factors that can be improved. If we analyze a little, teachers are daily narrating the experiences they have with their students, they share them with their colleagues, and in this way, they share experiences that are not always specific to a subject, it may be from the context or may belong to a special condition of a student, but are part of the teaching and learning process of EFL language. For example,

having a child in the classroom with a special condition and ensuring that all children have the same learning rhythm.

Most of the time, pre-service teachers are ready to face the classroom based on all the instruction that they have received during their classes at the university. However, along these processes, sometimes, there is no time for reflection about what they expect to find in their classrooms. This could make them feel concerned about whether or not the knowledge they have acquired and the abilities they have are enough to deal with classroom issues. As Catañeda and Aguirre, (2018) indicated, “for pre-service teachers, becoming a teacher involves analyzing their own classroom, the activities they design, and the way they teach their classes to make them significant” (P. 162).

In order to restructure and improve teaching practices it is necessary to give voice and listen to the people directly involved in this process, the whole educational community, mainly in students and teachers and in this case pre-service teachers. Sharing these experiences allows us to know the realities of the classroom and many associated factors that are part of the teaching-learning process because pre-service teachers need to develop the skills and attitudes that enable them to critically reflect on others’ and their own practice. Learning to reflect and become aware of teaching practices is very significant during this narrative study, because it highlights the impact that guide teachers have on professional life and on the formation of a teacher's identity. The guidance that a pre-service teacher receives can leave a mark on her/his teaching style, her/his planning and in general in her/his way of facing classes and the challenges that may arise in the classroom.

The learnings we have from the other teachers' experiences are really very significant and valuable. Have the opportunity to see how they develop new skills through their experience is very enriching processes because you have the opportunity to live a real teacher experience and familiarity what a class is like, plan, organize, design material, and guide a group of students and you are always accompanied by a sponsor teacher who support your process and is attentive about your pedagogical practice. The arguments aforementioned are stated by Castañeda and Aguirre (2018), with a group of pre-service teachers during their pedagogical practice, the authors affirm that:

The importance of having mentoring, not as a one-way process, but as a multiple-way process in which pre-service teachers are able to feel they can express themselves and their peers and mentor are going to listen; this could be a more enriching experience for both the mentor and pre-service teacher, and could contribute to the improvement of the pedagogical experience. (P. 165).

This experience is very weighty and it is necessary to live it to learn many aspects of what it is to be a teacher, particularly an English teacher, that also implies to go beyond the practices and reflect upon opportunities to learn while you construct your story as an educator.

- **English teaching in Colombia: A brief historical evolution of the educational system in primary schools.**

This research study is based on the experience of a teacher with the teaching of English at the primary level, for this reason it is important to briefly describe how work the English teaching in Colombia in primary schools. In Colombia, the national government has

implemented various programs and strategies in the field of teaching English. One of those strategies are the standards set by the Ministry of Education (MEN) that are a guide that all English teachers should follow to have results in teaching English as a foreign language. Policy determines these standards about what students should know at each level of learning and what goals should be reached at the end of each level, whether primary and secondary, (MEN, 2006).

The standards aim to make Colombians able to communicate in English and respond to globalization through the use of a universal language. (Basic Standards of Proficiency in Foreign Languages: English, 2006). The idea is that teachers across the country have a single guide that allows them to improve pedagogical practices in the classroom and serve as a reference point for students to reach the level of English expected for each grade. But this in the primary schools is a challenge, English is often introduced as a compulsory subject at primary school without due consideration of who will teach it.

As stated by Copland et al. (2014), “Teachers may therefore find themselves teaching English either without adequate training in teaching young learners in general or in teaching English to young learners in particular. The situation is especially acute in poor or rural areas” (p. 740). An advantage of those policies is that teachers have the autonomy to choose the subjects according to the sociocultural context in which they are teaching, in this way they have the possibility of integrating the English class with other areas and adapting them to the proposed standards.

Colombian policy through the MEN has adopted the Common European Framework of Reference for Languages, with the purpose of determining the level of English performance at

each stage of the learning process. (Ministry of National Education, 2000). One factor to consider is the time you have with students for the development of English skills, teachers should plan the classes and learn to take advantage of the time that is established in the curriculum of each institution for teaching-learning English.

Furthermore, we find the transition of the National English Plan “Colombia Very Well” which aims to achieve citizens capable of communicating in English, so that they can insert the country in the processes of universal communication, in the global economy and in cultural openness, with internationally comparable standards (National Plan for Bilingualism, 2011). The most important programs for teaching English in Colombia have been:

- The National English Plan Colombia Very Well, which was the first to implement the common European framework to measure student performance and the development of the foreign language.
- The Program for Strengthening the Development of Skills in Foreign Languages” PFDCL, 2010-2014”, which concerned itself with the training and training of competent teachers for teaching English. (Ministry of National Education, 2010).
- The bilingual Colombian program, which motivated students and teachers from the professional field, as it offered scholarships abroad and better job opportunities for people who reached a specific domain of the foreign language. (Ministry of National Education, 2006)

The different programs and policies implemented by the MEN have always had the objective of making Colombians able to communicate in the English foreign language but for many factors these stated objectives have not really been achieved, such as hours of English per

Work (intensity), motivation, resources, etc. Nevertheless, the context of this narrative study describes how far the National Framework Policy is from the realities of what occurs in primary and secondary institutions of English.

In this institution, some sociocultural factors are part of the students' realities, most of the students belong to families of socioeconomic strata 1 and 2, they live in vulnerable neighborhoods of the city and not all students have access to technological resources or do not have internet in their homes; these and more characteristics described in the contextualization explicitly intervene in the ELT process, most of them are unknown and not taken into account for the creation of new policies and programs.



BOGOTÁ · PBX: (571) 587 87 97 Línea gratuita nacional: 01 8000 111 180
Carrera 9. n.º 51-11 / www.usta.edu.co / contactenos@usantotomas.edu.co
VICERRECTORÍA GENERAL DE UNIVERSIDAD ABIERTA Y A DISTANCIA · Tel. (571) 595 00 00
Carrera 10. n.º 72-50 / www.ustadistancia.edu.co / admisiones@ustadistancia.edu.co
NIT: 860012357-6



Section 4. RESEARCH DESIGN

This research is a narrative study in conjunction with subproject 3 titled, “The voices of the LLEI realities: life stories and experiences”. It was important to carry out this study to collect the teacher's history, report her experiences and discuss the meaning of these experiences of the main participant and how such a story embraces realities and features of ELT. Narrative research is defined as "a way of understanding experience" involving "collaboration between researcher and participants, over time, in a place or series of places, and in social interaction with milieus". (Clandinin and Connelly, 2000, p.20). All these experiences are valuable to understand in depth the processes around the teaching and learning of English that happen in the classroom.

The stories that we read and hear in and outside the classroom help us learn not only about the subject matter of instruction or about the strengths and shortcomings of teaching itself but also about the ways in which teachers come to make sense of the world that surrounds them. (Mendieta, 2013, p. 143).



BOGOTÁ · PBX: (571) 587 87 97 Línea gratuita nacional: 01 8000 111 180
Carrera 9. n.º 51-11 / www.usta.edu.co / contactenos@usantotomas.edu.co
VICERRECTORÍA GENERAL DE UNIVERSIDAD ABIERTA Y A DISTANCIA · Tel. (571) 595 00 00
Carrera 10. n.º 72-50 / www.ustadistancia.edu.co / admisiones@ustadistancia.edu.co
NIT: 860012357-6



Giving voice and meaning through a teacher's experience became a challenge for me, from my role as a pre-service teacher and my short experience in ELT (English Language Teaching) essentially, because it is not important for everyone to know such learning and teaching experiences. All these experiences and this particular story and everything that the participant English teacher has had to live became a valuable tool for me and for the teaching field.

- **Methodological procedure behind narrative inquiry**

Narrative research is a very practical design for the field of education, and according to Barkhuizen et al. (2014), when we conduct a national research, we should consider some steps as they are summarized below:

- a. Identify the research interest based on the story of an EFL primary teacher.
- b. Ask the participant her consent to carry out the narrative inquiry.
- c. Design and implement data collection regarding the types of narrative: Oral and written narrative.
- d. Revise trustworthiness criteria for the study objectivity, data collection and analysis.
- e. Categorize data by following the approach of thematic analysis.
- f. Demonstrate the trustworthiness and reliability of the study and establish that the research study's findings are credible and confirmable.

Moreover, the macro project of the DTA program related to understanding and characterizing EFL, takes into consideration two points of view for the contexts' description. The first one, is related to characterizing the context from the perspective of the environment, that is, describing, understanding a context. The second one, has to do with how a particular participant experiences and retells a story through a voice that is described by following the methodological steps aforementioned based on Narrative Inquiry, Bonilla et al. (2017).

- **Data collection instruments**

Data collection was carried out through different instruments. Based on the methodological framework established by Barkhuizen, Benson and Chick, (2014), oral, written and multimodal narrative constitute the main sources for eliciting and documenting information. Both oral and written narrative recall stories that people tell, their memories about events and whether human, social and cultural implications, which are present in different stages of lives and which are also useful to carry out a solid data collection procedure as it is established by the authors above mentioned.

The study involves the following types of data collection instruments: semi-structured interviews, their transcriptions and narrative frames that also tells a story or part of a story in written form; additionally, biographical documents that correspond to written forms of narrative. In this sense, narrative inquiry is a form of qualitative research in which the stories themselves become the data. Below I describe each of the data collection instruments and their samples.

a. **Semi-structured Interviews:** In this instrument, “researchers use interview guides as

resources to direct the interviews, but at the same time, the questions are usually open ended to allow participants to elaborate and researchers to pursue developing themes”. Barkhuizen et al. (2014. p.17). This instrument aims to gather information about the participants and their context. It gathered aspects that are useful for my research and that are influencing the teaching-learning process.

b. **Biographical documents:** They provided biographical information about the participants and also recounted their past and current remarkable experiences, in this way, we analyze and tell participants’ stories. I asked the teacher to write her own autobiography and to take into account important aspects and events during her teaching career.

c. **Narrative frame:** “It is a written story template consisting of a series of incomplete sentences and blank spaces of varying lengths. It is structured as a story in skeletal form. The aim is for respondents to produce a coherent story by filling in the spaces according to their own experiences and their reflections on these. (Barkhuizen et al. (2014. p.45). The following is the sample of the final narrative framework designed for the research project.

Further, I had taken advantage of the relationship with the teacher to attend one of her English language classes in order to carry out classroom observations as it is described below.

d. **Classroom observation:** It is a formal or informal observation of teaching while it is

taking place in a classroom or other learning environment. I kept the following key aspects in mind during my observations:

Chart 1. Observation for data collection

OBSERVATION FOR DATA COLLECTION	
ASPECTS	DESCRIPTION
Institution:	
Group of participants:	
English level or educational level:	
Observation No.	
Date:	
General description about the context, institution, environment or participants.	
Classroom organization:	
Level of English:	
Use of English/Spanish/translation:	
Characteristics of the teacher:	
types of interaction among participants:	
Conflicts and other situations or facts during the class:	

Furthermore, the following chart summarizes the data collection instruments applied through the research process and their purposes insight the narrative study:

Chart 2. Data collection instruments

Type of narrative	Instruments	Methodological aims and procedure
Oral narrative	1.Semi-structured Interviews	1. Interviews were applied to the teacher and some of her students to gather experiences about English teaching and learning. <i>(See annex 2)</i> Final Interview <i>(See Annex 6)</i> .
Written narrative	2.Biographical documents	2. Biography (written teachers' autobiography) to gather significant life landmarks and experiences of the elementary teacher's life. <i>(See annex 1)</i> .
	3.Narrative frame	3. A narrative frame was applied to go in depth with English Teaching and Learning experience regarding pedagogical practices and situational aspects. <i>(See annex 5)</i> .
Multimodal narrative	4. Classroom/Online observation	4. Observation formats: -Physical classroom (2019): This instrument was the starting point to co-construct the experiences of the participating teacher and my role as pre-service teacher. This instrument allows me to have a perspective of teaching practices in that institution.

		(See annex 4). -Online Class (2020): Portray how it was for the participating teacher to face the challenge of virtual teaching and mediated by technology
--	--	---

● Participants

The main participant of this narrative study is a primary school teacher, with many years of experience in the field of education, who assumes the teaching of English in primary school and who narrates how her process has been and some of her most significant experiences during the process. This teacher has faced different situations, both, in the classroom and with different factors that intervene in the teaching-learning process and that represent a very frequent reality in primary schools in the Chiquinquirá region and allow us to know a somewhat unknown perspective or undocumented about the difficulties and challenges that many English teachers have or may have in primary schools.

Some of her fifth grade elementary students are also part of this study, as they give their point of view and some arguments from their own experience and their own learning process. Finally, from my role as a pre-service teacher I am also part of the study, since I portray how the experiences of the participating teacher influence my own pedagogical process and my identity as an English teacher.

● Trustworthiness criteria

It is the criteria that the researcher has to guarantee that a study and all the information collected is truthful, credible and reliable. During this study, the results of the investigation reflect the realities of primary English teachers in the Chiquinquirá region. “Trustworthiness refers to the



BOGOTÁ · PBX: (571) 587 87 97 Línea gratuita nacional: 01 8000 111 180
Carrera 9. n.º 51-11 / www.usta.edu.co / contactenos@usantotomas.edu.co
VICERRECTORÍA GENERAL DE UNIVERSIDAD ABIERTA Y A DISTANCIA · Tel. (571) 595 00 00
Carrera 10. n.º 72-50 / www.ustadistancia.edu.co / admisiones@ustadistancia.edu.co
NIT: 860012357-6



degree of confidence in data, interpretation, and methods used to ensure the quality of a study (Pilot & Beck, 2014). The following criteria guaranteed trustworthiness as doing the study:

- Design and adapt data collection from the basis of a methodological approach established in the Literature of narrative inquiry.
- The approach that guides the research study is coherently structured with the subproject “Voices of the LLEI: Life stories and experiences of pre-service teachers.”
- Since there was included a main participant, instruments were applied with the purpose of interacting directly with the teacher of the story regarding purposes of open and semi-structured data collection implementation through oral and written narrative.
- The fact of having interacted with the teacher’s students and having visited her classroom for doing observation: additional data from the pre-service teacher’s view as a researcher.
- Data collection was conducted in Spanish as the participant expressed to feel more comfortable and data was not translated into English for not altering the meaning insight the study.



BOGOTÁ · PBX: (571) 587 87 97 Línea gratuita nacional: 01 8000 111 180
Carrera 9. n.º 51-11 / www.usta.edu.co / contactenos@usantotomas.edu.co
VICERRECTORÍA GENERAL DE UNIVERSIDAD ABIERTA Y A DISTANCIA · Tel. (571) 595 00 00
Carrera 10. n.º 72-50 / www.ustadistancia.edu.co / admisiones@ustadistancia.edu.co
NIT: 860012357-6



Section 5. DATA ANALYSIS

This section develops the analysis carried out with the collected data. The interpretation of information describes the experiences of ELT in primary school that reflect the realities of the Chiquinquirá region. The thematic analysis approach allows the trustworthiness criteria having considered regarding the methodological principles stated by (Barkhuizen, Benson and Chik, 2014.)

In doing the analysis, it was established coherently with the approach of thematic analysis three main themes to guide the interpretation of information: The first theme corresponds to the *Teacher's Life Landmarks*; the second one, *English teaching and learning experiences* and the third one, *Emerging reflections upon: English Language Teaching (ELT) in the region of Chiquinquirá and the professional development of a pre-service teacher*.

In this research, the life experiences of a primary school teacher around the teaching of English are retold and interpreted through an analysis that allowed the pre-service teacher as a researcher to determine some emerging sub-themes that will explained in detail later. To sustain the analysis, the approach behind it corresponds to thematic analysis that allows researcher to categorize data, identify emerging sub-themes mainly from the voice of the teacher and short excerpts from the participant's students.

Also, the evidences of the participants narrative was connected with the research objectives. The following citation supports the process aforementioned: "In general terms, it



involves repeated reading of the data, coding and categorization of data extracts, and then reorganization under thematic headings.” (Barkhuizen et al. (2014. p.75).

The data collection instruments used during the study were observations, semi-structured interviews, bibliographic documents and a narrative frame; these instruments allowed me to gather information about the ELT experiences and practices in the region. The data was systematically coded through the identification of excerpts that from the narrative clearly depicted the main themes and emerging sub-themes as findings.

In this way, relevant data about the realities of the region was easier to analyze and categorize, as stated by Xu, and Zammit, “the researcher plays in constructing and interpreting realities from meanings” (2020). Therefore, the analysis is framed as the chart describes it: three main themes of which we established several emerging reflections. The process of coding and generating themes described above provided a lot of information about the relationships between ELT process how they portray life experiences in the region.

With the application of the data collection instruments, I established a relationship with the participating teacher through constant dialogue with her, which facilitated the sharing of experiences related to teaching and learning English throughout her life as a teacher. During the observations carried out a year ago, we had the opportunity to share experiences focused on teaching and exchange information on workshops for teaching English and information relevant to students’ context, this process was very significant and particular because it allowed me from my role of pre -service teacher, learn about the realities of the classroom and have an initial perspective of how English is taught in primary school in the region of Chiquinquirá.

It is important to note that the participant voice in Spanish was included in the analysis process to provide another avenue by which to consider the significance of her experiences in the research process. As this study is a narrative inquiry, it makes unheard and unknown reflections from teacher's life and a pre-service teacher in the context of education in the region, valuable to reflect upon the realities of the context and portray practices of ELT in the region of Chiquinquirá.

- **Initial themes that frame the research study:**



BOGOTÁ • PBX: (571) 587 87 97 Línea gratuita nacional: 01 8000 111 180
Carrera 9. n.º 51-11 / www.usta.edu.co / contactenos@usantotomas.edu.co
VICERRECTORÍA GENERAL DE UNIVERSIDAD ABIERTA Y A DISTANCIA • Tel. (571) 595 00 00
Carrera 10. n.º 72-50 / www.ustadistancia.edu.co / admisiones@ustadistancia.edu.co
NIT: 860012357-6



Chart 3. Interpreting data from themes to emerging sub-themes

Main theme	Evidences from data collection	Emerging sub-theme
Teacher's Life Landmarks	- Desde pequeña la pedagogía me llamó mi atención y sembró en mí una vocación y un gusto por enseñar, la formación en la escuela Normal siempre destacaba la pedagogía y eso me emocionaba mucho. <i>(Participant voice, biographical document).</i> ...por trámites administrativos de la secretaría de educación y por qué no cumplía con los requisitos para ser profesora de inglés de secundaria, me trasladaron a una sede de la misma institución a enseñar principalmente inglés de preescolar a quinto... <i>(Participant voice, biographical document).</i> ...reconozco que ser docente de inglés conlleva muchas responsabilidades y para ser una verdadera docente de Inglés me falta muchas cosas. <i>(Participant voice, biographical document).</i> - Es importante resaltar la labor que hacen los diferentes docentes de inglés en la región, quienes tienen que enfrentar muchos desafíos y retos para cumplir con los objetivos de aprendizaje. <i>(Participant voice, narrative</i>	- The teacher's vocation awake process at Escuela Normal. - The influence of government Restricted ELT decisions - The teacher's social and educational responsibility while teaching English school. - Difficulties inside and outside classroom. - Lessons learned through year

	frame). • Como una experiencia significativa, porque entendí que enseñar un segundo idioma va más allá de aprender una lista de palabras individuales. (Participant voice, Teacher' s interview). • Todo depende de la vocación del docente, de su creatividad y de su capacidad para afrontar la propia enseñanza. (Participant voice, Teacher' s interview).	
English teaching and learning experiences:	• a finales de 1983, yo me vinculé como docente primaria en un municipio del occidente de Boyacá. En esa institución, tuve la oportunidad de dar mis primeras clases y aunque para esa época no era obligatoria la enseñanza de inglés en primaria, también enseñe inglés. (Participant voice, biographical document). • Con el tiempo, tuve la oportunidad de realizarme profesionalmente, actualmente soy licenciada en básica primaria y tengo una especialización en Lengua Escrita. (Participant voice, biographical document). • Yo decidí asumir ese reto, y con el	• English is guided and addresses the needs of students who do not have basic knowledge or training of the foreign language. • EFL experiences bring learning challenges in the region of Chiquinquirá. • ELT implies the challenges to support children with special educational needs. • Struggle to develop communication skills in English. • Emerging difficulties for ELT during pandemic time.

	tiempo el rector le gusto mi trabajo y decidió dejarme como la “profesora de inglés” de los grados 6 a 8 durante 7 años. <i>(Participant voice, biographical document).</i> • Anécdotas en mi labor como docente de inglés tengo muchas, ahora comprendo que cada error cometido es una oportunidad de aprendizaje de algo nuevo, pero también entiendo que no puedo cometer errores con mis estudiantes porque eso puede llegar al fracaso. <i>(Participant voice, biographical document)..</i> • Una experiencia positiva para mi es cuando me llega un niño con problemas de aprendizaje y le puedo enseñar algo es muy difícil pero es gratificante cuando ellos muestran resultados. <i>(Participant voice, Teacher’ s interview).</i> • Enseño ingles porque me toca, fue la asignatura que dieron por lo que ya tenía experiencia en secundaria y está dentro del plan de aula y es mi responsabilidad... <i>(Participant voice, Teacher’ s interview).</i> • He aprendido que para enseñar y aprender inglés debes dominar las habilidades	
--	---	--



	de leer, escribir, hablar y pensar en un segundo idioma y que todo esto es necesario para construir estructuras acordes con lo que quieres expresar. <i>(Participant voice, Teacher' s interview).</i> la docencia no es la misma, porque para algunos estudiantes la interacción mediada por la tecnología es difícil, no todos tienen acceso a la virtualidad. <i>(Participant voice, Teacher' s interview).</i>	
Emerging reflections upon: English Language Teaching (ELT) in the region of Chiquinquirá - The professional development of a pre-service teacher	- las clases con la profesora son muy divertidas: recreamos, jugamos y aprendemos. <i>(Students point of view).</i> - Me gusta trabajar con el libro guía porque trae muchos ejercicios y palabras nuevas. No me gusta que mis algunos de mis compañeros hacen mucho ruido, indisciplina y desorden y no dejan dictar la clase. <i>(Students point of view).</i> "Las clases de inglés son muy bonitas la profesora nos enseñan mucho cantamos, a veces bailamos, algunos niños pasan al frente a leer en Ingles. <i>(Students point of view).</i> - The classroom is organized in a traditional way by rows, it is a large room, but the environment does not have nothing in English.	- Vocation and social responsibility of teachers Contributions while Teaching in Chiquinquirá and beyond - Future challenges for professional and non-professional English teachers.



	<i>(Pre-service teacher observation).</i> • The teacher pronounce a few words in English and then she translates it into Spanish so that the students understand her. <i>(Pre-service teacher observation).</i> • The teacher did a playful activity to start the class, then made a review of the topics that they had worked before (personal pronouns) and then she began to explain the topic for the class. <i>(Pre-service teacher observation).</i> • Mis alumnos en el área de inglés son evaluados teniendo en cuenta tres ejes principales, el actitudinal, el cognitivo y el práctico. Estos tres factores se unen para producir un concepto evaluativo numérico en una escala del 1 al 5. <i>(Students point of view).</i> • Utilizo videos y algunas actividades recreativas con audios o imágenes que pongo en el televisor, me ayudan a relacionar el vocabulario y la pronunciación correcta de las palabras con mayor facilidad. <i>(Participant voice, Teacher' s interview).</i> • Los estudiantes son de estratos	
--	--	--

	sociales bajos, muchas veces no cuentan con todos los recursos como el texto guía o las herramientas tecnológicas para facilitar el aprendizaje. <i>(Participant voice, Teacher' s interview).</i> • En Chiquinquirá, me gustaría resaltar con gran respeto el esfuerzo que hacen los profesores y alumnos para enseñar y aprender inglés, debido a su importancia en nuestra vida profesional. Incluso en la región algunas academias dan garantías para acceder a cursos avanzados de inglés y eso es muy bueno. <i>(Participant voice, Teacher' s interview).</i> • I found a student in fifth grade of primary school with cerebral palsy. This students attends all classes in the company of other children without any special assistant. <i>(Pre-service teacher observation).</i> • I noticed that outside the classroom there was a lot of noise, there was loud music that interrupted the development of the class. <i>(Pre-service teacher observation).</i> • los niños en sus primeros años son más receptivos y deberías aprovechar eso, y más en la enseñanza de un segundo idioma. Debes	
--	--	--

	tener en cuenta la fonética y que las reglas de escritura sean claras desde el primer aprendizaje. <i>(Participant voice, Teacher' s interview).</i>	
--	---	--

5.1. Teacher's Life Landmarks

This theme initially comes from the microproject and its objectives which is articulated with the data collection instruments, mainly the biographical documents and narrative frames. This theme describes information related to specific and significant events that marked the life and professional development of the participating teacher and that have influenced her identity as a primary school teacher.

One important event that marked the life of the teacher was her academic training in a Normal school, which generated a teacher's vocation awakening and her love for teaching:

“Desde pequeña la pedagogía me llamó mi atención y sembró en mí una vocación y un gusto por enseñar, la formación en la escuela Normal siempre destacaba la pedagogía y eso me emocionaba mucho,” (Participant voice, 2020).

Another remarkable issue in the teacher's life is her sense of social responsibility towards her students, she recognizes the impact it can cause in the lives of her students, she describes it as follows: *...reconozco que ser docente de inglés conlleva muchas responsabilidades y para ser una verdadera docente de Inglés me falta muchas cosas.* (Participant voice, 2020). Thus, the teacher recognizes the importance of her work, she knows that if she makes a mistake with the students, that mistake may remain with them and have some consequence with their high school education; she states that with a simple example, the pronunciation of words, she is afraid of mispronouncing a word and that the students will repeat the mistake. In this reflection, the

Constant struggle of the participant teacher to fulfill the learning objectives is evident, the tactics in which, guided by her vocation and love for teaching, she assimilated the challenge of teaching English and faced the difficulties of the background.

Finally, it is important to mention the difficulties inside and outside the English classroom that the teacher has faced, such as hard conditions in the institution, lack of resources, teaching and learning support and qualification, as well as the problems she tries to handle due to the impact of the pandemic time. It happens that this teacher was asked from the beginning of the quarantine to give classes without any guidance related to technological and pedagogical issues to implement her practices. All teachers in this school have not received any help to maintain internet connection, smart phone gadgets and post office support to send to her students the pedagogical guides. It is just on her responsibility.

It is highlighted the fact that this participant highlights the work done by different English teachers in the region, who have to face many challenges to meet the learning objectives and in fact it is really remarkable to evidence the teacher's self-regulation and capacity to overcome each situation nowadays and how she has learned through her experience as the excerpt shows it: *“En Chiquinquirá, me gustaría resaltar con gran respeto el esfuerzo que hacen los profesores y alumnos para enseñar y aprender inglés, debido a su importancia en nuestra vida profesional”* from an interview.

5.2. English teaching and learning experiences:



BOGOTÁ · PBX: (571) 587 87 97 Línea gratuita nacional: 01 8000 111 180
Carrera 9. n.º 51-11 / www.usta.edu.co / contactenos@usantotomas.edu.co
VICERRECTORÍA GENERAL DE UNIVERSIDAD ABIERTA Y A DISTANCIA · Tel. (571) 595 00 00
Carrera 10. n.º 72-50 / www.ustadistancia.edu.co / admisiones@ustadistancia.edu.co
NIT: 860012357-6



The experiences and learning related to teaching in the professional and personal life of the participating teacher have marked her identity as an English teacher in primary school, for this reason, it is important to examine this main theme with the thematic analysis of this research. The experiences and learning are significant and enriching not only for the participant, but also for other teachers and pre-service teachers, who show a perspective about the teaching of English in Chiquinquirá and how the participant teacher has built her life, identity and professional development.

I highlight for example the excerpt on which the participant states that she has found some teachers in this town with the perspective or the assumption that ELT is to teach through vocabulary, though she disagrees on: *“En Chiquinquirá, me gustaría resaltar con gran respeto el esfuerzo que hacen los profesores y alumnos para enseñar y aprender inglés, debido a su importancia en nuestra vida profesional”* (participant’s interview; also, the following narrative excerpt that focused on ELT in the context: *“Es importante resaltar la labor que hacen los diferentes docentes de inglés en la región, quienes tienen que enfrentar muchos desafíos y retos para cumplir con los objetivos de aprendizaje, (narrative frame).*

In the data analysis, the interviews and the narrative framework portrayed the reflections around the ELT process. The sub-themes depicted how this teacher through the years has



BOGOTÁ • PBX: (571) 587 87 97 Línea gratuita nacional: 01 8000 111 180
Carrera 9. n.º 51-11 / www.usta.edu.co / contactenos@usantotomas.edu.co
VICERRECTORÍA GENERAL DE UNIVERSIDAD ABIERTA Y A DISTANCIA • Tel. (571) 595 00 00
Carrera 10. n.º 72-50 / www.ustadistancia.edu.co / admisiones@ustadistancia.edu.co
NIT: 860012357-6



acquired skills that have helped her to develop professionally despite not having the professional degree of a Licenciada with a major in English or the teaching of English. The following excerpt illustrates how she reflects upon English learning, language difficulties and sometimes lack of confidence: *“Anécdotas en mi labor como docente de inglés tengo muchas, ahora comprendo que cada error cometido es una oportunidad de aprendizaje de algo nuevo, pero también entiendo que no puedo cometer errores con mis estudiantes porque eso puede llegar al fracaso”*. (Participant voice).

The teacher stated that at the beginning it was difficult for all the challenges of the classroom. The teacher narrated that in her classroom, there have been children with learning difficulties and special educational needs that make her work even more challenging and hard. As she said, it has been necessary to deconstruct, construct and reinvent herself. Likewise she has designed strategies to bring her students with the same learning rhythm. Even, she narrates, that she felt afraid of not achieving the objectives of the subject, but that over time she developed skills such as creativity, autonomy to learn and take English courses that allowed her to assume teaching with vocation, dedication and love: *“Con la pandemia generada por el Covid-19 todo ha cambiado, el mundo, sus costumbres, nuestro ritmo de vida han cambiado. El hecho de pasar más tiempo en casa ha generado grandes cambios y la docencia no es la misma, porque para algunos estudiantes la interacción mediada por la tecnología es difícil, no todos tienen acceso a la virtualidad.”*

One of the results of the teacher's experience is the satisfaction she feels when she seeing her work done with the students, seeing the fruit of her efforts, and seeing the progress that her



BOGOTÁ · PBX: (571) 587 87 97 Línea gratuita nacional: 01 8000 111 180
Carrera 9. n.º 51-11 / www.usta.edu.co / contactenos@usantotomas.edu.co
VICERRECTORÍA GENERAL DE UNIVERSIDAD ABIERTA Y A DISTANCIA · Tel. (571) 595 00 00
Carrera 10. n.º 72-50 / www.ustadistancia.edu.co / admisiones@ustadistancia.edu.co
NIT: 860012357-6



students have over time. *Una experiencia positiva para mí es cuando me llega un niño con problemas de aprendizaje y le puedo enseñar algo es muy difícil, pero es **gratificante** cuando ellos muestran resultados*". (Participant voice). The challenges that teachers face in classrooms are countless, so it is also necessary to recognize their work.

5.3. Emerging reflections upon (ELT) in Chiquinquirá and the professional development of a pre-service teacher.

This theme emerged from the reflections of how the experiences of the participating teacher influence my professional development as a pre-service English teacher and how her experience influences my role in the classroom. In this way, my perspective of teaching is mediated by the experiences of the participating teacher. Giving a voice to her legacy as an English teacher allows me to know realities of the classroom unknown to other teachers in the region and teachers in service, but which serve as a starting point to know the teaching environment in the region of Chiquinquirá.

An important factor that I want to highlight is the way in which the teacher starts the English classes, the students show their enthusiasm for the English class. She always starts her classes with a very cordial welcome, sometimes she does it singing and stimulating her students to participate, in this way, they know that English class started. The teacher does not have a teaching method or specific approach for the development of her classes. She carries her planning in a folder and modifies it according to the needs of her students and their learning rhythm. *"Utilizo videos y algunas actividades recreativas con audios o imágenes que pongo en*

el profesor, me ayuda a relacionar el vocabulario y la pronunciación correcta de las palabras con mayor facilidad”. (Participant voice). Before and now during the pandemic she continuously constructs and applies strategies she consider could work to enhance English teaching and Learning, the same as Ethics, that is why she emphasizes through her practices on good behavior and human values.

Due to institutional policies, in the planning of the English area, the topics are included in a guide book called Playing five, but as she narrates, *“Los estudiantes son de estratos sociales bajos, muchas veces no cuentan con todos los recursos como el texto guía o las herramientas tecnológicas para facilitar el aprendizaje”*. (Participant voice). Despite this, the teacher looks for a way to bring knowledge to her students, designs new strategies that allow her to address her students, sometimes she takes copies and gives them to students who cannot buy the book, or sometimes she prepares activities in group, it is definitely a struggle for her to fulfill English Teaching and Learning necessities that go beyond English.

The participating teacher recognizes that different situations can sometimes arise in the classroom, but she narrates, that the important thing is to have the character and personality to face them and learn from them, and the vocation to teach: ***“ En Chiquinquirá, me gustaría resaltar con gran respeto el esfuerzo que hacen los profesores y alumnos para enseñar y aprender inglés, debido a su importancia en nuestra vida profesional”***. (Participant voice).

Likewise, she recognizes that the effort is not only from teachers but also from students and their desire to learn and even from parents who support the learning process of their children.

Lastly, inside this third analysis theme, I highlight the experiences related to the professional development of a pre-service teacher. The opportunity to getting to know the experiences of the participant teacher, her manner of assuming teaching despite the limitations in the region, has allowed me to reinvent myself as an English teacher and have another perspective of what English teaching is in the region. During the B.A program I had the opportunity to learn about lesson plans, teaching methods, forms of evaluation and most of the functions of an English teacher, the pedagogy itself.

Later, in my pedagogical practice, I had the opportunity to experience many situations that are not found in theory, that are part of the ELT process of which I already had a perspective since the voice of the participant teacher and her advices on how to face it, this process was very enriching and was part of my professional training as a pre-service English teacher. Before the realities of teachers in the classroom were not given importance, unknown in the field of teaching but so significant for teachers in training.

Definitely, sharing teaching experiences by the guidance of the participating teacher, exchanging ELT workshops transformed my living experience too, since I joined a social responsibility project (Proyección Social), guided in the B.A TEFL program at USTA on which other pre-service teachers and I participated to get involved in an institution and an English classroom. This is one of the reasons because I became closed to the research study participant. I had the chance of making part of some workshops in her classroom.

The participant of this study constitutes the presence as a mentor that has influenced my formative process as a pre-service teacher. Her vocation for teaching and her love for pedagogy

Made it possible for her to support me and struggle from another perspective, my reality as a future English teacher. Her words entered deeply in my mind: *“decidí hacer lo que realmente me apasiona que es enseñar.”*

This is a significant factor to highlight, as mentioned by Rodriguez, S.M., (2018) it turns out pertinent to reflect upon challenges that teacher educators usually tackle regarding implications for language research and teaching education.” The ELT research process become in a challenge not only for English teachers, but also for the students who experience the process itself. The participating teacher stated, that the participant of the study agreed with the observations of her classes and all the data gathering and the whole research process because it allowed her to reflect on her own teaching practices and allowed her to continue learning, so this research process became in another teaching and learning experience for her.

Section 6. CONCLUSIONS AND IMPLICATIONS

The life story of a primary teacher describe and portray the realities related to English Teaching and Learning Experiences because the participant teacher has been facing a different situation in the ELT, even though, her major in not English, she has assumed her role in the classroom as an English teacher and she has developed new skills through many years of experience and self-regulation to teach and learn English, she has tried to guide student towards a contextualized learning process by using English in the classroom and as a result, she has



BOGOTÁ · PBX: (571) 587 87 97 Línea gratuita nacional: 01 8000 111 180
Carrera 9. n.º 51-11 / www.usta.edu.co / contactenos@usantotomas.edu.co
VICERRECTORÍA GENERAL DE UNIVERSIDAD ABIERTA Y A DISTANCIA · Tel. (571) 595 00 00
Carrera 10. n.º 72-50 / www.ustadistancia.edu.co / admisiones@ustadistancia.edu.co
NIT: 860012357-6



developed some pedagogical strategies and others self-learning strategies to fill professional gaps in that public institution.

Really, the opportunity to learn through experience is a treasure, valuable and unique, and it became in a very enriching process for me from my role as pre-service teacher and for many other teachers who face similar contexts or situations, because there are many teacher that have to face everyday situations, some related to the social and cultural students' context, their social condition, their family relationships, their lifestyle; involved within the ELT process in this region, that become a challenge for teachers to achieve the planned objectives in the English classrooms. This research process was significant and were essential to give voice to the teacher's lived experiences in relation to the ELT process in that primary school, getting to know and tell some situations that teachers face every day when they try to carry out their work in the best way.

The field of education has many branches to study, it can be investigated in a different way than we are used to, and sometimes it is good to take other initiatives to discover new realities. The development of this research study allows me as my role of a pre-service teacher to carry out a process of co-construction of the experiences lived by the participant teacher and learn from these experiences to understand many truths of the English classrooms that are unknown because they are part of the teachers' experiences and they are lived through the years.

Rodriguez, S.M., (2018) in an International Conference on Education and New Learning Technologies, reaffirms the importance of teaching and learning experiences and the contextual

characteristics in this co-construction process, which implies to hear the voices of teacher educators and novice teachers” (2020). All these experiences are valuable in the field of teaching English in primary and it is necessary tell and document them because they give meaning to the life of teachers and their pedagogical and professional practices.

References

- Gary Barkhizen, P. B. (2014). *Narrative Inquiry in Language Teaching and Learning Reserach*. New York: Taylor & Francis.
- Connelly, F., & Clandinin, D. (1990). Stories of Experience and Narrative Inquiry. *Educational Researcher*, 19(5), 2-14. Retrieved July 9, 2020, from www.jstor.org/stable/1176100
- Castañeda-Trujillo, J. E., & Aguirre-Hernández, A. J. (2018). Pre-Service English Teachers’ Voices About the Teaching Practicum. *HOW Journal*, 25(1), 156-173. <https://doi.org/10.19183/how.25.1.420>.
- Xu, W., & Zammit, K. (2020). Applying Thematic Analysis to Education: A Hybrid Approach to Interpreting Data in Practitioner Research. *International Journal of Qualitative Methods*. <https://doi.org/10.1177/1609406920918810>
- Tsui, A. (2007). Complexities of Identity Formation: A Narrative Inquiry of an EFL Teacher. *TESOL Quarterly*, 41(4), 657-680. Retrieved July 9, 2020, from www.jstor.org/stable/40264401



BOGOTÁ · PBX: (571) 587 87 97 Línea gratuita nacional: 01 8000 111 180
Carrera 9. n.º 51-11 / www.usta.edu.co / contactenos@usantotomas.edu.co
VICERRECTORÍA GENERAL DE UNIVERSIDAD ABIERTA Y A DISTANCIA · Tel. (571) 595 00 00
Carrera 10. n.º 72-50 / www.ustadistancia.edu.co / admisiones@ustadistancia.edu.co
NIT: 860012357-6



Ben, J. (2002). Narrative Inquiry: More Than Just Telling Stories. *TESOL Quarterly*, 36(2), 207-213. doi:10.2307/3588331

Mendieta, edited by Nona Lyons and Vicki Kubler LaBoskey. (2002). *Narrative inquiry in practice: advancing the knowledge of teaching*. New York: Teachers College Press

Rodríguez, S.M. (2018, 2-4 July) Narrative Inquiry: Experiences in English Learning and Teaching. [Conferencia]. 10th International Conference on Education and New Learning Technologies, Palma, Spain. <https://library.riated.org/view/RODRIGUEZ2018NAR>.

Rodríguez, S.M. (2018) Narrative Inquiry: Experiences in English Learning and Teaching. *EDULEARN18 Proceedings*, 5678 5682. <http://dx.doi.org/10.21125/edulearn.2018.1370>.

Webster, L., & Mertova, P. (2007). *Using narrative inquiry as a research method: An introduction to using critical event narrative analysis in research on learning and teaching*. Routledge/Taylor & Francis Group. <https://doi.org/10.4324/9780203946268>

MEN, (2006), Guide No. 22 Basic Standards of Competence in Foreign Languages: English. Bogotá, D.C. Colombia. Available in the URL: <http://aprende.colombiaaprende.edu.co>

MEN, (2015), National English Program: Colombia Very Well! Bogotá, D.C. Colombia. Available in the URL: http://wsp.presidencia.gov.co/Prensa/2014/Julio/Paginas/20140710_05-Programa-Nacional-de-Ingles-2015-2025-Colombia-very-well-pondra-a-hablar-ingles-a-los-colombianos.aspx

MEN, (2016), Basic Learning Rights of English Transition to Fifth Grade. Bogotá, D.C. Colombia. Available in the URL: http://aprende.colombiaaprende.edu.co/sites/default/files/naspublic/colombiabilingue/dbacurriculo/cartilla_dba/Basic%20Learning%20Rights%20-%20Tr%20y%20Primaria.pdf

Ministerio de Educación Nacional (2005). Colombia bilingüe. Al Tablero, 37. Recuperado de <http://www.mineducacion.gov.co/1621/article-97495.html>.



BOGOTÁ • PBX: (571) 587 87 97 Línea gratuita nacional: 01 8000 111 180
Carrera 9. n.º 51-11 / www.usta.edu.co / contactenos@usantotomas.edu.co
VICERRECTORÍA GENERAL DE UNIVERSIDAD ABIERTA Y A DISTANCIA • Tel. (571) 595 00 00
Carrera 10. n.º 72-50 / www.ustadistancia.edu.co / admisiones@ustadistancia.edu.co
NIT: 860012357-6



Appendixes

Appendixes are classified into two groups: The first describes the instruments for data collection. The second one includes the data collection process once transcriptions and organization of data were carried out.

Organization criteria: According to the collection's date and regarding the methodological process

- **A-1. Teacher's participant biography.**

Name: Norma Stella Espejo Pineda. **Date of birth:** August 9, 1961 **Profession:** Primary Teacher. **Years of experience:** 36. **Biography date:** July 7, 2020

“Yo soy Norma Stella Espejo Pineda, hija de Rafael Espejo y Olga Pineda, ambos nacidos en el municipio de Saboya. Nací el 7 de agosto de 1961. Toda mi vida he vivido con mis padres, quienes



BOGOTÁ · PBX: (571) 587 87 97 Línea gratuita nacional: 01 8000 111 180
Carrera 9. n.º 51-11 / www.usta.edu.co / contactenos@usantotomas.edu.co
VICERRECTORÍA GENERAL DE UNIVERSIDAD ABIERTA Y A DISTANCIA · Tel. (571) 595 00 00
Carrera 10. n.º 72-50 / www.ustadistancia.edu.co / admisiones@ustadistancia.edu.co
NIT: 860012357-6



inculcaron mis valores. Mis primeras letras y palabras me las enseñó mi abuela materna, su nombre era María Paz, ella se encargó de inculcarle la importancia de la educación y el amor por aprender. Cuando yo tenía 7 años, ingresé a estudiar en una escuela rural que pertenecía a la escuela normal de Saboya, en esa escuela realicé mis estudios hasta quinto grado de primaria. Luego continué mis estudios en la sede principal de la escuela Normal de Saboya, allí terminé mi bachillerato. Desde pequeña la pedagogía me llamó mi atención y sembró en mí una vocación y un gusto por enseñar, la formación en la escuela Normal siempre destacaba la pedagogía y eso me emocionaba mucho, recuerdo que siempre me destacaba mucho sobre todo en las clases de inglés y aunque no contábamos con mucho material y herramientas de enseñanza como las hay actualmente, la información y conocimiento que recibía por parte de mi docente era muy completa, aun la recuerdo con mucho cariño, ella también me apoyo para convertirme en una docente, y gracias a ella me gradué como docente normalista.

Entre 1981 a 1983, decidí estudiar en el SENA, en búsqueda de otras oportunidades laborales, pero esta experiencia me hizo comprender que los números no eran mi punto fuerte. Así que decidí hacer lo que realmente me apasiona que es enseñar, por esta razón, y con ayuda de mi profesora, a finales de 1983, yo me vinculé como docente primaria en un municipio del occidente de Boyacá. En esa institución, tuve la oportunidad de dar mis primeras clases y aunque para esa época no era obligatoria la enseñanza de inglés en primaria, también enseñe inglés.

Con el tiempo, tuve la oportunidad de realizarme profesionalmente, actualmente soy licenciada en básica primaria y tengo una especialización en Lengua Escrita. Después de eso, tuve la oportunidad de empezar a enseñar en la Institución Educativa Técnico Industrial Julio Flórez, en secundaria, tenía encargado enseñar español. Un día, la profesora de inglés de grado 7 y 8 se retiró, y el rector que estaba a cargo en ese momento, me pidió que asumiera las clases de inglés mientras conseguían un docente de inglés. Yo decidí asumir ese reto, y con el tiempo el rector le gusto mi trabajo y decidió dejarme como la “profesora de inglés” de los grados 6 a 8 durante 7 años. Durante esta época, tomé muchos cursos de inglés básico.

Luego, por trámites administrativos de la secretaría de educación y por qué no cumplía con los requisitos para ser profesora de inglés de secundaria, me trasladaron a una sede de la misma institución a enseñar principalmente inglés de preescolar a quinto, debo confesar que este cambio fue difícil

para mí, pero también asumí el reto, pero tengo que confesar que falta mucho para llegar a mis estudiantes.

Anécdotas en mi labor como docente de inglés tengo muchas, ahora comprendo que cada **error cometido es una oportunidad de aprendizaje** de algo nuevo, pero también entiendo que no puedo cometer errores con mis estudiantes porque eso puede llegar al fracaso.

En la institución todos me conocen como la "Teacher Norma" para mí es placentero, y es muy halagador por parte de mis compañeros y de los estudiantes, pero **reconozco que ser docente de inglés conlleva muchas responsabilidades** y para ser una verdadera **docente de Inglés** me falta muchas cosas.

- **A-2. Teacher's interview: Working in a primary school located in Chiquinquirá**

Date: February 25, 2019 **Interviewee:** Norma Estella Espejo Pineda

Interviewer: Milady Melissa Cardenas Hernandez

Place: Institución Educativa Técnica Industrial Julio Flórez

Code the participants: Teacher

Objective: The purpose of this interview is to gather information about the main activities and routines of being an English teacher in a primary school located in Chiquinquirá.

Participant's answers:

1 How many years of experience do you have teaching English?



BOGOTÁ · PBX: (571) 587 87 97 Línea gratuita nacional: 01 8000 111 180
Carrera 9. n.º 51-11 / www.usta.edu.co / contactenos@usantotomas.edu.co
VICERRECTORÍA GENERAL DE UNIVERSIDAD ABIERTA Y A DISTANCIA · Tel. (571) 595 00 00
Carrera 10. n.º 72-50 / www.ustadistancia.edu.co / admisiones@ustadistancia.edu.co
NIT: 860012357-6



- 12 años de experiencia, 7 en bachillerato y 5 en básica primaria.
2. How do you describe the experience of English teaching and learning in this context (region or institution)?-Describe negative or positive experiences.
 - “Para mí es una experiencia gratificante porque son niños que han tenido poco contacto con el Inglés mediante clases dirigidas y a pesar de eso los niños se involucran en el proceso. Una experiencia positiva para mí es cuando me llega un niño con problemas de aprendizaje y le puedo enseñar algo es muy difícil pero es gratificante cuando ellos muestran resultados. Una experiencia negativa ha sido no haber corregido a tiempo algún error puede ser en pronunciación o escritura y el niño permanece con el error”.
3. What are your interests for English teaching and learning?
 - “Enseño inglés porque me toca, fue la asignatura que dieron por lo que ya tenía experiencia en secundaria y está dentro del plan de aula y es mi responsabilidad pero me motiva mucho ver los niños aprender nuevas palabras y cosas”.
4. What aspects you like or you don't like about the institution or the English classroom?
 - Me gusta que la institución tiene unas instalaciones amplias
 - No me gusta la falta de material didáctico, por ejemplo, láminas con vocabulario, material audiovisual, textos.
5. How many hours of class do you have during the week? What grades?
 - 25 horas semanales de primero a quinto de primaria.
6. How do you evaluated your students?
 - En esta institución tenemos en cuenta 3 aspectos, la parte actitudinal, cognitiva y práctica.
7. What methodology do you use in your classes?

El método que caracteriza esta institución es el constructivismo, es decir que los estudiantes a partir de un modelo que el docente le da construya su propio conocimiento.

● **A-3. Students' perception of the primary school and their teacher**

Date: February 25, 2019

Course: 5th grade

Objective: As visiting the school, the pre-service teacher established a conversation with some of the students who belonged to 4th grade. Interaction with the learners made possible to gather perceptions regarding their process at school and their point of view about English language, the classroom environment and the materials implemented by the teacher.

Code the participants:	Student #1
Age:	9 years old.
Gender:	Female
Participant's answers:	<u>"Mi experiencia con el inglés ha sido buena.</u>



BOGOTÁ · PBX: (571) 587 87 97 Línea gratuita nacional: 01 8000 111 180
Carrera 9. n.º 51-11 / www.usta.edu.co / contactenos@usantotomas.edu.co
VICERRECTORÍA GENERAL DE UNIVERSIDAD ABIERTA Y A DISTANCIA · Tel. (571) 595 00 00
Carrera 10. n.º 72-50 / www.ustadistancia.edu.co / admisiones@ustadistancia.edu.co
NIT: 860012357-6



	<u>la profesora nos explica todo lo que no entendemos. A mí me gusta mucho el inglés porque cuando sea grande quiero viajar a Estados Unidos y siento que es más bonito expresarse en Inglés que en Español. No me gusta no entenderle algunas palabras a la profesora o cuando ella se pone brava. ”</u>
--	--

Code the participants:	Student #2
Age:	12 years old.
Gender:	Male
Participant's answers: Boy with cerebral palsy	<u>“Me gusta aprender mucho Inglés y otros idiomas, las clases con la profesora son muy divertidas: recreamos, jugamos y aprendemos. Ya sé algunas palabras en inglés y quiero aprender muchas más. La profesora me enseña y me corrige los errores ”</u>

Code the participants:	Student #3
Age:	10 years old.

Gender:	Female
Participant's answers:	“Inglés es mi mejor materia, me gusta mucho aunque a veces no entiendo pero cuando tengo una duda le pregunto a la profesora y ella me explica, estoy interesada en aprender inglés me gustaría ir a otro país y hablar mucho. Me gusta trabajar con el libro guía porque trae muchos ejercicios y palabras nuevas. No me gusta que mis algunos de mis compañeros hacen mucho ruido, indisciplina y desorden y no dejan dictar la clase ”

Code the participants:	Student #4
Age:	10 years old.
Gender:	Female
Participant's answers:	“Las clases de inglés son muy bonitas la profesora nos enseñan mucho cantamos, a veces bailamos, algunos niños pasan al frente a leer en Ingles. Me gusta que la profesora me ayuda aprender otro idioma y nos pregunta lo de las clases pasadas. No me

	<u>gusta que hay niños que hacen desorden y no le ponen atención a la profesora ”</u>
--	---

Code the participants:	Student #5
Age:	10 years old.
Gender:	Male
Participant’s answers:	<u>“Me gusta mucho que aprendiendo Inglés podemos aprender otra cultura, para mí el inglés es muy fabuloso e interesante. Me gustan las clases de la profesora porque ella va despacio y así podemos aprender. No me gusta que siempre estamos en el mismo salón o cuando me esfuerzo estudiando y que me digan que está mal”</u>

- **A-4. Classroom observations**

Objective: As visiting the school, the pre-service teacher analyze the context and have a vision of teaching English at the institution and determine some factors that are involved in the process of teaching and learning English.

Institution: Institución Educativa Técnico Industrial Julio Flórez
Group of participants: Fifth grade **English level or educational level:** True Beginners (A1)
Observation No. 1. Observer: Milady Melissa Cardenas Hernandez **Date:** February 18th, 2019

General description about the context, institution, environment and participants.	The Institución Educativa Técnico Industrial “Julio Flórez” is a public institution of the town of Chiquinquirá, in the center "Alianza para el progreso" are students who are studying from preschool to fifth grade. In Grade 5-2 there is a students with a child who has cerebral palsy. The teaching and English level is not the most adequate because the teacher is not an English teacher she is just a primary school and she is not ready to solve the special educational needs of the child with cerebral palsy.
---	--

Classroom organization	The classroom is organized in a traditional way by rows, it is a large room, but the environment does not have nothing in English.
Level of English	The level of English is very basic or elementary (A1).
Use of English/Spanish/translation	The teacher pronounce a few words in English and then she translates it into Spanish so that the students understand her.
Characteristics of the Teacher	The teacher has a bachelor's degree in elementary school, she is 57 years old and has 12 years of experience as a teacher of English in primary school.
Types of interaction among participants	The interaction and the relationships between the participants is good, because they are studying together from pre-school, is that 6 years old.
Conflicts and situations or facts that capture my attention.	A particular situation is that the teacher requests a guide book and only 5 students had it. English classes are once a week two hours. A conflict that occurs in the classroom is the indiscipline and excess of noise that some students make, the class is shape by 28 students, 15 boys and 13 girls.
Development of class	First, the teacher did a playful activity to start the class, then made a review of the topics that they had worked before (personal pronouns) and then she

began to explain the topic for the class: Verb to be in affirmative form. She explained on the board and then gave examples to students in Spanish, or simple sentences for them to translate and make use of English as a Foreign Language. Afterwards, the teacher and the students together corrected the errors.

Institution: Institución Educativa Técnico Industrial Julio Flórez
Group of participants: Fifth grade **English level or educational level:** True Beginners (A1)
Observation No. 2. Observer: Milady Melissa Cardenas Hernandez **Date:** February 25th, 2019

General description about the context, institution, environment and participants.	At the Institución Educativa Técnico Industrial “Julio Flórez” a public school of Chiquinquirá, I found a student in fifth grade of primary school with cerebral palsy. This students attends all classes in the company of other children without any special assistant. For this reason I want to narrate the use of English language as a foreign language of this student and how has been his EFL learning process according to the characteristics of the classroom and the English level.
Classroom organization	The classroom is organized in the same way by rows, the students are in the same classroom all the time.
Level of English	The level of English is very basic or elementary (A1).
Use of English/Spanish/tran slation	The teacher pronounce a few words in English and then translates it into Spanish so that the students understand her.
Characteristics of the	The teacher has a bachelor's degree in elementary school, she is 57 years old

Teacher	and has 12 years of experience as a teacher of English in primary school.
Types of interaction among participants	The indiscipline and excess of noise continue interrupting the class.
Conflicts and situations or facts that capture my attention.	Almost all students already have the guide book.
Development of class	First, the teacher did a warming up activity, they prayed the "Lord's Prayer" in English to start the class, then teacher made a review of the topics that they had worked before (Verb to be in affirmative form) and then she began to explain the topic for the class: Verb to be in negative form. She explained on the board and then gave examples to students in Spanish, or simple sentences for them to translate and make use of English as a Foreign Language. Afterwards, students worked a page of the guide book. Finally the teacher and the students both corrected the errors.

Institution: Institución Educativa Técnico Industrial Julio Flórez
Group of participants: Fifth grade **English level or educational level:** True Beginners (A1)
Observation No. 3. Observer: Milady Melissa Cardenas Hernandez **Date:** March 4th, 2019

General description about the context, institution, environment and participants.	The teacher is a primary school teacher with a specialization in written language. She is not a specialist in English, only when she was in high school and at university. She was a high school English teacher in the same institution for 7 years and now in elementary school she has been teaching English for 5 years.
--	--

Development of class

The main topic of the class was the verb to be in interrogative form, the teacher first did an opening activity that was a song about the personal pronouns, then the teacher made a review of the themes studied (verb to be in an affirmative form and negative), after practicing some simple interrogative sentences, the teacher did a surprise quiz to demonstrate the knowledge of her students.

In this observation, I noticed that **outside the classroom** there was a lot of noise, there was loud music that interrupted **the development of the class**. Besides, indiscipline continues interrupting the class.

Observation for data collection in the Research Context (Instrument adapted from Dörnyei, 2007)

• **A-5. Narrative frame**

Objective: Get information about the teaching and learning experiences of English from the participating teacher.

Project's name:	<i>The Struggle of a Primary Teacher When Facing EFL, Living Experiences through a Narrative Study.</i>
Instructions:	<i>Below are some statements for which I kindly request that you complete, from events or important events related to your English learning history, the reasons that motivated or guided you to become an English teacher, as well as those experiences that You remember and evoke with your students, in the institution where you work and in relation to teaching English.</i>
My English learning story started when...	<u>Salió el decreto de la obligatoriedad de la enseñanza-aprendizaje de Inglés desde preescolar y básica primaria.</u>
I became an English teacher because...	<u>Tenía que cumplir con lo estipulado por el Ministerios de Educación Nacional, en ese momento yo era directora de grado y atendía todas las áreas y obviamente inglés.</u>
When I think of the initial idea I	<u>Se creía o se tenía la preconcepción que el inglés en las escuelas</u>

had regarding English and facing its teaching, I remember ...	<u>primarias era solamente entregar un listado de palabras acompañadas de una imagen que generalmente eran elaboradas por los estudiantes.</u>
My most representative or important experiences regarding teaching English are related to...	<u>El hecho de haber tenido que dirigir el inglés en los grados 6, 7 y 8, ya que por necesidad del servicio fui trasladada de la sección primaria a secundaria y para mí fue una experiencia muy enriquecedora e importante.</u>
I describe my role as a teacher in the Chiquinquirá region based on the following characteristics and considerations ...	<u>A través de la interacción y experiencias con estudiantes, pienso que he hecho mi mejor esfuerzo, ya que no soy licenciada en Inglés, he tratado de interactuar en la medida de mis posibilidades y de ser autodidacta para llegar de alguna manera a mis estudiantes.</u>
Through the interaction and experiences that I live with the students, I think that ...	<u>Es importante resaltar la labor que hacen los diferentes docentes de inglés en la región, quienes tienen que enfrentar muchos desafíos y retos para cumplir con los objetivos de aprendizaje.</u>
I describe the experience of teaching and learning English in Chiquinquirá as ...	<u>Una “necesidad de aprender” y una “obligación” enseñarlo, desde mi experiencia de no ser licenciada en Inglés, he tenido que apoyarme en diferentes textos, herramientas tecnológicas y cursos básicos online.</u>

● **A-6. Teacher’s participant final interview**

Date: July 24th, 2020 **Interviewee:** Norma Estella Espejo Pineda

Interviewer:

Milady Melissa Cardenas Hernandez. **Code the participants:** Teacher

Questions	Answers
1. How do you describe your experience of teaching and learning English throughout your life story?	<u>Como una experiencia significativa, porque entendí que enseñar un segundo idioma va más allá de aprender una lista de palabras individuales. He aprendido que para enseñar y aprender inglés debes dominar las habilidades de leer, escribir, hablar y pensar en un segundo idioma y que todo esto es necesario para construir estructuras acordes con lo que quieres expresar.</u>



2. How do you describe rural education in contrast to teaching English?	<u>No tengo mucha experiencia enseñando en áreas rurales, pero considero que la enseñanza del inglés en áreas rurales depende del profesor que es el encargado de dirigir el proceso de enseñanza-aprendizaje. Todo depende de la vocación del docente, de su creatividad y de su capacidad para afrontar la propia enseñanza.</u>
3. How do you evaluate your students? Explain	<u>Mis alumnos en el área de inglés son evaluados teniendo en cuenta tres ejes principales, el actitudinal, el cognitivo y el práctico. Estos tres factores se unen para producir un concepto evaluativo numérico en una escala del 1 al 5. También tengo en cuenta otros aspectos como el dominio de la capacidad de leer, escribir, escuchar, interpretar y relacionar imágenes.</u>
4. Is the classroom equipped with the necessary resources? Do you have an appropriate environment for teaching English?	<u>Las aulas están equipadas con algunos recursos (tecnológicos y pedagógicos) que de alguna manera facilitan el proceso de enseñanza y aprendizaje del inglés.</u>
5. What English ability works most often with your students? Why?	<u>Me gusta trabajar la escritura, porque es uno de los ejercicios que más les gusta a los alumnos, les gusta transcribir textos y aprender nuevo vocabulario.</u>
6. Do you use ICT resources for the development of your classes? Which?	<u>Utilizo videos y algunas actividades recreativas con audios o imágenes que pongo en el televisor, me ayudan a relacionar el vocabulario y la pronunciación correcta de las palabras con mayor facilidad.</u>
7. What are the limitations, advantages and teachings of teaching English? Is there something	<u>Algunas de las limitaciones son:</u> • <u>No dominar el idioma.</u> • <u>Los estudiantes son de estratos sociales bajos, muchas veces no cuentan con todos los recursos como el texto guía o las herramientas</u>





particular about Chiquinquirá that you would like to highlight?	tecnológicas para facilitar el aprendizaje. <u>Desde mi perspectiva, las ventajas son:</u> ● <u>Estar inmerso en un segundo idioma dominante en el mundo.</u> ● <u>Los estudiantes se familiarizan con términos que les permiten interpretar y aprender nuevas palabras que facilitan las actividades cotidianas, como un juego en línea o algunas películas.</u> En Chiquinquirá, me gustaría resaltar con gran respeto el esfuerzo que hacen los profesores y alumnos para enseñar y aprender inglés debido a su importancia en nuestra vida profesional. Incluso en la región algunas academias dan garantías para acceder a cursos avanzados de inglés y eso es muy bueno. Asimismo, las universidades siempre han ofrecido la enseñanza del inglés, porque reconocen su importancia en la región.
8. What has changed with the pandemic? How do you describe your students? What reflections would you like to share with a teacher in training like me?	<u>Con la pandemia generada por el Covid-19 todo ha cambiado, el mundo, sus costumbres, nuestro ritmo de vida han cambiado. El hecho de pasar más tiempo en casa ha generado grandes cambios y la docencia no es la misma, porque para algunos estudiantes la interacción mediada por la tecnología es difícil, no todos tienen acceso a la virtualidad.</u> <u>Describo a mis alumnos como niños dinámicos, con mucha expectativa, que a la mayoría les gusta el inglés, porque lo disfrutan y lo usan especialmente en sus juegos y películas que ven todos los días. Les gusta tener y usar objetos como ropa que tengan palabras o expresiones escritas en inglés.</u> <u>Las reflexiones para compartir con un profesora como tú son muchas.</u>

Te diría que los niños en sus primeros años son más receptivos y deberías aprovechar eso, y más en la enseñanza de un segundo idioma. Debes tener en cuenta la fonética y que las reglas de escritura sean claras desde el primer aprendizaje. Por otro lado, debes tener en cuenta que los niños aprenden más jugando y cantando que simplemente escuchando y escribiendo, por lo que debes ser muy creativa con ellos.

- **A-7. Consent form of the participant.**

https://drive.google.com/file/d/1uZnS8A58F-8QeU0vWys_wa-ibmC2wDob/view?usp=sharing



BOGOTÁ · PBX: (571) 587 87 97 Línea gratuita nacional: 01 8000 111 180
Carrera 9. n.º 51-11 / www.usta.edu.co / contactenos@usantotomas.edu.co
VICERRECTORÍA GENERAL DE UNIVERSIDAD ABIERTA Y A DISTANCIA · Tel. (571) 595 00 00
Carrera 10. n.º 72-50 / www.ustadistancia.edu.co / admisiones@ustadistancia.edu.co
NIT: 860012357-6

